

PROFESSIONAL DEVELOPMENT FOR QUALITY EDUCATION

Teachers' Guide

Lesson Plans

Grade
5



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-V		
Sr. No.	List of Selected Student Learning Outcomes (SLOs) & Unit of Textbook	No. of LPs
Unit 1: Patience		
1.	Use pre-reading strategies to: predict the content of a text from topic/pictures, title/headings etc., by using prior knowledge.	1
2.	apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/ scan specific information to answer short questions.	1
3.	use critical thinking to respond to the text post reading flying bird knowledge and your own opinion to the text read and relates your feelings and experiences to what is read	1
4.	Articulate, practice and syllabify words containing digraphs, tri-graphs and silent letters.	2
5.	Read a paragraph as a large meaningful unit of expression to recognize that the main idea in a paragraph is carried in sentences called topic sentence; other sentences in the paragraph support the topic sentence.	1
6.	recall and apply the rules for the use of 'a' and 'an'.	1
7.	classify adjectives of quantity, quality, size, shape, colour and origin.	1
Unit 2: Be Grateful		
8.	describe a series of events of sequence in a picture and illustration or a diagram.	1
9.	create a short poem using rhyming words on a given topic.	1
10.	use appropriate expressions in conversation to: express and respond to opinion and to offer and accept apology.	1
Unit 3: Women as Role Models		
11.	pronounce and practice long and short vowels as they occur as practice items and sentences in reading lessons and in speech.	1
12.	use appropriate expressions in conversation to offer and accept an apology.	
13.	recognize and use more action verbs from an extended environment including other academic subjects in speech and writing.	
14.	Write short text in speech bubbles in cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.	1
Unit 4: Unforgettable Moments of My Life		
15.	recognise and apply capitalization to the initial letters of the keywords in the titles of stories and books.	1
16.	identify descriptive paragraphs to note differences	1
Unit 5: Amazing Planet		
17.	recognize specific parts of words including affixes	2
18.	locate, provide, connect and use words similar and opposite	2
19.	recall the rules of punctuation learned earlier	1
20.	write a guided paragraph using ideas gathered and organized through various strategies.	1
Unit 6: A Fit and Healthy Life		
21.	locate, identify, differentiate between and use some simple pairs of words	1



	including homophones.	
22.	use the pronouns as subject and object for possession	1
Unit 7: What Goes Around Comes Around		
23.	recognize and describe briefly story elements.	1
Unit 8: Do What's Right		
24.	use pre-reading strategies to predict the content of a text from topic/ pictures, title/ headings etc., by using prior knowledge.	1
25.	<ul style="list-style-type: none">• apply critical thinking to interact with text using intensive reading strategies (while reading) to follow instructions in maps or short public notices or signs.• use critical thinking to respond to the text (post reading): applying world knowledge and own opinion to the text read.	1
26.	demonstrate use of prepositions showing position, time	1
Unit 9: Patriotism		
27.	create a short poem using rhyming words on a given topic	1
28.	identify and use simple adverbs of place.	1
29.	write the central idea of a given poem in simple language.	1
Unit 10: Eid-ul-Azha		
30.	join some words to make common compound words and use them in speech and writing.	1
31.	recognize verbs as regular and irregular and use forms of more regular and irregular verbs.	1
32.	use appropriate vocabulary and tense to write a simple paragraph by explaining a process or procedure.	1
33.	identify and use adverbs of frequency.	1
Unit 11: Let's Be Helpful		
34.	Write a short passage, anecdote, fable etc. for pleasure and creativity	1
Unit 12: Our National Animal		
35.	recognize the function of wh forms used in questions.	1
Unit 13: When Something Went Wrong		
36.	write an informal letter and formal letter of application.	2
37.	write a reply to a short informal letter from friends and family members.	1
38.	Identify and practise making simple, sentences to show instructions, commands, requests and strong feelings.	1
39.	Illustrate the use of simple past and continuous tense in speech writing.	1
Unit 14: Together We Live		
40.	Recite poems with actions	1
41.	produce in speech and practice appropriate patterns of rhythm, stress and intonation in the English language by listening to stories and poems read aloud in class.	1

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Unit 1: Patience

Topic: Pre -Reading



Duration: 80 Minutes



Students' Learning Outcome:

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



Materials:

- picture from the textbook pg.# 2

Information for Teachers

Pre-reading: The aim of this strategy is to activate students' prior knowledge of the topic, to prepare the mind to interact with the new information contained in the text. Inferring prior knowledge is a great way to connect known to the unknown, familiar with the unfamiliar concepts, perceptions students have before they begin reading. One important factor in developing reading comprehension is the use of context to aid word identification by employing pictures or sentence context to read or decode an unknown word. Hints found within a sentence, paragraph, or passage that a reader can use to understand the **meanings** of new or unfamiliar words are known as 'contextual clues:

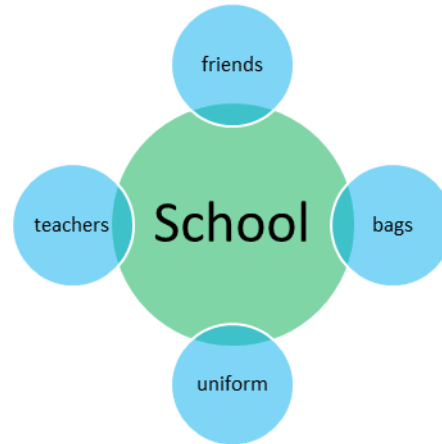
Think-Pair-Share —The think-pair-share strategy is a great way to gather information about the level of understanding of your students. Ask students questions such as, "What do they see in a picture?" or "What connections can you make to your own experiences of going to school?" Give students a few minutes to think about these questions. Pair students up with partners. Students share their thoughts with each other and then join a larger group or the whole class. Randomly call on students to share their ideas. By going through this process, students are able to solidify and refine their thinking before having to share their answers.

Teaching tips

- While generating ideas through brainstorming, ensure to involve all the students especially the back benchers and shy ones.
- Ask the students to carefully study the given picture and have a discussion using the Think-Pair-Share strategy.

Introduction

- Write the word school in the middle of the writing board.
- Ask students to call out all the words that come to their mind, when they think of this word. A few examples may be as follows:



- Let this mind-map on the board to be used in the coming activity.

Development

Activity 1

- Demonstrate pre-reading strategy by showing them the following picture.
 - Give instructions about Think Pair Share strategy.
 - Encourage them to think on their own, then discuss with their partners and finally share with their groups what they see in the picture.
 - Get them to focus their attention on the following questions:
 - Look carefully at the picture, (now point at the mind map on the board), do you notice that the words provided by you are all there? Rather we have more words about school on there. Great work!
1. Are the children going to school or coming out of the school? (Ask the reason in both the cases)
 2. Are the children excited or sad to go to the school? (Ask the reason in both the cases)
 3. What season is it?
 4. Which two clues in the picture give information about the seasons?
- Encourage them to share their experiences of going to school. What do they feel about it?



Activity 2

Now you see him, now you don't!

The story of Asif: the invisible Boy.

- Show them the image of a book cover and generate discussion around the image.
- Tell them to use the Think Pair Share strategy to make predictions about the book titled 'Now you see him now you don't!'
- Ask them to first think on their own about: 'What they think the story will be about?'



- Then share with their partner and finally with the group.
- Ask them the following questions:
 1. What do you think the story is about?
 2. Looking at the way the boy is dressed up, where do you think he is from?
 3. Why do you think the book cover shows a boy with four images?
 4. What connection do you think the images on the book cover have with the story?
 5. Why would you want to read this story?
- Ask probing questions where necessary.
- Appreciate the responses that show critical thinking.
- Wind up the activity by telling them the usefulness of making predictions and looking for clues.

Activity 3

- Ask the students to open page-2 of their textbooks and tell them to look at the image and follow the Think Pair Share strategy to respond to the following questions:



1. What do you see in this picture? What is happening?
2. What are your views about working in groups?
While working in groups, what problems do you face? What are the good points of working in a group?
3. Think about your own experience of working in groups and identify two problems and two strengths of group work.

- Allow them to think on their own, then share with their partners and finally share responses to the questions in their group.
- Take responses from each group.

Conclusion/ Sum up/ Wrap up

- Show students the given picture.
- Ask a few students to think about a title for this story.
- Ask them to think what the story is about?
- Take a few responses.
- Appreciate the students.
- Show them the picture below with a suggested title and purpose.
- Encourage students to clap for the ones whose answers were close.

Title of the Story?



This is Story is about?

The Boy who Loved Animals



This is story is about Naseebullah- champion of all stray Animals of his neighborhood.

Assessment

Formative assessment to be done by monitoring and observing students' participation.

Homework

Give them a task to look for the images and pictures, from the old story books, magazines or newspapers. Ask them to bring it to the class and quiz their classmates.

Unit 1: Patience

Topic: While -reading Strategies



Duration: 40 Minutes



Students Learning Outcome:

- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/ scan specific information to answer short questions.



Materials:

- textbook pg.# 2 and 3, sticky-notes (or print of words meaning sheet), scotch tape, scissors

Information for Teachers

While reading: Being an active reader is a crucial part of being a lifelong learner; therefore, a number of active reading strategies through while reading activities are designed. This section helps in recognizing the pattern of text organization through skimming, scanning, making inferences, deducing meaning from context, inferring meaning and generating questions to understand text. While reading questions are designed to predict, connect, visualize, evaluate and respond to interact with the text.

Teaching tips: to introduce students to while reading, select texts that have some space for visualization and making connections with their real-life contexts.

Introduction

- Share the following story with the students:

Let me tell you a story about what happened when I left home for work today. I wanted to reach school on time but my son was not ready, so I got upset and admonished (scolded, rebuked) him. My son, who is a six-year-old, started crying and refused to finish his breakfast. I, then, became angry at him, he cried more. I realized my mistake. I remembered that our beloved Prophet PBUH treated the young ones with kindness and patience. Today we will be studying Patience and learn how Rasool Allah (SA) demonstrated this personality trait in his dealings with people of all ages.

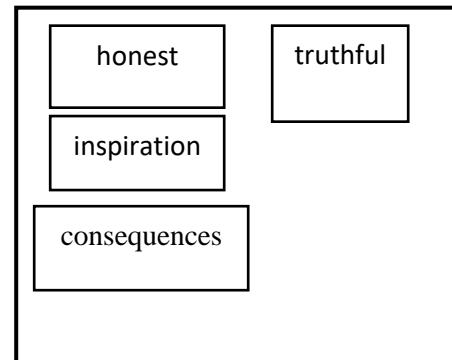
Development

Activity 1

Preparation- Write the meanings of the difficult words on sticky-notes or paper cut-outs or if possible, get the print of the words meaning sheet (given at the end) and cut them separately.

Pre-reading Instructions:

- Divide the students into pairs.
- Give each pair the meaning of one word (shuffle the meanings before distribution)
- Paste all the difficult words on the board in a vertical way by leaving space for their meanings as shown in Figure-1.
- Tell the students that they are going to read this chapter, and while reading there will be some difficult words in the chapter.
- Instruct them to refer to the meaning of each word given to every pair, when there will be any difficult word identified by the teacher.



If any of the pairs has got the meaning of that word than they will raise their hand and share the meaning with the whole class. (As the students will guess the meanings from the context, so they can also be wrong. In this case, teacher will ask from the rest of the class to check their meanings and guess the right word).

While-reading Instructions:

- Model two or three lines of the text with correct pronunciation and intonation.
- Ask the students to start reading.
- Give chance to every student, especially the weak ones.
- Whenever, any difficult word comes, ask the students to look at the meanings given to each pair and raise their hand if they think they have the meaning of the word.
- If the students identify the correct meaning, ask that pair to paste the meaning on the board in front of that word as shown in figure 1.
- Keep correcting the pronunciation of the words.
- Recapitulate the meaning of every sentence.
- Ask the following questions:
 1. An important personality trait of our Prophet PBUH was patience. What do you think is the importance of patience?
 2. Do you think that Ayesha and Meerab were patient with Azlan? Why/ Why not? Give examples to support your answer.

Activity 2: Think-Pair-Share

- Ask students to open their textbooks page # 3.
- Instruct them to do silent reading of the following question given on the page.
- If someone misbehaves with you, what would be your reaction?
- Tell the students to recall to think about the answer individually.



- After 2 minutes, divide the class into pairs and ask them to share their responses with their partners.
- Give two minutes for this discussion.
- Monitor the pairs as they engage in discussion.
- After two minutes, select some random pairs to share their answers with the whole class.
- Wind up the activity by highlighting three to four important points shared by the pairs and appreciate the students.

Conclusion/ Sum up/ Wrap up

Invite a few student volunteers to explain the meaning of ‘patience’ as they’ve understood from the two texts read in the lesson.

Assessment

To be done while the answers to the questions are being shared in both the activities.

Homework

Tell students to make a list of things/people that annoy them. Write what they do as a reaction.

List of things and people that annoy you	How you reacted earlier?	How will you respond now?	What will change?

Words meaning for Activity-1	Words	Meaning
	inspiration	a person or thing that motivates
	consequences	result
	preaching	instruction, message
	embrace	accept
	mob	a large crowd of people
	pelted	attack
	pebbles	small stones
	sought	seek
	entire	whole, full

Unit 1: Patience

Topic: Post -reading



Duration: 40 Minutes



Students Learning Outcome:

- Use critical thinking to respond to the text post reading flying bird knowledge and your own opinion to the text read and relates your feelings and experiences to what is read.



Materials:

- textbook page # 3, scissors

Information for Teachers

- **Post reading:** Please carefully read the explanation of ‘reading & thinking strategies,’ given below:

‘If students are to become independent learners, they need to acquire thinking skills to enhance their study skills. Thinking creatively, sorting fact and opinion, recognizing consequences, defining alternative viewpoints, comprehending, and interpreting texts by applying critical thinking or thinking strategies which will help students significantly in their schoolwork. In addition, students answer literal, factual, interpretive/inferential, evaluative/personal response and open- ended questions. Within these set of questions, a variety of learning opportunities is offered, including individual and group work.

Teaching tips

- At this stage, teachers must encourage students to connect what they have read to their personal experiences. Students should also learn to form opinions that are based on evidence and reasoning and make connections between the text read and the wider world.

Introduction

- What do you understand by the term role model? (a person whose behavior is copied by others.)
- Why is it important to have role models? (Role models motivate us to get to their level)

Development

Activity 1

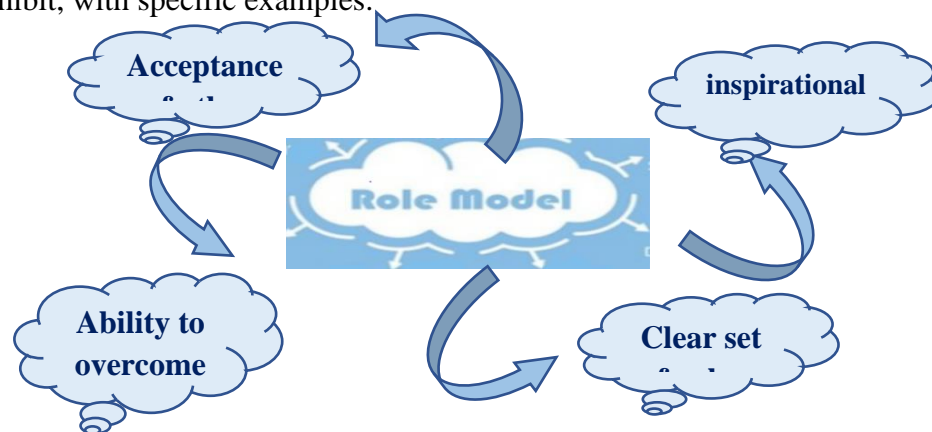
- Get students into groups of four each. (Group size depends upon the class strength)
- Draw a mind map on the board.
- Tell them to recollect what they've read about the Prophet PBUH.
- Ask them to work in their groups and list down four qualities of a role model.
- Instruct them to read the text on Prophet PBUH and try to extract qualities of a role model from there.
- Tell them to be prepared to defend the qualities they have listed down.
- Ask one student from each group to share the list they have generated.
- Elicit the responses on the writing board.
- Appreciate students for their effort.

Activity 2

Post-reading

- Who is your role model and why? Discuss.

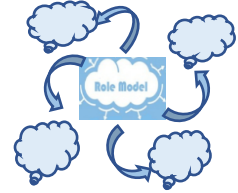
- Synthesize the list elicited on the board by coming up with categories (four suggested categories are given below as examples. You may come up with any other based on the list provided by the students)
- Fill up the bubbles with four distinct qualities.
- Ask the students to think individually about who is their role model and why that person is their role model. Give them 1 minute.
- Divide the students into pairs. Tell them to discuss with their partners, who their role models are and what qualities out of the ones in the bubbles do they possess. They can also share any other quality.
- After three minutes discussion in the pairs, divide the students into groups of four and ask them to share in large group about their role models and how they demonstrate the qualities listed on the mind map by thinking of specific examples.
- Ask each group to select any one role model from their group.
- Invite one student from each group to share the role model, the qualities, out of the four they exhibit, with specific examples.



Activity 3

Post-reading • Do you think helping others is good for us?

- Ask the students to read the question given on page # 3 of the textbook.
Do you think helping others is good for us?
- Instruct them to think independently about this question and write a paragraph of not more than 50 words to answer this question.
- Give them 8 minutes for writing this short paragraph.
- After 8 minutes, ask a few to read aloud the answers.
- Appreciate them for their effort.



Conclusion/ Sum up/ Wrap up

Reinforce the concept of having a role model.

A person whose behavior is copied by others is called a role model. Role models motivate us to get to their level.

Assessment

Formative assessment to be done while students are participating in group work and from their responses.

Homework

Tell the students to go home and talk to people in their family about their role models and ask them to also probe why these people were their role models. Tell them that they will share this information next day with the whole class.

Unit 1: Patience

Topic: Syllabification



Duration: 40 Minutes



Students Learning Outcome:

- Articulate, practice and **syllabify words** containing digraphs, tri-graphs and silent letters.



Materials:

- Textbook pg.10, print out of syllable table

Information for Teachers

Syllabification

- Syllables are sounds held together by vowels, and the process of syllabification involves identifying those separate syllables, in speech or writing. Syllabification is a good way to learn a new word, whether you're trying to spell it or pronounce it correctly. Try it with syllab-if-i-ca-tion!

(Source: <https://www.vocabulary.com/dictionary/syllabification>).

- It is always a good idea to demonstrate the concept being taught, where necessary. Concepts such as syllabification can be made easy for students by demonstrating it in the following manner.

Introduction

- Greet students by clapping on each word to show the number of syllables.

How  are  you  today   ?


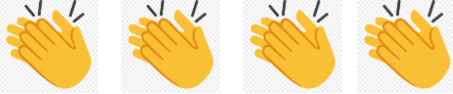

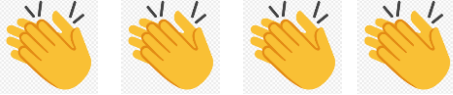

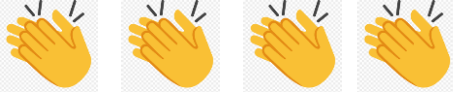

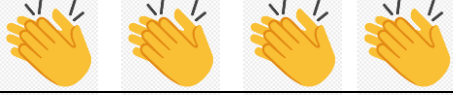



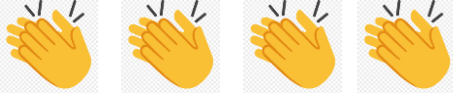
- Ask students why you clapped.
- Take responses from a few students.
- Tell them that you will be telling them about syllables, which are sounds held together by vowels. With the understanding of how to identify syllables, students can get a firm grip on correct pronunciation.
- These help in better pronunciation of bigger and smaller words, for example: the word vocab-u-lary has four vowel sounds, and that is the reason there are four syllables in it.

- Tell them that they will practice this in the next activity.



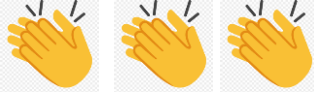


Development









Activity 1

- Put up the given chart on the writing board.
- Tell them that they will practice identification of the number of syllables by clapping.
- Remind them that number of syllables depend upon the number of vowel sounds in a word.
- Ask students to clap and tell the number of syllables in the word. (Teacher will also clap after the students so they can understand the correct syllabic division of the word)
- Circle the number of claps, as students clap showing the number of syllables in a word. (In the second chart number of syllables have been circled).
- Appreciate them for correct identification.

Cat		cat	
Motorcycle		mo-tor-cy-cle	
Sunflower		sun-flo- wer	
Table		ta-ble	
Car		car	
Dog		dog	

Number of syllables in each word:

Cat		 
Motorcycle		

Sunflower		
Table		
Car		
Dog		

Activity 2

- Tell them to open page # 10 of the textbooks.
- Instruct them to focus on exercise ‘i’ part (D) writing.
- Divide them in pairs.
- Ask students to practise with their partners the words and see the division of syllables.
- Monitor as students practise with their partners.
- Invite students to articulate the word.
- Ask them the reason for the syllable division.
- Tell them that multi-syllable words have more than one syllable and mono syllables are word with one syllable.
- Praise students for providing correct reasoning for syllable division.
- Tell them to pay attention to exercise (ii).
- Ask them to open their notebooks and make a table such as given on page-10.
- Give them 10 minutes to attempt the exercise on their own.
- Go around the class and help student struggling with the concept.
- Ask them to exchange their copies
- Tell them to check their peer’s work by reading the word aloud and saying the number of syllables.
- Ask students to count the correct answers.
- Tell them to raise hands for 100% percent correct answers
- Praise the students.
- Tell them to return their class fellow’s notebooks.



D) Writing

1. Learning to Write

Read Me

Multi-syllable words have more than one syllable.

i. Read the given words with their syllable division.

Word	Syllable division	Number of syllables
model	mod-el	2
tolerance	tol-er-ance	3
personality	per-son-al-i-ty	5
forgiveness	for-give-ness	3
beautiful	beau-ti-ful	3

ii. Divide the given words into their syllables and also write the number of syllables in your notebook.

vegetable

project

complete

computer

mountain

Conclusion/ Sum up/ Wrap up

Today we learnt about sounds and the way we can use clapping to find out the correct pronunciation of a word and to know the number of syllables in a word.

Assessment

Ask students to clap and identify the syllables in the given words:

Wednesday (Whens-day= two syllables)

pelted (pel-ted= two syllables)

pebbles (peb-bles= two syllables)

spoke (spoke= one syllable)

accepted (ac-cept-ed= three syllables)

Homework

Tell the students to read Unit 1 and find one, two and three syllabic words (2 each) and write them in the notebooks. Follow the way it is written in the exercise part (i) page-10.

Unit 1: Patience

Topic: Digraphs, Trigraphs and Silent Letters



Duration: 40 Minutes



Students Learning Outcome:

- Articulate, practice and syllabify words containing **digraphs, tri-graphs, and silent letters.**



Materials:

- 5 chart papers for flash cards (different colour), board markers, print out for assessment activity (optional)

Information for Teachers:

• **Digraphs:** A digraph in the English language is a group of two successive letters that represents a single sound or phoneme. Common consonant digraphs include Examples: *ch* (*champ*), *ch* (*school*), *ng* (*king*), *ph* (*phone*), *sh* (*shoe*), *th* (*then*), *th* (*think*), and *wh* (*wheel*).

• **Trigraphs:** A tri-graph is a single sound that is represented by three letters. They can be made up of three vowels, three consonants or a combination of both.

Examples: *tch* (*hatch*)

• **Consonant Trigraph vs Consonant Clusters**

Consonant trigraphs can sometimes be confused with consonant clusters. Consonant clusters are groups of two to three consonant letters that are pronounced individually in quick succession.

For example, the word *script* contains two consonant clusters: *scr* and *pt*.

Even though the sounds blend together quickly, the first cluster is not a trigraph and the second cluster is not a digraph, because each letter is pronounced individually as /skript/.

Sources: <https://www.thoughtco.com/digraph-sounds-and-letters-1690453>

<https://www.twinkl.com.pk/teaching-wiki/trigraph>

Additional Information about Digraphs: https://www.youtube.com/watch?v=NK8_Tvu6bJk

Teaching tips

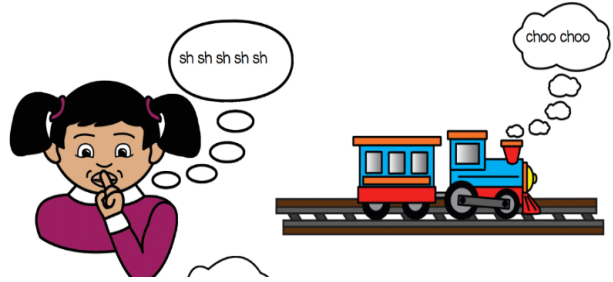
Always start with a familiar concept such as for digraphs ‘ch’ and ‘sh’ are a good point to start. Articulate the sound of these two digraphs and ask students to share the words they can think of.

Examples:

- ear as in beard
- are as in dare
- igh as in sigh
- air as in fairy
- tch as in catch

Introduction

- As you enter the class, act out the ‘sh’ sound by keeping a finger on your lips and saying out aloud ‘sh.’
- Write the digraph ‘sh’ on the board
- Now, mimic a train engine by moving your arms in a circular motion and taking small steps to pretend you are a train engine and take out sounds of ‘choo/chug... choo.’



- Write the digraph ‘choo/chug’ on the board as well
- Ask students to articulate the two sounds ‘ch,’ and ‘sh’
- Show them the picture given below
- Tell them that these are called digraphs
- Write the word digraph on the board and break it down: di- meaning two, and graph meaning ‘writing.’ Explain this to the students telling them that in this lesson they will be studying about how various letter combinations can produce a single sound.

Development

Activity 1

- Write two letters ‘th’ on the board.
- Underline the two letters ‘th’ and tell students that when two consonants come together and make one sound, such words are called digraphs.
- Tell them that when they see “th” together in a word, they stand for one sound /th/.
- Instruct the students to NOT sound out the /t/ and /h/ separately. ALWAYS sound out “th” as /th/ - ONE SOUND!
- Now write the word “brother” on the board. Underline and point at the word “brother” on the board and say “brother” emphasizing on the middle sound /th/ of the word.
- Ask a few students to repeat the word.
- Now write the word “teeth” on the board. Point at the word “teeth” on the board and say “teeth” emphasizing on the final sound /th/ of the word.

- Ask a few students to repeat the word.
- Write the word “thumb” on the board.
- Point at the word “thumb” and say “thumb” emphasizing on the initial sound /th/ of the word. Tell them that there are times when a letter is not pronounced. These are silent letters.
- Focus their attention to the silent /b/ sound. Share with them that, ‘*Silent letters are letters that you can't hear when you say the word, but that are there when you write the word.*’
- Ask a few students to repeat the word.

Activity 2

- Make flash cards in five different colours. On each one, write the five digraphs: *ch*, *wh*, *th*, *ph*, *sh*.

A sample has been done for you. →

- Now get 8 copies of the chart given below.
- Cut strips according to the number of students in your class (for a class of 40 students, you will have to cut out 8 strips for each digraph).
- Cut strips vertically to separate the words starting with the different digraphs, as shown below:



whiskers

thunder

‘ch’: *chips, chalk and cherry*

‘wh’: *whistle, whale and*

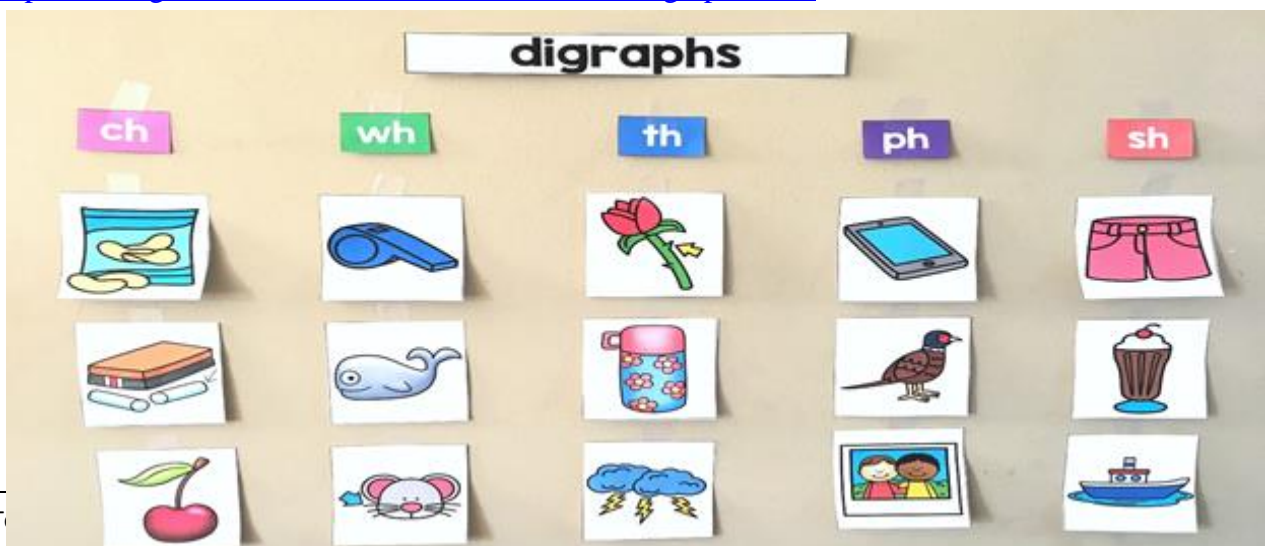
‘th’: *thorns, thermos and*

‘ph’: *phone, pheasant, photo*

‘sh’: *shorts, shake, ship.*













- Divide the writing board in five columns: **ch**, **wh**, **th**, **ph**, **sh**
- Select five volunteers and give them flashcards with the five digraphs written on them
- Tell them to hold these flashcards for all to see and stand at a little distance from each other facing the students.
- Randomly distribute the picture strips to the students in the class.
- Instruct students to look at their strips and get up from their seats to stand by the student with the digraph with which the words in the pictures start.
- Once all students with the picture strips find the correct flashcard and stand by the child holding it
- Instruct them to work in groups to spell the words in the picture given to them.
- Another task is to come up with two more words for the same digraph. Let them know that these can occur anywhere in the word: initial, middle or end.
- One student from each group to write five words in the column assigned to them (three words from the picture and two of their own).
- Clap for the group that successfully finishes the task first with correct spellings and words.
- Now ask each group, turn by turn, to read out the words they have elicited on the board with correct pronunciation.
- Get a few responses from students to check if they have understood the concept of digraphs. (Digraphs can be in the beginning position, in the middle and in the final position, as well).

<http://kindergartensmarts.com/2019/01/consonant-digraphs.html>



Activity 3

- Write the word **School** on the board.
- Ask students to pay close attention to the spelling.
- Ask them what they notice about it. Drag their attention towards the diagraph 'sch'
- Tell them that, when three consonants occur together, they are called trigraphs.
- Put up the given chart and tell them that there is a mix of digraphs and trigraphs.
- Ask one student at a time to spell out the word and then articulate it and then say if it is a digraph or a trigraph.

<p>watch</p> 	<p>Bridge</p> 	<p>thread</p> 
<p>chain</p> 	<p>catch</p> 	<p>thin</p> 
<p>whip</p> 	<p>pheasant</p> 	<p>child</p> 
<p>ship</p> 	<p>night</p> 	<p>eight</p> 

- Instruct them to underline the digraphs and encircle trigraphs in each word.
- Appreciate students who correctly identified the digraph or a trigraph and pronounced the word correctly.



Activity 4

- Put up the below given chart on the board or a wall.
- Point at the given chart with various trigraphs.
- Tell them that the combination of three consonants to make a specific sound is known as trigraphs.
- Point to some of the trigraphs from the table. (Scotch, night etc.)
- Articulate the words and ask students to repeat the words.
- Tell them to identify some of the letter/sounds that are silent in the given table. Take one or two responses. (e.g., in word comb – b is silent)
Now, instruct them to identify the digraphs, trigraphs, and silent letters in the words on the given table.
- Invite students to read the word and say if it has a digraph a trigraph or a silent letter.
- Appreciate students and clap for them.

comb	Thunder	Wednesday	night
fetch	Design	Photo	scotch
shine	Bridge	Thirty	whale
chat	Half	Tight	autumn
thumb	Stitch	Cheese	white
stretch	Phone	Knock	watch

Solved Table			
<u>comb</u>	<u>thunder</u>	<u>Wednesday</u>	<u>night</u>
<u>fetch</u>	<u>design</u>	<u>photo</u>	<u>scotch</u>
<u>shine</u>	<u>bridge</u>	<u>thirty</u>	<u>whale</u>
<u>chat</u>	<u>half</u>	<u>tight</u>	<u>autumn</u>
<u>thumb</u>	<u>stitch</u>	<u>cheese</u>	<u>white</u>
<u>stretch</u>	<u>phone</u>	<u>knock</u>	<u>watch</u>

Key	
Silent letter	
Diagraph	
Trigraph	

Conclusion/ Sum up/ Wrap up

We learnt about digraphs and trigraphs and explored about how these words are pronounced.

<p>Digraphs A digraph is a single sound that is represented by two letters Example: ch, ph, sh, th, wh</p>	<p>Trigraphs A trigraph is a single sound that is represented by three letters. tch, igh</p>
---	---

We also learnt about the silent letters. Silent letters are letters that you can't hear when you say the word, but that are there when you write the word.



Assessment

- Tell students that they will be working in groups of four for this activity.
- Give them the following words to work with: (teacher can write it on the board or get the print out if possible. Print version is given at the end.)

<i>Thumb</i>	<i>Know</i>	<i>Listen</i>	<i>Column</i>
<i>Foreigner</i>	<i>Often</i>	<i>Honest</i>	<i>Autumn</i>
<i>lamb</i>	<i>Castle</i>	<i>Column</i>	<i>Knife</i>

- Ask the students to identify the silent letter in each word given in the box below.
- Students make groups of words in their notebooks, as shown below (first one has been done as an example for understanding)

Silent 'k': knight _____

Silent 'n': _____

Silent 'b': _____

Silent 't': _____

Silent 'h': _____

Silent 'g': _____

- Ask them to also identify digraphs and trigraphs.
- Give them 7 minutes to discuss.
- Circulate among the groups.
- Invite each group (any one volunteer from each group) to share their work with the whole class.
- Appreciate students' participation and effort.

Homework

- Tell students to look up examples of digraphs, trigraphs and words that have letters that are silent.
- Make a list of 5 words each and bring to class the next day.

Unit 1: Patience

Topic: Paragraph Writing



Duration: 40 Minutes



Students Learning Outcomes:

- Read a paragraph as a large meaningful unit of expression to recognize that the main idea in a paragraph is carried in sentences called topic sentence; other sentences in the paragraph support the topic sentence.



Materials:

- Textbook, hamburger worksheet (1 for each group), cloth pegs, rope for washing line, photocopied paragraphs on Patience and Seasons

Information for Teachers

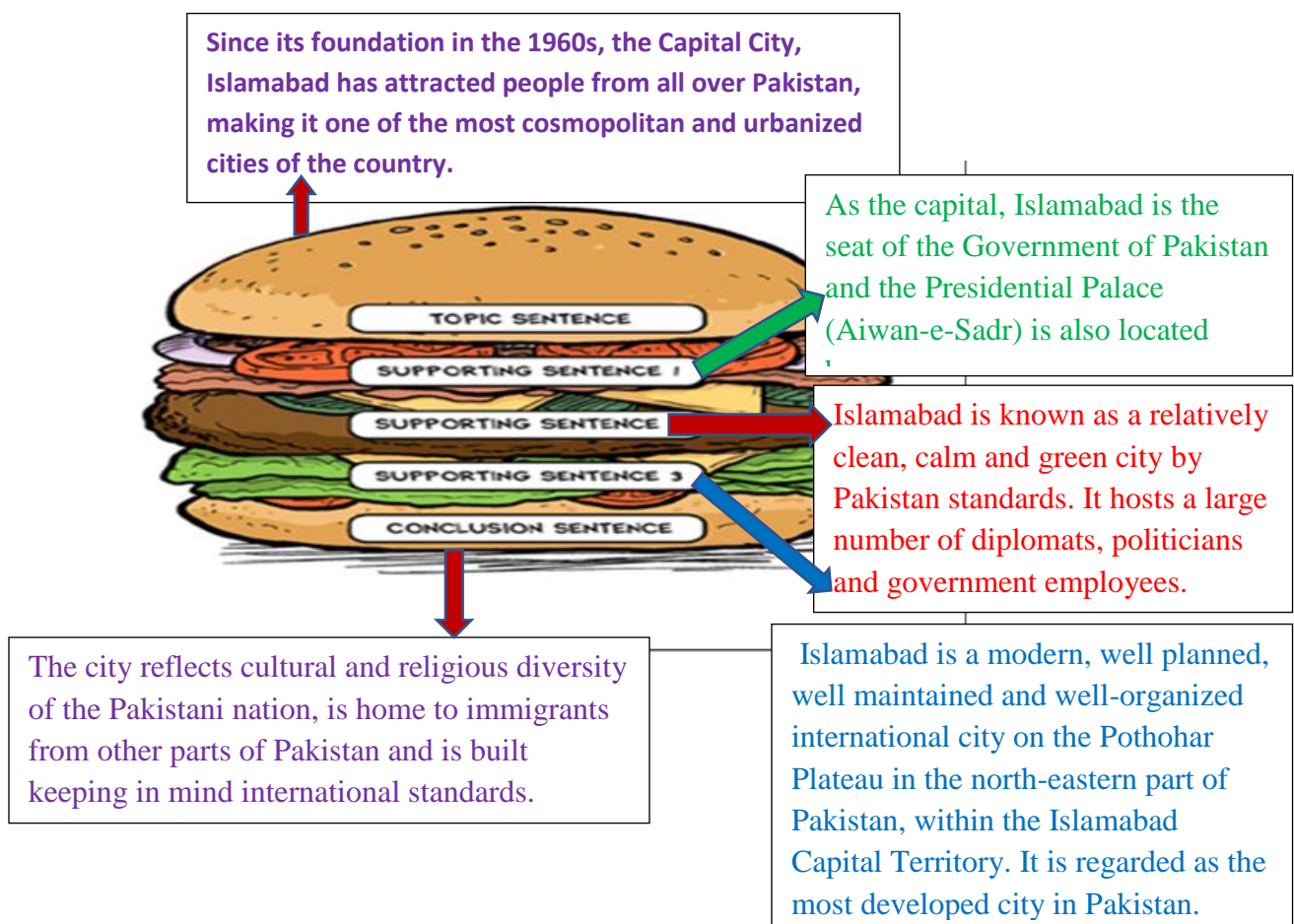
- PMI (plus, minus, interesting) is a brainstorming, decision making and [critical thinking](#) tool. It is used to encourage the examination of ideas, concepts and experiences from more than one perspective. PMI was developed by Dr. Edward de Bono, a proponent of lateral and critical thinking.
- A PMI strategy can help you to:
 - *to brainstorm ideas
 - * make decisions quickly by analysing and weighing the pros and cons
 - * reflect upon or evaluate a product or process after the fact
 - * identify strengths and weaknesses for future improvement

P	M	I

Paragraph writing:

The topic sentence in the paragraph given below presents the main idea in the paragraph. The main idea in this paragraph is how the capital city Islamabad reflects diversity and modernity. If you notice carefully, then you'll see that in the next three sentences, I have just expanded upon the reasons mentioned in the topic sentence. Each of the supporting sentence supports the main idea by providing three separate reasons for how Islamabad reflects diversity and modernity and is home to people from across Pakistan. Finally, a concluding sentence. restates the topic sentence.

Topic Sentence: Since its foundation in the 1960s, Islamabad has attracted people from all over Pakistan, making it one of the most cosmopolitan and urbanized cities of the country. As the capital, Islamabad is the seat of the Government of Pakistan and the Presidential Palace (Aiwan-e-Sadr) is here. Islamabad is known as a relatively clean, calm and green city by Pakistan standards. It hosts a large number of diplomats, politicians and government employees. Islamabad is a modern, well planned, well maintained and well-organized city on the Potohar Plateau in the north-eastern part of Pakistan, within the Islamabad Capital Territory and is regarded as the most developed city of Pakistan. The city reflects cultural and religious diversity of the Pakistani nation, is home to immigrants from other parts of Pakistan and is built keeping in mind international standards.



Teaching tips: It is important for teachers to know the difference between surface learning & deep learning. **Surface learning** is very much about the idea, the content, the knowledge and the information. **Deep learning** is when students can relate, extend or transfer that knowledge. You can use colour coding technique to teach different features in a text. This allows students to develop surface and deep understandings by following a step-by-step process that integrates the two levels into learning objectives and success criteria.

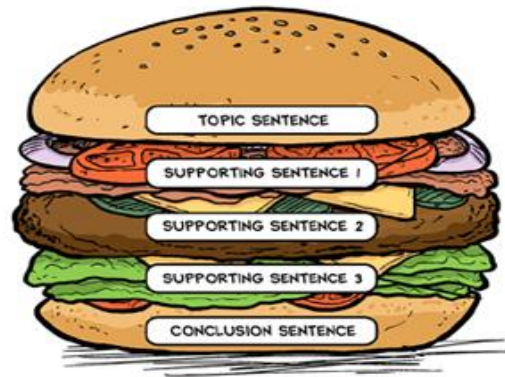
Introduction

- Ask students how many of them like burgers.
- Ask them the kind of burger they like: chicken, beef, zinger etc.
- Tell them that today they will make a burger. Ask the ingredients from the students and start making burger on the white board
- Invite students to say what a burger looks like (It has a top bun, filling, and a bottom bun)

Development

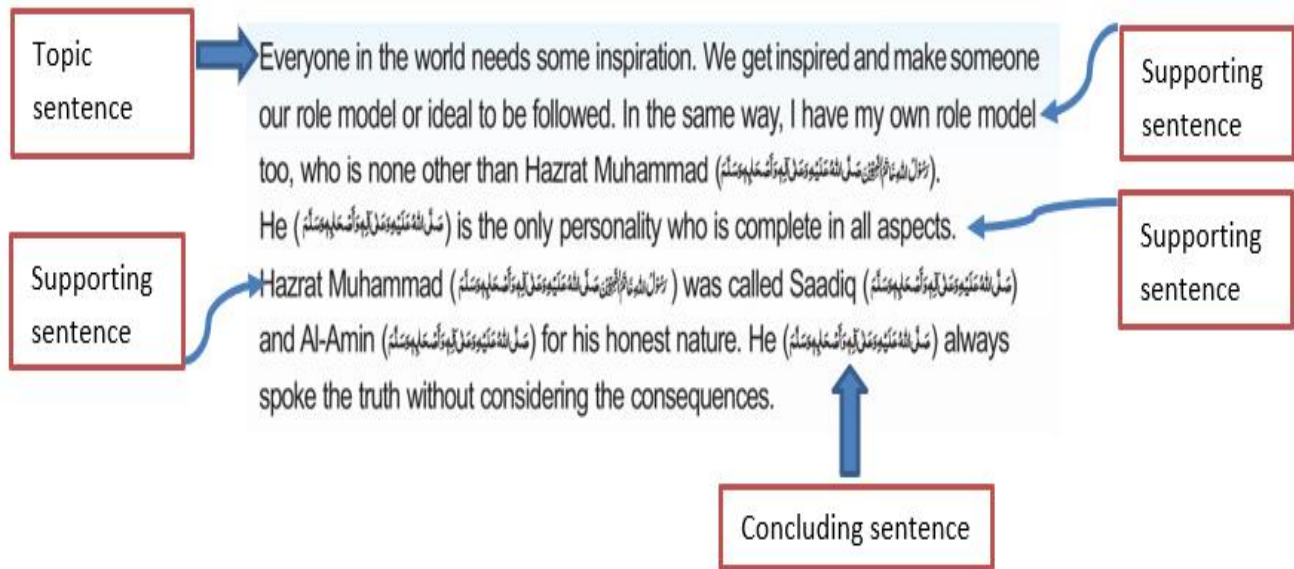
Activity 1

- Tell them that they will be introduced to paragraph writing through the structure of a burger.
- Show them the image of a burger or draw it on the board.
- Explain the transitions of a paragraph using the examples of the different layers of a burger.
- Ask them what they have understood from this structure
- Drag the discussion that the top bun and the bottom bun are the same, the topic sentence and the concluding sentence will also be similar, and just the way the different layers of filling build the burger and give it different flavors, the supporting sentences also perform the same role.



Activity 2

- Form groups of four students each. Tell them that for this activity they will be working in groups.
- Ask them to turn to page -2 of their textbook.
- Tell them to read the paragraph given below.
- Now keeping the burger example in mind, ask them to identify the topic, supporting and concluding sentences.
- Give them 5 minutes to label the sentences as: topic, supporting and concluding.
- Take responses from each group.
- Show them the annotated paragraph.
- Invite them to explain and justify the demarcation of sentences.
- Appreciate them for their effort and participation.



Activity 3

Preparation: Hang a washing line in the class to display students' work and put some pegs near the washing line.

- Tell them that for the next activity, they will be working in the same groups.
- Distribute the given below paragraph on Patience along with the worksheet (Per group one worksheet. The teacher can also draw it manually if printing or photocopying is not available)
- Ask them to identify and mark the topic, supporting and concluding sentences.
- Give them 7 minutes to do this. Instruct them to hang their worksheets in the class on the washing lines.
- Tell each group to take a Gallery Walk.
- Once they are all back in their seats, ask them what they observed, which group/s had identified the correct sentences.

Patience is a virtue that is important for our day-to-day life but it is quite tough to achieve. There are a lot of advantages to having a high level of patience. It helps one to stay happy and increases the concentration level towards accomplishing one's goal. Besides, it is also considered a vital factor in attaining success in one's life. Another advantage of being patient is that it helps an individual make accurate decisions. In the present world, patience is essential for every individual since everyone gets upset and annoyed quickly and this attribute helps them to show tolerance and remain calm.

- Take a few responses and appreciate them for their work.



Conclusion/ Sum up/ Wrap up

Today we have learnt about paragraphs and the way they are structured. In the first phase of the lesson, we analysed a paragraph for the three elements i.e., topic sentence, supporting details and conclusion. In the second phase of the lesson, we referred to the textbook to consolidate understanding. In the last phase, you all wrote a paragraph on different topics and did a gallery walk.

Assessment

Provide the slips of PMI (Plus) M (Minus) and I (Interesting) Table or ask the students to draw it in their notebooks, and instruct the students to fill the table with what they liked what they didn't like and what they found interesting.

Homework

Provide each student with the worksheet of the paragraph on Seasons and tell them to identify the topic, supporting and concluding sentences and bring to class the next day.

Worksheet Paragraph

Name: _____

Class: _____

Date: _____

Read the paragraph and write topic sentence and details in the provided spaces.

In Pakistan we enjoy four to five seasons around a year. Even though all seasons have their own importance, the spring season is the most favourite for our group for several reasons. Firstly, the spring season brings with it greenery and colour. Secondly, as the weather changes from cold to pleasant, people who have been cooped up inside their homes, suddenly come out into streets to enjoy the moist fragrant air. Another beautiful thing about spring is that all animals, insects and birds who have been in hibernation or just lazy throughout the winter, emerge to enjoy the beautiful weather, as well. All in all, though all seasons have their own beauty, spring season is by far the best.

Topic Sentence: _____

Detail # 1: _____

Detail # 2: _____

Detail # 3: _____

Closing Sentence: _____

Unit 1: Patience

Topic: Articles ‘a’ and ‘an’



Duration: 40 Minutes



Students Learning Outcome:

- Recall and apply the rules for the use of ‘a’ and ‘an’.



Materials:

- textbook pg-9, whiteboard/blackboard, two flyswatters

Information for Teachers

- The two indefinite articles in English are *a* and *an*. The indefinite article *an* is used to make pronunciation easier when reading a text aloud. The general rule is to use *a* when the indefinite article precedes a word beginning with a consonant sound and *an* when it precedes a word starting with a vowel sound.
- 1. Use *a* when the indefinite article comes before a word beginning with a consonant sound: a toy, a book, a house
- 2. Use *an* when the indefinite article comes before a word beginning with a vowel sound: an operation, an idea, an apple

<https://www.grammarly.com/blog/indefinite-articles-a-and-an/>

- Teachers need to be aware of exceptions when teaching the indefinite article, ‘a’ and ‘an,’ and make their students focus on how the word is pronounced, rather than how it's spelt.
- There are two ways to say 'a' when it is used as an indefinite article, these two pronunciations are: “aye” (/eɪ/) or “uh” (/ə/). Both pronunciations are correct, and it is really a matter of personal preference which one you use.
- Let's take a look at a few examples: "uh bus", "uh cup", you don't say: "aaye bus", "aaye cup". It doesn't sound correct. So: "a (uh) bus", "a (uh) cup", "a (uh) dress".

Teaching tips

It is always a good idea to check pronunciations from the dictionary if there is even a small doubt. This way you can be very confident about what you are saying.



Introduction

- Write the given sentence on the board.
- Underline the indefinite articles.

A friend told me **an** interesting fact about dates. It is the superfood of nature: **a** powerhouse of minerals, and **a** source of energy and fiber.

- Ask students to note the words that follow the underlined *articles* (words that follow ‘a’ begin with a consonant: *f, p, and s*. The word that follows ‘an’ starts with a vowel: *i*).
- Tell them that they will be revisiting the indefinite articles ‘a’ and ‘an’ and will learn the usage.

Development

Activity 1

- Let’s first revisit the indefinite article "a", "an.”
- Tell them that there's one main rule to this: using "a" before a consonant sound and "an" before a vowel sound.
- Put up the given table on the writing board, or make this table on the board.
- Tell them to take a look at the list given on the table.

‘a’ and ‘an	
Before Consonant (/eɪ/) or (/ə/)	Before Vowel (/ən/)
a bus	an artist
cup	exhibition
dress	insult
fan	offer
giraffe	onion
kitchen	engineer
map	hour
sound	honour
united	
university	

- Read each word on the list aloud and ask students to repeat after you ("uh bus", "uh cup", you don't say: "aaye bus", "aaye cup". It doesn't sound very, you know, normal. So: "a (uh) bus", "a (uh) cup", "a (uh) dress").
- Complete the list till ‘sound’.
- Ask them what is going to come before this word ‘united’? (an or a)
- Ask them the reason the words ‘university and united’ are written in this column even though they start with a vowel: ‘u’
- Take a few responses, if needed ask a few students to pronounce the letter ‘u’
- Get them to focus on the sound, which is ‘Y’ (Yunited)
- Tell them that is the first exception to the rule, this word is spelt with a "U", it begins with a "U", which is a vowel: a, e, i, o u. But since the sound is of ‘Y’ which is a consonant, the article ‘a’ will come before it and not the article ‘an.’

- Ask them if they are clear about this exception.
- Move to the next column.
- Repeat the earlier sequence.
- Ask them the reason, ‘honour’ which starts with a consonant ‘h’ has been placed in this column.
- Ask a few students to say it out aloud stressing on the first sound ‘O.’
- Say that even though this word starts with a consonant ‘h’, the sound is that of an ‘O’ this is why we place the indefinite article ‘an’ before ‘honour’.
- Congratulate them for understanding.

Activity 2

- Divide the board into two equal parts by sketching a divider line.
- Write the following target words/nouns from textbook pg-9 (V), on the board in a random order (same words on both the sides). Umbrella ice-cream cat tree packet

cat	tree	cat	tree
ice-cream		ice-cream	
packet		packet	
umbrella		umbrella	



- Divide the students into two teams i.e., Team-A and Team-B. One person from each team comes up to the whiteboard and each person is given a flyswatter. (If fly swatter is not available, any stick can be used to hit the target word)
- Instruct the students to listen to the paragraph, wherever the teacher pauses and says ‘dash’ after each article, they need to hit the noun that will follow that article. The teacher will complete her sentence after saying ‘dash’ so students can guess the nouns in context. Make sure their textbooks are closed.
- For every new sentence, call a new member from each team. Repeat each word by stressing upon the article.
- Read the first two sentences of the paragraph given in the textbook pg-9,V.
There were dark clouds in the sky. I took an umbrella and walked to the market.

There were dark clouds in the sky. I took **an** umbrella and walked to the market. I bought **an** ice cream from the shop. I saw **a** cat near **a** tree outside that shop. She looked hungry. I bought **a** packet of biscuits and broke them into pieces. Then I gave these biscuits to her. She ate them thankfully.

Pause on first article i.e., **an** and say ‘dash’ after it and continue to complete the sentence. Keep an eye who first hits the correct noun with the fly swatter.

- Continue this activity till the last sentence.



- After completing this, invite any two volunteers, one from each team, to write article before each given noun on the board.

Activity 3

Part-1

- Instruct the students to open their textbooks page # 9 exercise vi.
- Tell them that they will be doing a Think Pair Share activity.
- Explain how this activity works: first take a look at both the exercises individually then consult with the partner sitting next to them to verify their answers and finally, discuss the answers in their groups.

vi. Tick (✓) the correct option.

- There is ___ book on the table.

a	an
---	----
- Sara had ___ egg for breakfast.

a	an
---	----
- Please give me ___ apple.

a	an
---	----
- I saw ___ small cat in the park.

a	an
---	----
- Maria bought ___ umbrella.

a	an
---	----

Part – II

- To reinforce the concept, write the given sentences on the board. (if possible, teacher can also get a print of these sentences. Sample is given at the end of this lesson plan)
- Ask the students to read the sentences and insert the correct article: a or an.
- Give them 3 minutes to do this.
 1. My friend is _____ very patient person.
 2. 'He never tells _____ lie'.
 3. When I was young, I had _____ beautiful lamb, as a pet.
 4. There was _____ honest man who was fair in all his dealings.
 5. We are _____ united nation.
- After 3 minutes, instruct the students to exchange their work with the student sitting next to them for peer checking.
- When students are done with checking, take random responses and tell them to recheck their work.

Conclusion/ Sum up/ Wrap up

Recap the concepts of 'a' and 'an' and how they are used (given in teachers' information). Tell them that they need to be conscious about the exceptions to the rules. Also remind them that they should pay attention to the pronunciation rather than the spellings when placing indefinite articles.

Assessment

- Put up the chart on which the following text has been pasted (You may also get this photocopied or dictated).
- Tell the students that this is an individual activity.



- Give them 5 minutes to do this. (if they are reading from the board, then ask them to just write the answers in their notebooks)
- Take a few random responses.
- Get the whole class to listen carefully and correct if needed.
- Wind up the lesson by appreciating the efforts of the students.

Dear Mobeen,

I am writing to you from _____ extremely revered (respected) city. You won't believe that I am in Madinah, which is 210 miles (340 km) north of Makkah. _____ amazing fact about this city is that our beloved Prophet (PBUH) is buried here. There are _____ lot of historical monuments here that I am visiting. Also, I am enjoying _____ interesting variety of sweet dates and _____ dessert called *Busboussa* that I had never tasted before. I bought _____ lovely gift for you. It is _____ honour for me to be in this holy city and _____ honest observation is that I feel spiritually uplifted being here. _____ final note for you is that I prayed to Allah that my friend can also visit this holy city soon.

Missing you my friend and praying for your health and happiness.

Yours
Arslan.

Unit 1: Patience

Topic: Classification of Adjectives



Duration: 40 Minutes



Students Learning Outcome:

- Classify adjectives of quantity, quality, size, shape, colour and origin.



Materials:

- Chart paper with a biscuit and an apple pasted, another chart paper with the image of five senses pasted on it. A chart paper with a table of classifications: Object: colour, size, quality, quantity, shape, origin, textbook page-9, 10

Information for Teachers

It is important for teachers to know that when more than one adjective comes before a noun, the adjectives follow a particular order. Following Table shows the logical order in which adjectives should be placed in case there are more than one.

Order	Relating to	Examples
1	quantity	two, few, many
2	size	big, small, tall
3.	quality	fine, rough, untidy
4.	shape	round, square, rectangular
5.	colour	blue, red, green
6.	origin	Kashmiri, Punjabi,

Example Sentence showing the order of adjectives:

The beautiful small, square green Kashmiri table adorned the far corner of the national library.

1 2 4 5 6

Teaching tips: Today's lesson is about adjectives. We shall take this concept step by step. This teaching strategy is called 'chunking.' It is effective in teaching a complex concept. The teachers should make meaningful connections for deeper understanding and learning by linking the concept of five senses to attributes and characteristics of nouns and using real life objects from their immediate environment for the students' conceptualization.

Introduction

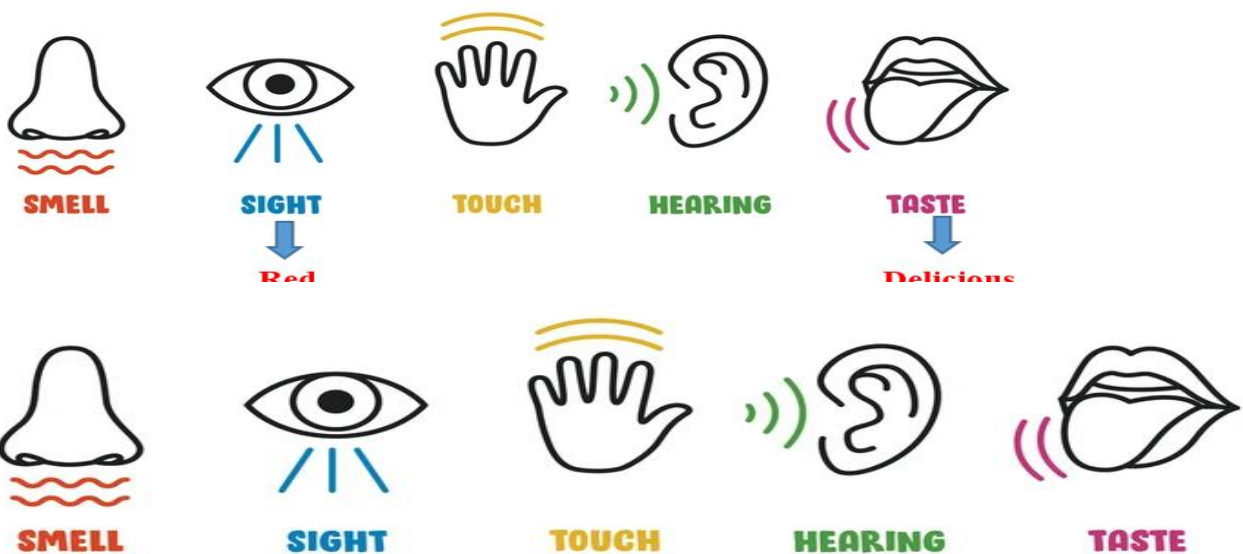
- Put up a chart paper with pictures of an apple and a biscuit.
- Ask students what they see on the writing board.
- Take a few responses (apple, biscuit)
- Ask questions about the shape, colour, size, quantity, quality, etc.
- **(Expected responses: round, brown and red, small and medium, one of each, the biscuit seems crunchy and the apple seems juicy and delicious).**
- Ask them the part of speech biscuit and apple belong.
(These are called nouns)
- Ask them to tell you the words that explain more about the biscuit and apple: words such as round, brown, red, big, small, crunchy, juicy).
- Take a few responses and tell them that these words are called adjectives. This is a part of speech that tells us more about nouns. Adjectives describe nouns.
- Tell them that today's lesson will be about adjectives and their classifications.



Development

Activity 1

- Put up the given chart paper with the image of all the five senses pasted on it.
- Ask them what do they see.
- Point at the biscuit and apple and ask them tell you two adjectives to describe them.
- Take a few responses.
- Write under sight 'red' and under taste 'delicious'
- Ask them if they can think of any other adjectives to describe the two objects.
- Take a few responses (crunchy, hard, etc.)



- Put up a chart with the classifications' table.



- Tell them that they have to put these adjectives under the correct column.
- Explain each column to them and its classification.
- Tell them that nouns are words used to identify any of a class of people, animals, places, or things.
- Various classifications can give us more information about a noun's colour, such as red apple, or tell us more about a noun's quality, like a crunchy and fresh biscuit, in the same way we can express the size and quantity like small, medium and the shape, round, triangular, square etc.
- Explain to them that by Origin, we mean where the object comes from belongs to or has originated from.
- Demonstrate how to fill up the columns by keeping with the same objects: biscuit and an apple
- Get them to raise their arms and contribute.
- Fill up the columns using adjectives for each classification.

Object	Colour	Quality	Quantity	Size	Shape	Origin
biscuit						
apple						

Object	Colour	Quality	Quantity	Size	Shape	Origin
biscuit	brown	crunchy	one	small	round	English
apple	red	juicy	one	medium	round	Kashmir

Activity 2

- Ask students to work in groups for this activity.
- Put them in groups of four each. (Group size depends upon the class size)
- Instruct them to take out their stationery (books, pencils, erasers etc.)
- Tell them to copy the below Table in their notebooks
- Ask them to fill the columns according to the characteristics of each object.
- Give them 7 minutes to work in groups and complete the Table with the characteristics
- Ask each group to share any one or two characteristics.
- Let other groups provide feedback.
- Appreciate the groups on their effort.

Expected responses

Object	Colour	Quality	Quantity	Size	Shape	Origin
notebook	red and blue	fine	two to three	small and medium	rectangular	trees
pencil	green	good	two	full	cylindrical	trees
eraser	white	fair	one	small	square	rubber tree
sharpener	blue	poor	one	small	rectangular	plastic and metal
geometry box						



Conclusion/ Sum up/ Wrap up

Today we have learnt about describing words and how these can be classified. Explain once again the various classifications by giving examples.

Assessment

Ask the students to open the book, page-10 (vii). Instruct them to solve the exercise in the book. Give them 5 minutes for this task. Tell them that this is individual task. Take a round to check students' responses. Invite two to three students to share their responses. Ask the rest of the class to check their responses and do correction if there is any wrong answer.

Homework

Tell them to select any object or person and list down describing words under each category and bring to the next class.

Unit 2: Be Grateful

Topic: Picture Sequence



Duration: 40 Minutes



Students Learning Outcome:

- Describe a series of events of sequence in a picture and illustration or a diagram.



Materials:

- Worksheet (one for each group)

Information for Teachers

- For our students, being able to identify the sequence of events in a piece of writing is essential for them to gain a clear understanding of what they are reading.
- An important reading comprehension strategy, sequencing allows students to make sense of how events unfold in their reading. In turn, these reading skills will help students in their own writing.
- It will help them to construct a cohesive and logical flow to their writing that readers can follow easily. (Source: <https://literacyideas.com/teaching-sequencing-in-english/>)

Frayer's Model:

The Frayer's Model is a formative assessment classroom technique (FACT), it activates students' thinking about a concept and can be used to assess conceptual understanding.



Typically, students individually complete a Frayer's Model worksheet by filling in the definition of a targeted concept (in their own words), characteristics of the concept, and examples and non-examples of the concept.

Teaching tips: Try to begin with the familiar and then take your students to the unfamiliar zones of thinking. This gives them confidence and removes the fear of not being able to perform.

Introduction

- Invite three to four volunteers to come in front of the class.
- Tell them that you would like them to share their daily routine starting from the morning
- (Getting out of bed, brushing their teeth, taking a bath, getting into their uniform, cleaning up their room, making their bed... and so on).
- Once the volunteers have related their experiences, ask the class what they think about the way the volunteers described/listed their routine (Step by step actions, the order of events, one after the other, etc.)
- Take a few responses.
- Appreciate the volunteers and ask them to go back to their seats
- Tell the students that their class fellows told them about the routine they follow almost every week day. Tell them that anything that is done in an order and follows a step-by-step sequence is called 'sequencing' (Write the word sequencing on the board).
- Tell them that they will be learning about sequencing in this class.

Development

Activity 1

- Tell students that they will be working in groups for this activity
- Put students in groups of four each. (Groups size depends upon the strength of the class)
- Put up a chart with the given picture sequence. (Printable version is given at the end of this lesson plan)
- Ask the students if they know this story.
- Take a few responses (The Ant & the Grasshopper)
- Read the story for them. (Story is attached with the lesson plan)
- Point at the pictures and ask them to work in their groups and identify the picture sequence.
- Take a few responses.
- Make corrections where necessary.



Activity 2

- Divide the students into small groups. (ideal group size is 4 students per group)
- Give each group the worksheet given at the end of this lesson plan and the story.
- Instruct them to read the story about elephant and sequence the pictures.
- Give them 15 minutes for this task.

- Take feedback after 15 minutes and appreciate their participation.

Conclusion/ Sum up/ Wrap up:

Recap the importance of sequencing and tell them that in the class they learned the importance of the order of events and the importance of sequencing.

Assessment:

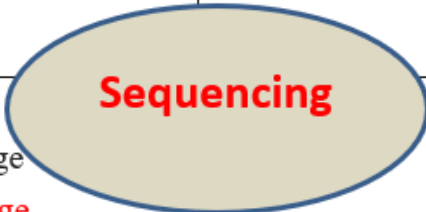
- Provide the template for Frayer’s Model to each group.
- Blank out any one or two blocks and ask them to fill in consultation with their group members.
- Give them 3 minutes.
- Take a few responses.
- Appreciate their effort.

Homework

Tell them to be prepared to share a short story or event that shows their understanding of sequencing.

The Ant & the Grasshopper

<p>Definition the process of combining things/ events in a particular order,</p>	<p>Characteristics identification of logical order recognizing the beginning middle and end</p>
<p>Examples Long ago, there was a village The mice living in the village On the outskirts of this village, there was a lake, Since the village was on the way to this lake So, the mice community This was when After a few days Soon....</p>	<p>Non- examples Haphazard Disconnected Randomly arranged</p>



Once upon a time, a grasshopper lived in a beautiful garden. On a pleasant summer day, the grasshopper was having a lot of fun. It was hopping about, singing, dancing and playing to its heart’s content when he noticed a line of ants marching along carrying food grains with great toil.



“Where are you going with that heavy load,” the grasshopper asked to one of them. We are taking these seeds to our anthill” squeaked one of the ants.

“It is such a beautiful day, why don’t you come and play with me?” said the grasshopper. "There is food in each and every tree out here. Just eat, relax and have fun instead of toiling this way”.

“We are helping to store up the food for the winter” replied the ant and "I recommend you to do the same”.

“Why bother about winter now? Winter is still far” said the grasshopper. The Ant ignored him and continued his work. All throughout the summer the grasshopper did nothing but eat, sleep and play.

The weather turned cold. All the food in the garden where the grasshopper lived was covered with a thick blanket of snow. The grasshopper found itself dying of hunger. He saw the ants distributing grains every day from the stores they had collected in the summer. The Grasshopper realized his foolishness and understood the importance of saving for the future. (Source: <https://www.lizstoryplanet.com/moral-stories-kids-prudence/the-ant-and-the-grasshopper/>).

Worksheet -Activity 2

Instructions: Read the story and number the pictures according to the story sequence. In the space provided, write a short description of the segment.

There was a village that was abandoned by its people after it shattered, post an earthquake. However, the mice living in the village decided to stay and make it their home. On the outskirts of this village, there was a lake, where a herd of elephants visited regularly to bathe and drink water. Since the village was on the way to this lake, the elephants trampled the mice while walking there. So, the mice community met to discuss how to stop killing of their fellow mice. The king of mice decided to meet the elephants. He told them, “O elephants, as you travel through the village, many mice are trampled. We will be very grateful if you could please consider changing your route. We will remember and return the favour when you are in need.”



The elephant king laughed, “We are giant elephants. What favour can you mice return? Nevertheless, we honour your request and change our route.”

After a few days, the elephants got trapped and entangled in nets that were set up by hunters. They struggled hard to escape, but in vain. The elephant king remembered the promise made by the king of mice. So, he sent a fellow elephant who got lucky and was not trapped, to ask the mice king to come and help them. Soon, all the mice came and started nibbling the nets, and freed the elephants. The king of the elephants couldn't thank the mice enough! (Source: <https://www.tell-a-tale.com/the-elephants-and-the-mice/>)

This is a picture sequencing activity. Please carefully read the descriptions given below and then study the pictures.

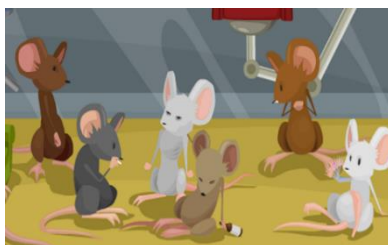
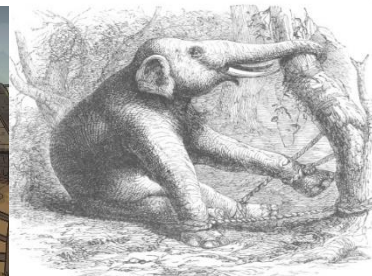
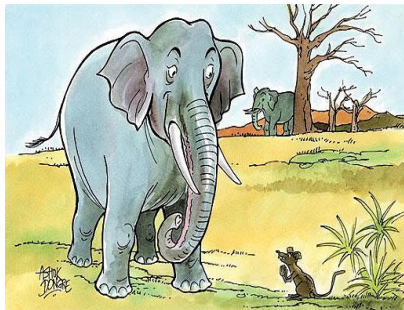
Match the given descriptions with the pictures and write the letter in the relevant box under the picture.

- A. Long ago, there was a village that was abandoned by its people after it shattered, post an earthquake.
- B. The mice living in the village decided to stay and make it their home.
- C. On the outskirts of this village, there was a lake, where a herd of elephants visited regularly to bathe and drink water.
- D. Since the village was on the way to this lake, the elephants trampled the mice while walking there.
- E. So, the mice community met to discuss how to stop the killing of their fellow mice.

F. This was when, the king of mice decided to meet the elephants. He told them, " O elephants, as you travel through the village, many mice are trampled. . We will be very grateful if you could please consider changing your route. We will remember and return the favour when you are in need."

G. After a few days, the elephants got trapped and entangled in nets that were set up by hunters. They struggled hard to escape, but in vain. The elephant king remembered the promise made by the king of mice. So, he sent a fellow elephant who got lucky and was not trapped, to ask the mice king to come and help them.

H. Soon, all the mice came and started nibbling the nets, and freed the elephants. The king of the elephants couldn't thank the mice enough.



Unit 2: Be Grateful

Topic: Writing a Poem



Duration: 40 Minutes



Students Learning Outcome:

- Create a short poem using rhyming words on a given topic.



Materials:

Chart paper with the poem 'My Grade 5 Poem,'

- A chart paper with the poem "Little Things," by Julia Carney. Flash cards with rhyming words written on them

<p>GROUP A</p> <p>Topic: NATURE</p> <p>Water, hotter, flower, shower, spring, sing, birds</p>	<p>GROUP B</p> <p>Topic: THE PLAYGROUND</p> <p>match, batch, fields, deals, squeals, heals, meals, steals</p>	<p>GROUP C</p> <p>Topic: UP in the SKY</p> <p>Hawk, flock, rock, ticks, fix, fly, high, cry, eagle, regal</p>
<p>GROUP D</p> <p>Topic: A SUMMER DAY</p> <p>Change, strange, day, pay/ray, pray, May, say</p>	<p>GROUP E</p> <p>Topic: IN the FIELDS</p> <p>Shine, line, fine, growing, flowing, blowing, knowing,</p>	<p>GROUP F</p> <p>Topic: THE RIVER FLOWING</p> <p>River, shiver, giver, cold, old, told, gold, hold, shimmer,</p>

Information for Teachers

- **Poetry** is a genre of creative writing and can be used to trigger imagination. Students' original and novel ideas can be sparked by a well thought out stimulus or objects or topics that grab their interest. For example, teachers can use objects like a stapler, a paper punch, a sharpener a rubber or a pencil to spark their imagination.
- **Here's is an example of creating a poem using an object:**

Like an alligator, it opens its jaws
Bites into the paper, digging its claws
Metal clips snap into the sheet
Holding them together tightly with their teeth.





By Mussarat Mashhadi

Teaching tips

It is always a good idea to provide tools such as vocabulary, and building blocks to students to begin the process of creative expression. Also making students read others' work by allowing them to move around the class for a Gallery Walk and encouraging them to provide their feedback in shape of Glows (strengths) and Grows (areas for improvement). This way learning multiplies and students get ideas from their peers and realize that everyone has something unique to offer.

Introduction

- Put up the poem 'My Grade 5 Poem,' on the writing board.
- Read it out aloud.
- Ask a few students to identify the rhyming words in the poem.
- Ask them to give reasons for why they liked or didn't like the poem.
- Ask them the effect of rhyming words in a poem.
- Take a few responses.

My Grade 5 Poem

I am a student of grade five
In this class I have surely thrived
Science math and social studies
Are subjects that are my strong buddies
With English and Urdu, I feel at a loss
My language teachers are always cross
I can never tell the difference between cum and come
Nor thum and thumb

By Mussarat Mashhadi

Development

Activity 1

- Tell them that they will be working in groups for the next activity.
- Put them into groups of four each.
- Put up the poem 'Little Things' on the writing board.
- Ask students to work in groups and read the poem.
- Once they have read the poem, ask them to list down the rhyming words in their copies.
- Give them 7 minutes to do this.
- Get a few responses.
- Appreciate them.

Instructions: Read the poem 'Little Things,' by Julia Carney and list down the rhyming words



Activity 2

Little drops of water
Little grains of sand,
Make the mighty ocean,
And the pleasant land.

So the little moments,
Humble though they be,
Make the mighty ages
Of eternity.

So our little errors
Lead the soul away
From the path of virtue,
Far in sin to stray.

Little deeds of kindness,
Little words of love,
Make our earth happy,
Like the Heaven above.

- Ask random students to share their experience of writing the poem
- Ask them to tell the class what they felt when they read others' poems.

- Tell them to continue to work in the same groups.
- Give each group a flashcard with several words written on them.
- Also provide them with an A4 size sheet.
- Ask them to write the finalized version on the given sheet of paper.
- Instruct them to read the words carefully and write a stanza using the rhyming scheme given to them.
- Tell them that they may use words of their own, if they match the given rhyming scheme.
- Give them 10 minutes for this activity.
- Encourage them to use dictionaries.
- Monitor the groups by going around the Class
- Give suggestions and make corrections where required
- Tell them to put up their poems and take a Gallery Walk
- Encourage them to give one **GLOW** and one **GROW**

Conclusion/ Sum up/ Wrap up

Today we have learnt about rhyming words and how they are important in writing poems. Ask few rhyming words from the students.

Assessment

Assess students' performance and understanding in the last activity

Homework

Tell the students to select any object and write a poem of not more than two stanzas.

Unit 2: Be Grateful

Topic: Oral Communication- Offer and Accept Apologies



Duration: 40 Minutes



Students Learning Outcome:

- Use appropriate expressions in conversation to: express and respond to opinion and to offer and accept apology.



Materials:

Textbook pages 18 & 19, sticky note/paper strip (1 for each student), used newspaper to paste sticky-notes, glue, handout on, 'State an Opinion', 2 chart papers, tape, sticky-notes (1 for each student for assessment activity)

Information for Teachers

- It is important for teachers to make their students differentiate between facts and opinions and it is crucial that they foster the understating of reasoning among them. Teachers should equip their students with a wide array of vocabulary and expression for them to be able to express themselves in a coherent and cohesive manner. Teachers also carry the responsibility of cultivating politeness among their students and demonstrate this by using the magic words: please, thank you, and sorry.

Teaching tips

- We all learn from examples. Teachers who have the flair for using relevant personal examples not only motivate their students to do the same but they also help their students to understand the task demand. These examples can be in the form of a story, an anecdote, an experience etc.

Introduction

- Write 'Food' in the middle of the writing board.
- Ask students to raise hands and tell you the kind of food they like.
- As they share their favourite food, write their responses on the board.
- A few examples are given below.
- Ask them why there are so many different responses.
- Take a few responses (people have different tastes, preferences, opinions, choices, etc.)
- Tell them that they have given their opinions and choices about food.
- Communicate them that today they will learn about expressing and responding to opinions.



Development

Activity 1

- Group students who have different preferences for food. For example, in one group, all the four students should have different food choices.
- Instruct them to share with each other the reasons for their preference for a specific type of food.
- Give them a personal example and write this on the board (I prefer desi food in winters and western in summers because I like both desi and western. In my opinion, fast food is the best because it is easy to eat)
- Give them 3 minutes for this discussion.
- Ask a few of them to share each other's opinions and responses.

Activity 2 Part 1

- Put students into groups of four each. (Group size depends upon the strength of the class)
- Hand out each group a theme from the ones suggested below or the teacher can select any theme of his/her choice.
- Give each group the handout on 'State an Opinion'
- Ask students to talk about their preferences for the assigned theme using the stems provided in the hand out.
- Go around the class and observe the discussion in each group.
- Encourage students to respond to their preference and opinions with reasons.
- Give them 4 minutes to discuss.
- Take responses from each group.
- Give feedback and appreciate where necessary.

Clothes

Subjects

Games

Hobbies



State an Opinion

I prefer playing _____
I feel happy, when _____
In my opinion _____
Personally, I think _____
In my experience _____
Everyone should eat _____
As far as I'm concerned _____
I think studying science/Math/ Social Studies/ English/Urdu _____
I believe we all have different preferences for _____
In my experience a dress is a representation of _____
I love to collect coins, as _____
I prefer playing _____ over playing _____ because _____

Part 2

- Divide the class into pairs.
- Instruct the students to open the textbook, page-18 (iv).
- Tell them to take 2 minutes and read the dialogue between Danish and Ali.
- After 2 minutes, call any one volunteer pair from the class to play the role of Danish and Ali.
- Guide the boys to use their real names instead of Danish and Ali. (for girls, teacher can change the name of the characters with the name of two volunteer girls).
- When they are done with dialogue, instruct the class to reread the dialogues and encircle all the expressions of opinion and response to those opinions.
- Give them 2 minutes for this activity, after two minutes, take responses from few volunteers and ask the others to recheck their answers.

Activity 3 Part 1

- Instruct the students to work with the same pairs.
- Give every student one paper strip or a sticky note on which they can write one sentence.
- Hang one old newspaper on the wall or a washing wire. Divide this newspaper by sketching a line in between. Write in one column, with bold marker, '*offering an apology*' and in another column, '*Accepting an apology*'.
- Write the below given situation/scenario on the writing board or a chart paper piece and display it on the board.
- Guide them to read the given scenario to act upon.

One of the partners has done something wrong with another partner and now he/she has to say sorry. The other partner needs to reply something in response of that apology.

- Tell them that they first need to write a sentence on the paper strip/sticky-note and then they will communicate this directly to the person. Give them 2 minutes for this activity.



- After 2 minutes, invite few volunteer pairs to share the sentence they have written to apologize and its expected response.
Example of expected responses from the students. See the textbook, page-19 (vi)
- Appreciate the students and ask them to paste these paper strip on a newspaper in their respective column.
- Appreciate the students.

Part 2

- Instruct the students to open the textbook page 19.
- Tell them that the activity will be around offering and accepting an apology.
- Ask them to silently read exercise vi given on page 19 and try to understand it. Give them 2 minutes for this.
- Tell them to ask questions if any. (Ask from few students to make sure they understood the two questions)
- Divide the Class in two Teams: A & B.
- Make two columns on the Board Team A and Team B.
- Instruct both the teams to take a minute to read (vi) and encircle the expression of offering and accepting apology. (all the students will be doing in their separate book but after discussing with the team)
- After a minute, ask any two students from both the teams to exchange their books.
- Instruct the groups to check the exercise. (Teacher will go to both the teams to check their responses and will do the correction where needed)
- Award marks to the winning team and write in their respective column on the board.
- Now, tell Team A that they will think of an apology.
- Tell Team B to think of the possible ways to respond to the apology by accepting it.
- Give them 2 minutes to discuss in their respective teams.
- Call one person from Team A and One person from Team B.
- Tell the rest of the class not to prompt.
- Team A student apologizes and Team B students accepts the apology suited to the one offered.
- Award points and elicit them under the relevant column.
- Wind up the activity by appreciating the winning team/s.

Conclusion

Today we learnt to communicate with each other. First, we expressed and practiced opinions and providing responses to the opinions. Next, we learnt to offer and accept apologies.

Assessment

- Display two chart papers on the wall. Write the following statements on the chart papers in the middle. (one on each chart paper)



In my experience, English paper is always difficult.

Please accept my apology.

- Give each student one sticky-note paper.
- Instruct half of the class to write a response for opinion and half of the class to write their response on the given apology statement.
- Give them 1 minute and after a minute tell them to paste their responses around the question, on a relevant chart paper.
- Read few of the responses from both the chart papers and appreciate the students.

Homework

Tell the students to read question vii, given on page 19 and write a short dialogue using the same expressions given in question vi. They will share their homework next day in front of the whole class.

Unit 3: Women as Role Models

Topic: Oral Communication- Learning the Sounds



Duration: 40 Minutes



Students Learning Outcome:

- Pronounce and practice long and short vowels as they occur as practice items and sentences in reading lessons and in speech.

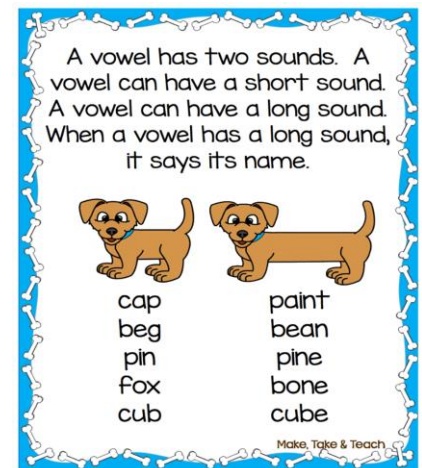


Materials:

Textbook pg-28, flash cards of short and long vowels, words strip with short and long sounds, tape, mini charts, paper strips, used newspaper, board marker

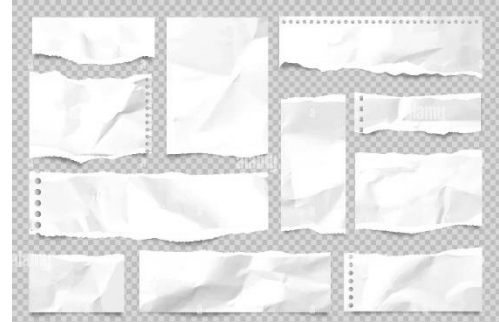
Information for the Teacher

- Alphabets are divided in Consonants and Vowels. Vowels are a,e,i,o,u.
- Vowels in the English language can represent a variety of sounds.
- Vowels make long and short sounds in words.
- A long vowel sound is held longer in pronunciation than a short vowel sound. These sounds help to read and speak in English.
- A short sound such as in *mad* and a long sound such as in *made*.
- The first step in mastering the various vowel sounds is learning the difference between short vowels and long vowels.
- Of the two, the long vowels are easier for children to learn because *long vowels basically sound the same as the letter names*. For example, long **sounds** like 'a' in *able* and 'o' sound in *over* and long 'u' may sound like the **u** in *use* or the **u** in *blue*.
- Children generally find it more challenging to learn the short vowel sounds because many of them sound so similar to each other: The short **i** in *big* sound very similar to the short **e** in *beg*. The short **o** in *pop* sounds a lot like the short **u** in *pup*.



Introduction

- Give one paper strip to every student. (Use sticky notes if available, otherwise, old papers can be reused as given in the image).
- Instruct the students to write as many words (with three and four letters having one or two vowels) as they can on a given paper strip. (Teacher will also write words on a paper strip cab, cake, sob, beep, kid, side, hat, hate, etc.)
- Give one minute for this task.
- Announce the winner with maximum words after enquiring the words from each student.
- Instruct the students to paste all the paper strips on a newspaper. (The teacher will paste an old newspaper on the wall before the class starts)
- Now, turn by turn invite few students to read few words from the chart paper and identify the sounds of vowels in the words. Listen and correct if needed.
- Take two words from the word list i.e., *hat* and *hate* and few students to read the two words and see if the sound of 'a' is same or different in both the words. (different)
- Ask them if they can identify the difference between the two sounds. (Appreciate every response)
- Tell the students that hat has a short 'a' sound and hate has a long 'a' sound.
- Announce the topic and share with the students that today they will learn long and short vowel sounds.



Development

Activity 1

- Paste the mini chart of short and long vowel sounds close to white board. (Teacher can also make it on the board)

Vowel A	→ Short sound: apple, cat.
	→ Long sound: cake, bake.
Vowel E	→ Short sound: jet, net.
	→ Long sound: feet, leaf.
Vowel I	→ Short sound: fish, big.
	→ Long sound: kite, ice-cream.
Vowel O	→ Short sound: clock, dog.
	→ Long sound: rope, boat.
Vowel U	→ Short sound: sun, jump.
	→ Long sound: cute, unicorn.

- Instruct the students to read with you.
- Explain to the students that sometimes it is easy to hear the vowel in a word.



- Ask the students to listen to the words and identify the vowel sounds in them.
- Read the words with correct pronunciation and ask the students: *Can you tell me what vowel you hear in the word **cake** (a), **leaf** (e), **ice** (i), **rope** (o)?*" (Ask every word from a different student)
- Point to the correct letter, on the board, every time.
- Tell the students that it is easy to hear the vowels in these words because they actually say their own names. When vowels sound just like their own letter names, we call these long vowels."
- Practice the long vowel sounds again from the board.
- Make sure every student gets a turn to pronounce the word by identifying the long vowel sound.
- Follow the same procedure with short vowel sounds.

Learning the rule

Share the following rules behind the short and long sounds of vowels (a, e, i, o, u)

Short-Vowel Rule: When one-syllable words have a vowel in the middle, the vowel usually has a short sound. Examples: *cat, dog, man, hat, mom, dad, got.*

- a as in hat
- e as in peg
- i as in pin
- o as in got
- u as in yum

The long sounds of vowels (A quick review)

long vowels basically sound the same as the letter names. For example, long **sounds** like 'a' in *able* and 'o' sound in *over* and long 'u' may sound like the **u** in *use* or the **u** in *blue*.

Activity 2:

- Divide the class into two groups' i.e., short sound and long vowel sound groups.
- Write the sentences, given in the textbook pg. 28 part (i), on paper strips and shuffle them. Do highlight the words in a strip and write one sentence on one strip.
- There are 10 sentences that will be written on 10 strips. Put all the sentences in a box or a hat.
- Instruct both the groups to pick one sentence on their turn, read it aloud and identify the type of vowel sound in the highlighted word (long or short).
- Go to group one and ask any one member to pick any one strip, read the sentence and identify the vowel sound in the highlighted word. The person who will pick the strip, will first consult the group members before sharing the vowel sound with the class.
- The teacher will make two columns on the board by writing long and short vowel. When the students will share the word, teacher will write it in the relevant column.
- The winner group with maximum correct recognition of short and long vowels will be appreciated.



Conclusion/ Sum up/ Wrap up:

- Long vowels basically sound the same as the letter names. For example, long **sounds** like ‘a’ in the word **able**, long ‘o’ sound in **over** and long ‘u’ sound in **blue**.
- When one-syllable words have a vowel in the middle, the vowel usually has a short sound. Examples: *cat, dog, man, hat, mom, dad, got*.
- The short ‘i’ in **big** is very similar to the short ‘e’ in **beg**. The short ‘o’ in **pop** sounds a lot like the short ‘u’ in **pup**.

Assessment

- Conduct formative assessment during the lesson through oral responses of the students, identification of the correct short and long sounds of vowels.
- Write the words given on page-28 (ii), on the board. As the words are ten in number, so, ask ten different students to read aloud the word and identify the vowel sound (long/short).
- Keep correcting the students wherever needed and appreciate their participation.

Homework

Read chapter-3 from your textbook and encircle 5 words with long vowels and underline 5 words with short vowels.

Paper Strips for Activity-2

Strips for group A	Strips for group B
Umar captured the bird with a net.	I have a black hat.
I wrote the note.	They went to see the site for the new school.
Come in and sit down.	She is really cute.
Umar always keeps his	I did not write the questions.
I hate peanut butter.	Cut with a knife.

Unit 3: Women as Role Models

Topic: Learning to Speak



Duration: 40 Minutes



Students Learning Outcome:

- Use appropriate expressions in conversation to offer and accept an apology.



Materials:

Textbook pg-28, board marker, paper strips (one for each student), one chart paper with the sentences of apology and accepting apology

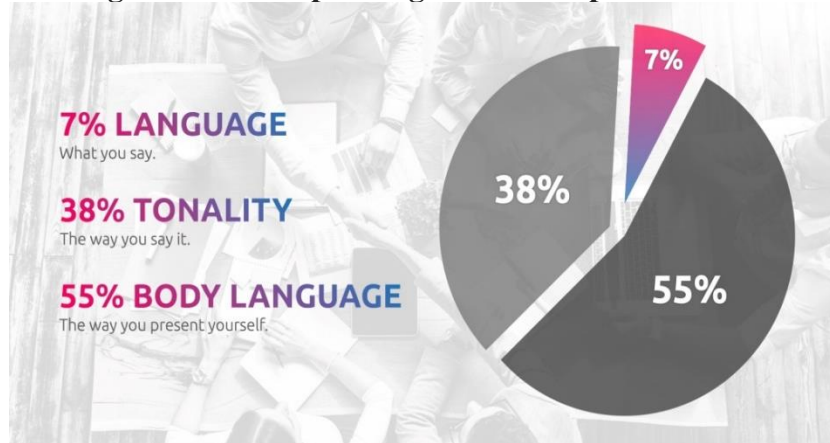
Information for Teachers

Appropriate expressions in conversation to offer and accept an apology are important because these add courtesy in expressions. Examples are given below:

Asking for apology	Accepting an Apology
Excuse me for...	Don't worry, you're forgiven.
I apologize for...	No need to apologize, it's OK.
I beg your pardon. /Pardon. /Sorry.	That's all right.
I do apologize for	Never mind.
I must apologize for...	Don't apologize.
I shouldn't have said that. Don't be mad at me.	It doesn't matter.
I shouldn't have...	Don't worry about it.
I was wrong. Can you forgive me?	Don't mention it.
I'd like to apologise for (not)...	That's OK.
I'm (really/ terribly/ so) sorry for ...I won't do it again	I quite understand.
I'm afraid ...	You couldn't help it.
I'd like to apologize for...	Forget about it.
I'm ashamed of...	No harm done.
I'm so sorry for...	No worries.
I'm terribly sorry for...	It's fine.
It's all my fault.	Please don't let it happen again.
My apologies for...	You should be, but I forgive you.
Pardon me for being so rude.	No problem.
Pardon me for this...	That's quite all right.
Please accept my apology for ...	Think nothing of it.

<https://dictionary.cambridge.org/dictionary/english/ashamed>

Keep in mind the following division of expressing content in speech.



The body language (use of hands and expressions) is 55%. The tone how we speak is 38% of our speech whereas the language is 7% are your words. The teacher will design the same in advance for students.

Introduction

- Write the word ‘Apology’ on the board and ask the students to guess the meaning of this word.
- Take few responses and if the students are not able to guess then share with them the meaning of apology i.e., ‘saying sorry’
- Start with a story of a child who misbehaves and does not say sorry to his parents and teachers. He has never learnt to say sorry to his elders. She asks the questions from the students like:
 1. What kind of behavior the child has?
 2. Do you say sorry when you do any mistake?
 3. What are the words we use to ask for apology or say sorry?
- Take students’ responses and write few expressions of sorry given by the students, on the board.
- Announce the topic and share with the students that today they will learn how to make and accept apology.

Development

Activity 1

Role Play

- Ask the students to read the dialogue on page no 28.
- Divide the class in two groups. Umar (The character in the dialogue) group and Teacher group.
- Instruct the groups to read the dialogue and practice speaking. Tell them to take 5 minutes for this practice.
- After 5 minutes, ask one member from each group to come in front of the class and start the dialogues one by one.

- After dialogue, discuss what the dialogue is all about.
(the dialogue is about the value of asking for apology and accepting apology.)

Activity 2

- Describe to the students that how voice modulation can be practised. The character Umar will speak in the voice of a young boy whereas the second character will speak like a teacher pg. no 28 of textbook.
- Explain to the students that the use of tone will create fun and understanding in a dialogue delivery.
- Ask the student to change the tone in apology. They may get harsh and loud in tone or they may act funny. They may mumble (to say something in very low voice which is difficult to understand)
- Guide the students about the clarity of speech in a dialogue delivery.
- Write the sentences of apology and accepting apology on paper strips according to the number of students in class. (one sentence on one strip). If class has 20 students, then write 10 apology sentences strips and 10 accepting apology sentences strips.

Note: Take the sentences from the table given in teacher information section.

- Give one strip to each student. Ask them to write the reason for apology or accepting apology in the given strips.
- Tell the students to practice the sentences. Give them 2 minutes. After 2 minutes, divide the students into two teams. Ask the teams to stand by facing each other. On one side will be all the students with apology sentences, and in the other team, all students must be with the sentences of accepting apology.
- Instruct them to deliver the dialogues one by one. First dialogue will be from Group-A and Group-B member will reply by accepting apology and by reading the dialogue she/he has got with him/her.
- Continue this activity unless everyone sentence is spoken.
- Display all the paper strips on a newspaper and paste it in the class, so students can read the sentences daily.



Conclusion/ Sum up/ Wrap up:

Share with the students that our speech has 93% nonverbal and just 7% verbal weightage. We should take care of our tone, expressions, use of gestures and words while making and accepting apology.

Assessment

Formative assessment was done during the lesson through:

Oral responses of the students.

Acting Scenarios:

1. Divide the students in pairs.
2. Write the following scenarios on the board.

Apology role-play scenarios



- Zainab colors over Fatima’s picture.
- Sarah smashes Hina’s sandwich in her lunchbox.
- Umar lost Annie’s favorite book.

(Teacher can change the names of the students according to his/her students’ names)

3. Tell the students that this is apology role-play. For this apology role-play, one child pretends to do something that would hurt the other child. Then, ask them to role-play an apology.
4. Give each pair one scenario from the above given scenarios.
5. One student will ask for apology and the other will accept apology by using their favourite sentence from the previous activity by adding some dialogues.

Follow up

Find anyone (parents, siblings, friends, pets) you hurt at home in last few days and ask apology from him with correct tone and expression.

Unit 3: Women as Role Models

Topic: Action Verbs



Duration: 40 Minutes



Students Learning Outcome:

- Recognize and use more action verbs from an extended environment including other academic subjects in speech and writing.



Materials:

writing board, marker /chalk, 15 sticky-notes or small paper strips to write action words, coloured print of picture 1, print of picture 2, 3 A4 size sheets (or any three notebook pages), marker (1 for each student to write words on the fingers), textbook page-31

Information for Teachers

- Teaching action verbs is the primary objective of this lesson; however, the secondary learning objective is to include action verbs used in other academic subjects to paint a broader picture of reality for the students.
- Present diversity of verbs and encourage students to look for action verbs in all subjects and the extended environment.

Teaching tips

Building of vocabulary is an important aspect in a lesson. Providing students with opportunities to connect words with prompts and pictures is a great way to help build a range of action words.

Introduction

- Put up picture 1 on the board. (The printable version is given in the end of the lesson plan. Try to show colored picture to the students either from this guide or from the mobile)
- Ask the students what do they think about this picture.
- Take their responses and write on the one side of the picture on the board.
- Expected responses: lovely, beautiful, colourful, green, cloudy.
- Reinforce the concept of adjectives by discussing the words they shared with you to elaborate the picture. Tell them that any word that gives more information about a noun, is called an adjective. Adjectives are also called describing words.
- Now, ask them to observe the picture again and tell what is happening in the picture.
- Drag their attention towards the actions in the picture and share one example: sing
- Give them 1 minute to think.
- After 1 minute take as many responses as you can in 2 minutes.
- Keep writing them around the picture on the board.

- Expected responses: given in picture 2.
- Ask them to guess what they will be learning about in today's class
- Take a few responses.
- Announce the topic by telling the students that they will learn more about action words in today's class.

Answers:

1st row- left to right: read, write, run, sleep

2nd row: left to right: shop, sit, walk, eat

3rd row: left to right: balance, smile, sing, work

4th row: left to right: watch TV, play, drink



Development

Activity 1 Part 1

- Write the given action words on sticky-notes or paper strips, one verb on one sticky-note, and fold them (build, wash, sleep, jump, look, talk, drink, dig, draw, smell, walk, crawl, eat, think, scratch). Most of these words are from page-31.
- Take an empty box or a hat and put all the action verbs in that.
- Divide the students into two teams i.e., A and B.
- Divide the board into two parts and write A and B in each column.
- Tell the students that you are going to play an interesting guessing game.
- Share the rules of the game
- I have few action words with me in this box. I will call one person from both the teams turn by turn. First, member from team A will come and will pick one folded paper from the box. The selected team member will not read the word aloud or whisper or show. He/she will just silently read the word and perform the action written on the paper. If the person is from team A, then his team will guess his action. If the teams guess correctly, then give them 10 marks in their column and do write the action verb along with the marks. Repeat the same with team B. Continue this activity unless all the action verbs are performed. (Teachers can change the rules of the game according to their ease and wish)
- Tell the students to read the actions words aloud with you.
- Share the definition of action words with them.

Action verbs are words that express physical or mental action.

Action words describe things people do.



Activity 1 Part 2

- Divide the class into three groups. Give each group 5 action words along with one paper.
- Ask students to discuss within group and make sentences using the given actions words.
- Give them 5 minutes.
- Ask each group to share their sentences turn by turn.
- Correct the students if you find any mistake. Take the papers from the three groups and check them after class. Instruct them next day to copy these 15 sentences in their notebooks.
- Wind up this activity by appreciating students' efforts.

Activity 2

- Announce the students that they will now play a game called a 'minute to win it.'
- Show them (Picture 3) 12 pictures in one minute. (Print version of the picture is given with lesson plan)
- Set the timer for one minute
- Tell them that you will be keeping time.
- instruct them to note down in one minute as many action verbs as they can that describe the actions in the picture.
- As soon as the time is up show them the correct answers.
- Tell them to self-check
- Announce that they must call out BINGO! If out of 12 action verbs, they got 8 right.
- Ask them if they are ready!

Conclusion/ Sum up/ Wrap up

Today we have learnt about action verbs and observed how these are used. Share the definition of action words again along with few examples.

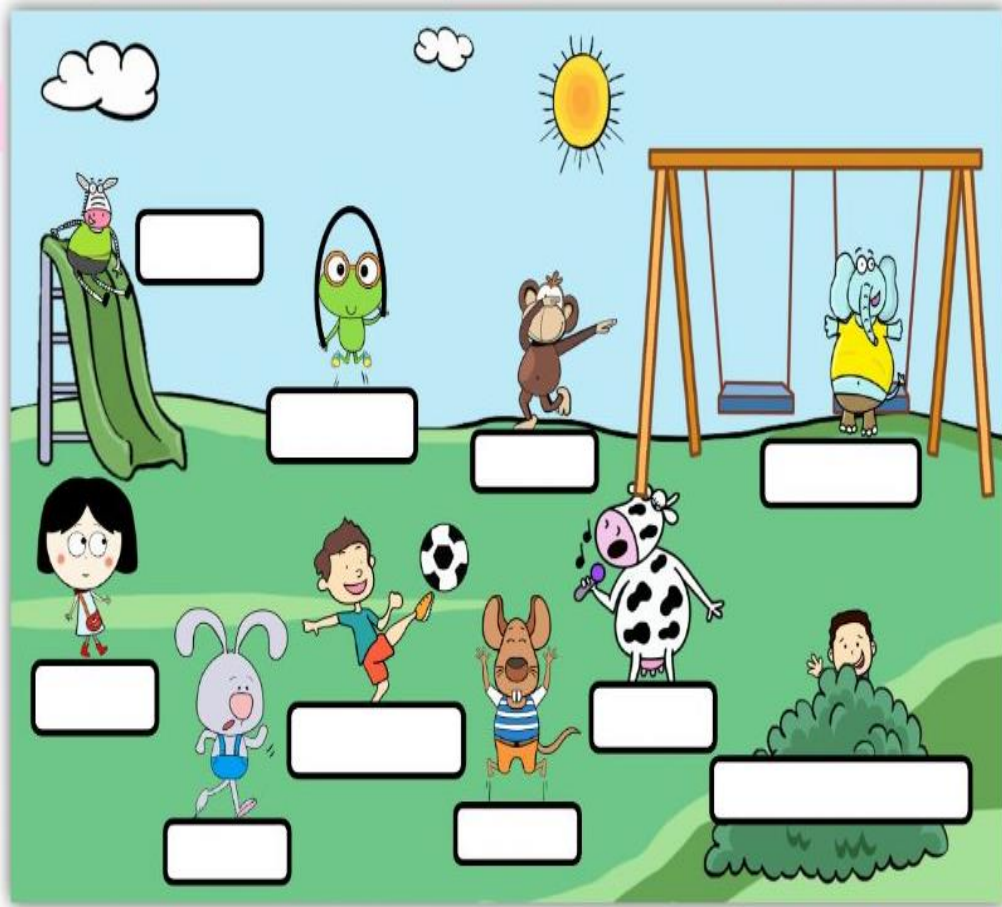
Assessment

- Instruct the students to close their eyes for a minute and think of any 5 tasks/actions they will do when they reach home today.
- After one minute, tell each student to write these actions on their fingers, one on each (in a big handwriting).
- When they are done, tell them to raise their hand so everybody in the class can see it. Ask from every student to share the actions with the whole class.

Homework

Instruct the students to underline all the action words from unit-3 and be prepared to share them in the next class.

Picture 1 & 3 – Printable Version



Unit 3: Women as Role Models

Topic: Learning to Write (Speech Bubbles)



Duration: 40 Minutes



Students Learning Outcome:

- 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 e.g., people, cartoons and animals, textbook Pg # 32

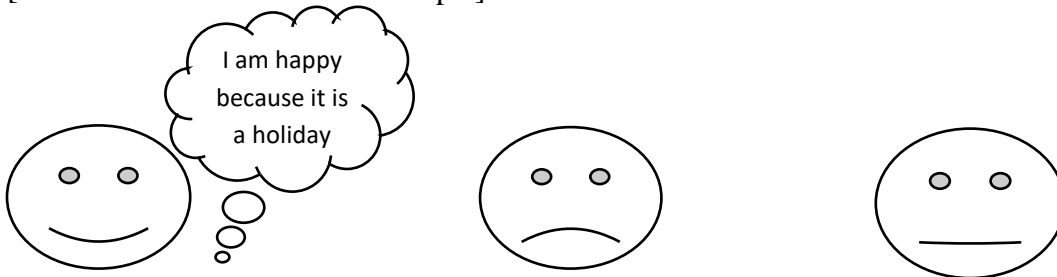
Information for Teachers

- **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

- Make the following emojis on the board.
- Ask the students what they might say.
- Take random responses from 4 to 5 students.
- Appreciate their responses.

[First one has been done as a sample]



Development

Activity 1

- Divide the class into groups of 4. (Groups size depends upon class strength)
- Provide each group with a magazine cut out [a picture of a person, animal, cartoon, etc.]

- Tell them to make speech bubble with it.
- Instruct the groups to write one instruction in speech bubble for the given picture.
- Groups will share their pictures with statements with the whole class.

Sample A



I am Jehangir Khan. I am a squash player.

Activity 2

Make a stick figure on the board. [See attached resource]

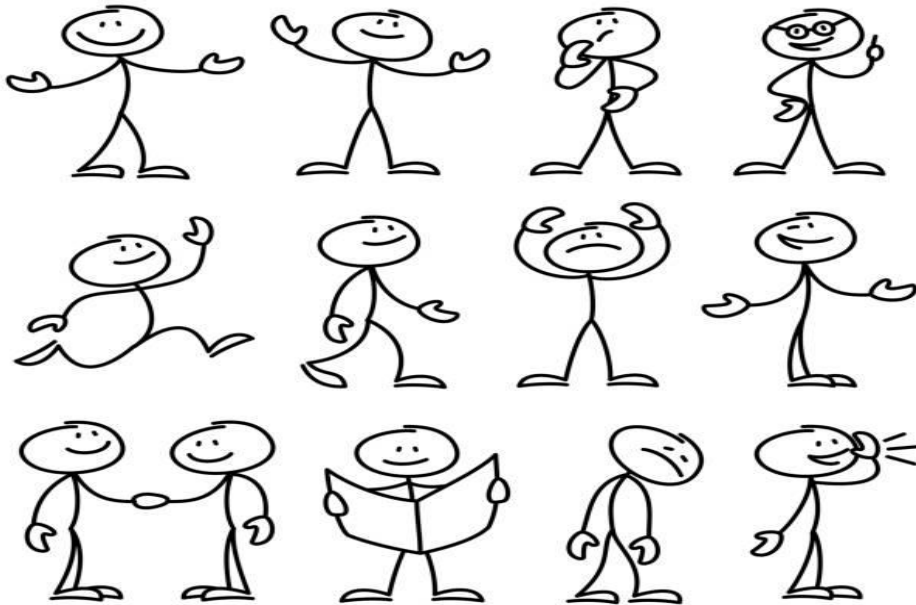


Figure 1 Sample Stick Figures

- Divide the stick figures among the students. (1 stick figure for each student. You can repeat the figures while dividing)
- Ask the students to draw their own stick figures in their note books.
- Ask them to write a question on the top of the page.
- The stick figure will answer the question in speech bubble.
- Students will 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 the work]

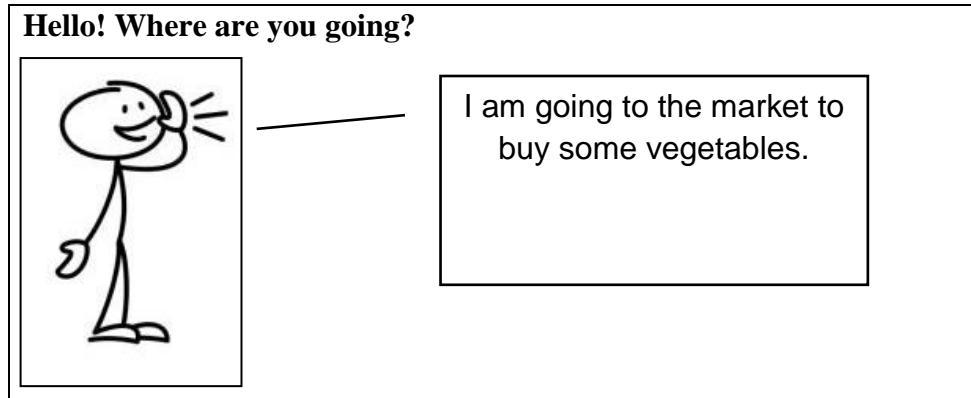


Figure B: Sample stick figure

Conclusion/ Sum up/ Wrap up

Ask the students the following questions:

- What did you learn today? (Speech bubbles: a round shape next to the head of a character in a cartoon inside which the character's words or thoughts are written)

Assessment

1. Oral responses of the students, identification of the mood
2. Tell the students to open page-32 (part-II) from their textbook. Instruct them to see the characters given in the book and write in the speech bubble. Give them 5 minutes for this task.

Homework

- Ask students to bring a cut out of a comic strip from any newspaper, magazine or old book from home. If comic strip is not available, then take a picture, make a speech bubble and write into it.
- Tell them that they will read it in front of the class.
- They will also share the reason of choosing that comic strip.

Unit 4: Unforgettable Moments of My Life

Topic: Capitalization



Duration: 40 Minutes



Students Learning Outcome:

- Recognize and apply capitalization to the initial letters of the keywords in the titles of stories and books.



Materials:

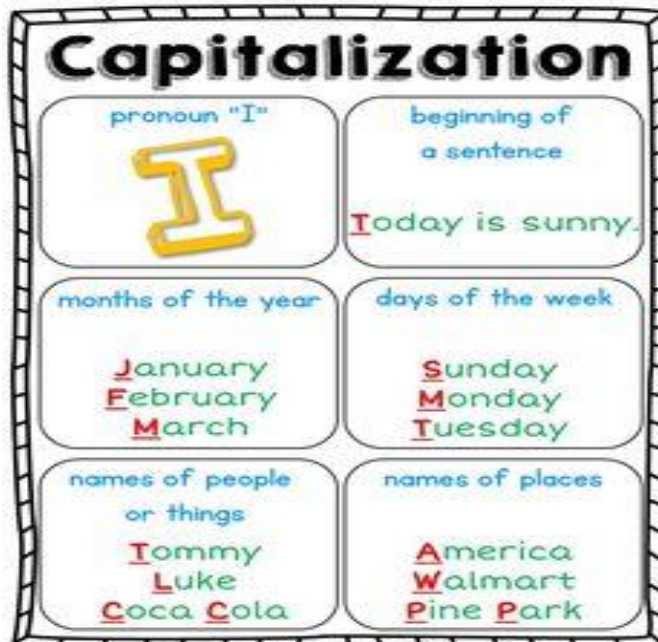
textbook pg-43, board marker, paper chits / sticky notes, a hat /shoe box/ any type of container, flash cards of book titles and description, tape, cloth pegs (2 for each group), two or 3 rope to make a washing line in the class (sample is given with activity 4)

Information for Teachers

Following are the rules of English Capitalization:

- Capitalize the **First Word** of a Sentence.
- Capitalize **Proper Nouns**.
- Capitalize **Days, Months, and Holidays**, but not Seasons.
- Capitalize **Headings and Titles**

Teacher can make the given poster and paste it in class for reinforcement.





Introduction

Activity 1: Capitalization Quiz Hat

- Give a small chit/sticky-note to every student and ask them to write their name on the given paper and then fold it.
- Put all the chits into a hat [an empty shoe box, a basket or any other type of container can also be used]
- Tell the students that a chit will be picked up randomly out of the hat.
- The student whose name will be on the chit will answer the question.

Part 1

- Pick up one sticky-note from the hat, read the name and call that student.
- Ask him/her to tell full name. Write the name of the student on the board with wrong capitalization, for example instead of writing **Tariq Ali** with capital T and A, write it with small t; tariq, a; ali
- Ask the students to identify the error of capitalization [What is not correct in the given words]

Part 2

- Pick up another sticky-note from the hat, read the name and call that student.
- Ask the student to tell his/her favourite day of the week
- Pick up another sticky-note, read the name and ask the student to share his favourite festival and month of the year.
- Write the name of the day, festival and month on the board with wrong capitalization, for example instead of writing **Sunday, Eid-ul-Azha** and **December** with capital S, E, and D write it with small s, e, and d; sunday, eid-ul-azha, december .
- Ask students to identify the error of capitalization [What is not correct in these words]

Development

Activity 2: Sit Stand with Capitalization

- Explain the students that, names of things are not capitalized, but names of specific things are. The first word in a sentence, as well as days of the week and months of the year, are also always capitalized.
- Tell the students to get ready for an interesting activity.
- Players should start from a seated position, either at desks, on chairs or on the floor.
- Tell them to sit/stand together as soon as they hear the word.
- Explain the rules of game to the students.
 - a. Stand up when you hear a word that should be capitalized.
 - b. Sit down when you hear a word that should not be capitalized.
 - c. The students with most correct responses will win.
- Read one word from the word bank aloud in front of the class.
- Repeat the activity for each word.
- Declare the winners and appreciate them.

Word bank

city, building, Shalimar Bagh, garden, river, Chenab River, Islamabad, village, Minar-e-Pakistan

- Pick up another sticky-note, read the name and ask the student to look at the content table of their textbook.
- Ask him/her to tell about the title of the unit they like the most.
- Write the title on the black/white board with wrong capitalization.
- Randomly pick up more names from the hat and write 2 to 3 titles of their favourite units on the board, again with wrong capitalization. For example, write the title of Unit 7, **What Goes Around Comes Around** with incorrect capitalization; *what goes around comes around*
- Ask the students to identify the error of capitalisation [What is not correct in this title]
- Then help the students recall the rules of capitalisation.
- Inform them that the keywords of headings and book titles are also capitalized.

Activity 4: Book Caps

Group Work

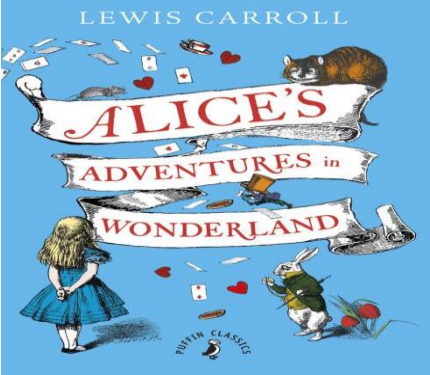

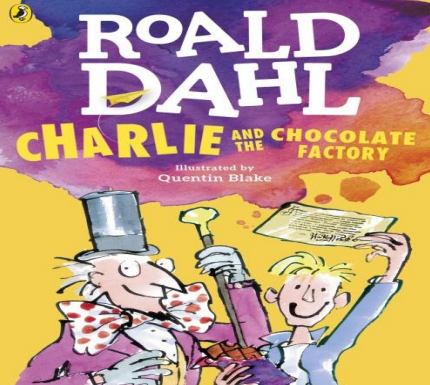
- Divide the students into groups of 4. (Group size depends upon the class strength)
- Write the titles of the books and the description on flash cards and distribute it among the groups [see sample Flash Cards]
- Ask the students to read the information in groups.
- Then ask them to discuss and underline the words that need to be capitalized.
- Tell them to rewrite the title of the book and its description with correct capitalization on a loose sheet.
- Give them 4 minutes for this task.

Peer Checking

- Ask groups to exchange their flashcards [For example, Group 1 will exchange with Group 2, Group 3 will exchange with Group 4]
- Instruct the students to correct the responses if they find any mistake in capitalization.
- Ask the students to appreciate the work of the other group by giving them a star.
- The flash cards can then be displayed on the class wall / notice board or they can be hanged on a washing line with cloth pegs. Sample washing line is given.



Sample Flash Cards

	<p>the most famous adventure story of all time is alice in wonderland. alice had no idea that entering in the rabbit hole will transport her into a wonderland with mind boggling characters like the wise mad hatter, naughty cheshire cat and the heartless queen of hearts. alice had to work very hard to find her way out to the real world.</p>
	<p>jim hawkin's life got upside down when he met a pirate named billy bones. billy bones stayed in jim's inn and asked him to watch for a strong sailor who had only one leg. jim then discovered a treasure map to the skeleton island. captain flint the pirate lord buried a huge treasure. jim and his friends had no idea that the journey to the skeleton island would be so dangerous.</p>
	<p>charlie, a young boy from a poor family lived in london, england. He felt blessed when he won a tour to the most amazing chocolate factory in the world. willy wonka the owner of the factory had made river, flowers, trees and even grass made of chocolate. his staff of little dwarfs called oompa-loompas make the mouthwatering chocolate treats.</p>

Conclusion/ Sum up/ Wrap up:

- Ask students at random to tell the rules of capitalization. Reinforce the idea by sharing the following information with them:
We capitalize the **First Word** of a sentence, the **Proper Nouns, days, months, holidays,** headings and titles but we don't capitalize *seasons*.

Assessment

Formative assessment was done during the lesson through:

Oral responses of the students regarding identification of the correct capitalization

- Tell the students to get ready for a quick review of what they learnt today.
- Instruct them to open the textbook, page-43 (vi).



- Ask them to take 5 minutes and rewrite the sentences with correct capitalisation in their notebooks.
- After 5 minutes, tell the students to exchange their notebooks with the person sitting next to them.
- Read the sentences by telling the correct use of capitalisation. Ask them to point out and correct the mistake, if they find any in their classmate's notebook.
- Appreciate the students.

Follow up

Ask the students to cut a headline / title from the newspaper article/ magazine with capitalisation and paste it in the notebooks.

They will present it the next day, in front of the class, by telling the rule of capitalization.

Unit 4: Unforgettable Moments of My Life

Topic: Language Focus - Descriptive Passage



Duration: 40 Minutes



Students Learning Outcome:

- Identify descriptive paragraphs to note differences.



Materials:

A4 size sheets, tape, paper strips-one for each pair

Information for Teachers

- 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
- 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

- Draw a mind map of mango on the board as given in the example.
- Do not write the answers in the circles.
- Ask students to think about mango.
- Instruct them to tell a quality of a mango.



- King of fruits
- Size: big /small
- Taste: sweet [sometimes sour]
- Texture: hard from outside / soft from inside / pulpy



- Smell: sweet / fresh
- Write the qualities of mango in the side circles of the mind map.
- Encourage shy students and the ones sitting at the back by telling them that there is no wrong answer as it depends on their own ideas.
- Explain to the students that the words they have used to explain mango are describing words.
- Describing Words are also called **adjectives** that describe nouns.
- 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 of that thing in their mind.

Development

Activity 1

- Divide students in groups of 4 (depending upon the strength of the class)
- Give A4 size sheets to students in groups.
- Write the following sentences on the board:
 1. This is a tree.
 2. This is a tall tree.
 3. This is a tall, green tree.
 4. This is a tall, green, beautiful tree.
 5. This is a tall, green, beautiful tree with brown trunk. and has apples on it.
 6. This is a tall, green, beautiful tree with brown trunk and has red apples on it.
- Ask a student from each group to read aloud a sentence.
- Instruct students to draw a tree on A4 size sheet in groups.
- Ask them to choose and write the sentence that was most helpful in the drawing.

GALLERY WALK

- Allocate a wall to display the drawings.
- Instruct group leaders to paste their drawings on the wall.
- Tell the groups to stand up and take a look at the drawings.
- 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.

QUESTION TIME

- Now ask the following question from the students:
 - **What is the difference between sentence number 1 and sentence number 7?**

(Sentence one only tells about the tree without giving any detail. Sentence number 7 describes the tree with colours, shape and by giving more details)

- **Which one of the above sentences helped you most in drawing the picture? Why?**

(Students might answer sentence number 7 because it has clear details about the size, color and look of the tree)

- Take feedback from 4 to 6 students at random.
- Inform students that by giving more details about a thing we can describe it in a better way.



Activity 2

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

	Shape	Color	Material	Texture
Suggested Answers	Square	brown	wood	hard
	rectangle	blue	plastic	smooth
	Round	yellow	metal	rough
	Any other answer			

- Instruct the students to put both hands on the desk in front of them.
- Ask them the following questions:
 - What shape do you see?
 - What color do you see?
 - What is the material?
 - What do you feel when you touch the surface?
- Encourage shy students and the ones sitting at the back to answer.
- Write their feedback in the columns under the relevant heading [See suggested answers]
- Accept all relevant answers, as students may answer according to their own observation and ability.
- Now, in pairs, give students half A4 sheet and ask the students to write the heading **My Desk** on the top.
- Ask them to select one point from each column and write a sentence about the desk.
- Instruct them to exchange their sentences and read the description of their peers.

Conclusion/ Sum up/ Wrap up

- Ask the following questions from the maximum students in 5 minutes and then recap the meaning of description and descriptive writing from teachers' information section:
 - What did you learn today?
 - Which activity did you like the most and why?

Assessment

- Take oral responses of the students, identification of the qualities of a mango.
- Ask students to write description of My Desk from Activity 2 in the form of a paragraph in their notebooks. (Individual task)

Homework

- Ask students to draw a mind map of their favorite fruit/vegetable or anything in their notebooks and present it in the next class.
- Ask students to write a sentence about the 2 pictures given in textbook - Unit 4 exercise B-iv.

Unit 5: Amazing Planet

Topic: Affixes - (Prefixes Part 1)



Duration: 40 Minutes



Students Learning Outcome:

- Recognize specific parts of words including affixes.



Materials:

- board marker of any 2 different colours
- flash cards of root words for activity 1, boxes to put the words inside, tape

Information for Teachers

- One of the most important reading skills a student needs to learn is the meaning of the unfamiliar words. When students identify an affix in a new word they read, it can help them infer the meaning of the word.
- Recognising affixes help students read more independently. It also helps students with their spelling and writing.
- An effective way of teaching Affixes (Prefixes and Suffixes) is to teach the concepts separately, so that students can recognise them clearly. It is better to teach Prefixes first because they are more commonly used.
- An affix is a set of letters generally added to the beginning or end of a root word or base word to modify its meaning. The root is the portion of the word that remains when all prefixes and suffixes have been removed.
- A prefix occurs at the beginning of a word or stem (*re*-cover, *un*-willing); a suffix at the end (wonder-*ful*, depend-*ent*);
- In English language the four most common prefixes that account for over 95% of prefixed words are: re-, un-, dis-, in-
- In the above list the most useful prefixes for students are **Re** and **Un** because they appear frequently and their meanings are easy to understand and remember.

Introduction:

- Write the following words that share the same prefix on the board in two columns:

Column A	Column B
1. re-play 2. re-write	1. un-happy 2. un-educated

- Write the prefix using a different coloured marker or making it bold.
- Ask the students what similarity do they notice in words of column A.
- Again, ask them what similarity do they notice in words of column B.
- Take feedback from the students.
- Paste the following flash cards on the board.

re

Re means again (redo = do again) or back (as in rewind).

un

Un means not (unhappy = not happy) or the reverse of, or opposite of (as in untie)

- Explain the prefix **Re** and **Un** to the students.
- Tell them that **Re** and **Un** are called prefixes and the words that come after them are called root words.
- Also explain that the prefix is added **before** the root word and it changes the meaning of the word.
- Keep the flash cards pasted on the board to be used as a reference for **Activity 1** and **Activity 2**.
- Show the following videos to students for more clarity (optional)

Video resource:

https://www.youtube.com/watch?v=TNHcBDE88oY&ab_channel=MindBlooming

https://www.youtube.com/watch?v=0cUmIx_Mvk0&ab_channel=LearnWithMeMrs.Sullivan

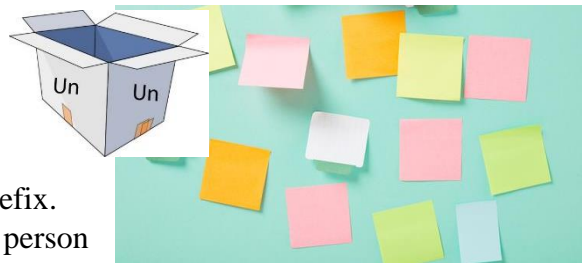
Development

Activity 1 Part 1

- Write the given words on sticky-notes or small chart paper pieces.

build	friendly	play	used	do	friendly	fair	write	truth	heat		
able	draw	paid	move	finish	fresh	cover	place	decide	cycle	known	cut

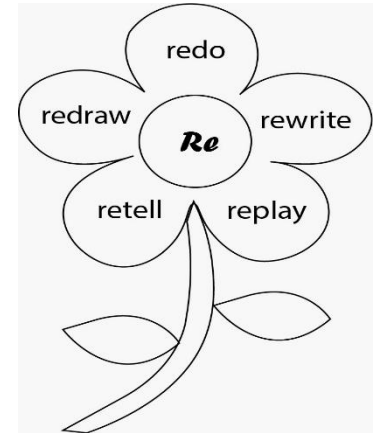
- Divide the class into two teams. Give one team a box tagged with prefix 're'. Give another team a box that should be tagged with prefix 'un.'
- Remind the teams that they are already introduced with the concept of suffix and prefix.
- Tell them that they will choose any one person from their team to run towards the wall and he/she will find the words that best go with the prefixes they have.
- Guide them that they will start on a clap and will collect the maximum words and as soon as they hear the clap, they will go back to their team and will hand over the box to another team member, already selected by the team. They will run towards the wall and collect the words. Teacher will clap again after 10 seconds and another pair will go and pick up the words. Continue this activity unless all the words are collected by the teams.



- Ask the students to put the prefix box in the middle of the table or floor and place the words around it.

Activity 1 Part 2

- Draw 2 flowers on the board [See the Sample]
- Write **re** and **un** in the middle
- Ask both the teams to read the words aloud turn by turn by joining the prefix.
- Write the words in the petals of the flower. If there is any mistake, correct them on the spot by appreciating their effort.
- Keep explaining the meaning of each word after adding prefix with it.
- After writing all the words on the board, tell the students to make these flowers in their notebooks and write all the words with **un** and **re**.



The new words with prefixes are given below for teachers help.

rebuild	replay	redo	rewrite	reheat	redraw	recover	refill	recycle	uncut
unclear	unfriendly	untruth	unable	unfinished	undecided	unpaid	unknown		

Activity 2

- Divide the students into groups of 4 or 5 (depending upon the size of the class)
- Write the following Prefix Story on plain sheets according to the number of the groups (As per facility photocopies of the story can also be provided)
- Ask the students to read the story in groups
- Tell them to identify the words with **Un** prefix and underline that word.
- Now ask the groups to fill the given table by writing the root word in Column A and Prefixed word in Column B
- Ask each group to tell their answers in a whole class feedback.

Sample Prefix Story

Note: In the sample Story the prefixed words are highlighted for the Teachers' use only. For student copy do not highlight the prefixed words. (Story is attached at the end of this lesson)

Conclusion/ Sum up/ Wrap up

Ask students the following questions:

- Ask the following questions from 3 to 4 students at random:
 - a. What did you learn today? (Prefix is a part of word that is added before a root word. It gives root word a new meaning)
 - b. Tell any two prefixed words you learned today

Assessment

- Conduct formative assessment of the students through the oral responses and identification of the prefixes from the story.



- Tell the students to select any two words, with prefixes, from the board and write one sentence for each.

Homework

- Ask students to draw a mind map poster of the Prefixes **Re** or **Un** on a plain sheet (Any one)
- Tell them to write 2 /3 new words with the prefixes on the sheet.
- Guide them that they can find words with prefixes from any chapter of their English textbook.
- Ask them to use color pencils or markers to make their poster impressive.
- They will display their poster in the class the next day.

Unit 5: Amazing Planet

Topic: Affixes - (Prefixes Part-II)



Duration: 40 Minutes



Students Learning Outcome:

- Recognize specific parts of words including affixes.



Materials:

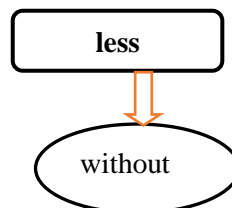
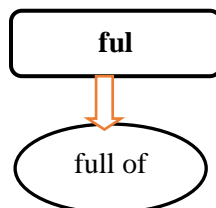
board marker (2 different colours), A4 papers (1 per group), tape, textbook pg-50

Information for Teachers

- Suffixes are used to increase reading comprehension, broadened vocabulary, better word choice in writing, better spellings of unknown words
- Suffixes are complicated than prefixes as they tend to change the root word in most cases. For beginners it is effective to use suffixes that do not change the root word. The following suffixes are useful to start with as they appear frequently in reading, are easy to recognize and mostly do not change the root word: (ship -, less -, ness-, ful-)
- In the above list the most useful suffixes for students are ful and less because they appear frequently and their meanings are easy to understand and remember. It is suggested that once students master to identify the use of suffixes less and ful then move on to the next ones.

Introduction

- Write the word 'unhappy' on the board and ask the students to recall the previous class, in which they studied about prefixes, and identify prefix in the given word. (*un- is the prefix*)
- Take few responses and ask the students to define prefixes in their own word. (*A prefix occurs at the beginning of a word or stem*)
- Now, write the following words on the board:



- First ask students to tell the meaning of the word **ful** (try to get the answer from the back benchers or the ones who are shy)



- Encourage students to tell whatever the meaning they think might be of the word, as there is no right or wrong answer.
- Write the feedback on the board.
- Next, write the word **less** on the board and repeat the same process.
- Discuss the meanings students have told in a whole class by keeping the relevant responses and erasing the irrelevant ones.
- Explain the suffix **ful** and **less** to students.
- Tell them that **ful** and **less** are called suffixes and the words that come before them are called root words.
- Also explain that a suffix is added **after** the root word and it changes the meaning of the word.
- Show the following videos to students for more clarity (**optional**)

Video resource: https://www.youtube.com/watch?v=U_6mfwXe3Bo&ab_channel=KidsAcademy
https://www.youtube.com/watch?v=GGgIeZm-1ZY&ab_channel=DistanceLearning-FCPS

Development

Activity 1 Suffix Formula

- Tell students that today they are going to do a formula in English like we do in mathematics. (This will build up curiosity and students will become more engaged in the lesson)
- Write the following formula on the board (do not write the suffixed words only leave a blank):
ful
peace + ful = _____ (peaceful)
beauti + ful = _____ (beautiful)
colour + ful = _____ (colourful)
less
colour + less = _____ (colourless)
job + less = _____ (jobless)
care + less = _____ (careless)
- Ask volunteer students to come and complete the formula on the board (use a different colour marker for the answer)
- Model reading the new words and ask students to repeat in form of a chorus.
- Encourage students to guess the meanings of the new words.
- Explain the meanings of the new words to students if they find it confusing or complicated.

Suggested meaning

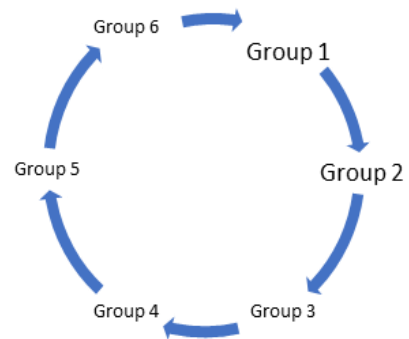
(The meanings may differ according to the ability level of the class, so accept all relevant answers)

1. peaceful: full of peace / comfortable / relaxing
2. beautiful: full of beauty / pretty / good looking
3. colourful: full of colour / bright colours
4. colourless: without colours / boring/ dull
5. jobless: without job / a person who has no job
6. careless: without care / a person who does not pay attention to important things

- Write the feedback of students on the board.
- Keep the meanings written on the board as a reference for Activity 2.

Activity 2 – Super Suffixes

- 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
- Allocate one suffixed word to each group and ask them to write the Group number and the allocated suffixed word on it:
 - Group 1 = peaceful
 - Group 2 = beautiful
 - Group 3 = colourful
 - Group 4 = colourless
 - Group 5 = jobless
 - Group 6 = careless
- Ask groups to make a sentence using their allocated suffix.
- After making the sentence the group leader will hand over the sheet to the leader of the next group in clockwise sequence (See the following sequence)
- The next group will write another sentence using the same suffixed word.
- There will be 6 rounds of the game.
- In the last round the groups will get their original sheet.
- Ask the groups to choose the sentence they liked the most made by other groups.
- The group with the most liked sentences will be the winner of the game.
- Appreciate all the students for actively participating in the activity.
- Hang the sentences on washing line in the class as given in figure-1.



Sample Sentences

peaceful					
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
The garden is peaceful at night.	My room is peaceful when I clean it.	The world is a peaceful place if we all respect each other.	The song was so peaceful .	Spring is a peaceful season.	The river sounded so peaceful .

Conclusion/ Sum up/ Wrap up

- Ask the following questions from 3 to 4 students at random:
 - i. What did you learn today? (Suffix is a part of word that is added after a root word. It gives root word a new meaning)
 - ii. Tell any two suffixed words you learned today.

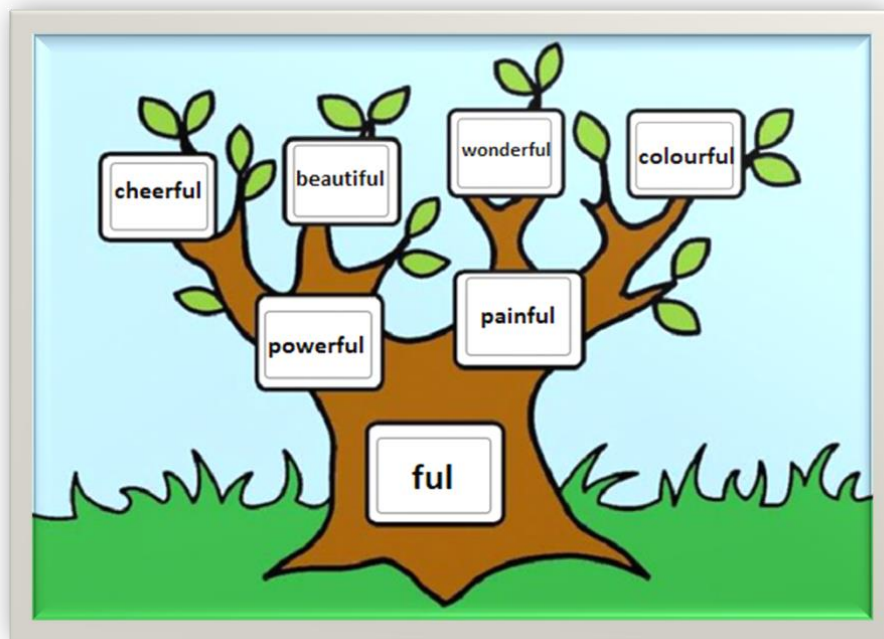
Assessment

- Take oral responses of the students regarding identification of the suffixes.
- Ask students to write the meanings of the words from Activity 1 in their notebooks (**ful** and **less**).
- Instruct the students to take out the textbook page-50 (iv). Tell them to take 3 minutes and solve the exercise in the book.
- After 3 minutes instruct the students to exchange their textbook with their partner and do peer checking. (Teacher will roam around the groups to check students' work)

Homework

- Ask students to draw a tree of the suffix *less* or *ful* on a plain sheet
- Tell them to write 2 to 3 new words with the suffix on the sheet. Ask them to take help from their textbook for finding the words.
- Instruct them to use color pencils or markers to make their poster impressive/colourful.
- They will display their poster in the class the next day. (or the poster can be hanged on a washing line)

Sample Suffix Poster



Unit 5: Amazing Planet

Topic: Language Focus (Words with Similar Meanings)



Duration: 40 Minutes



Students Learning Outcome:

- Locate, provide, connect and use words similar and opposite.

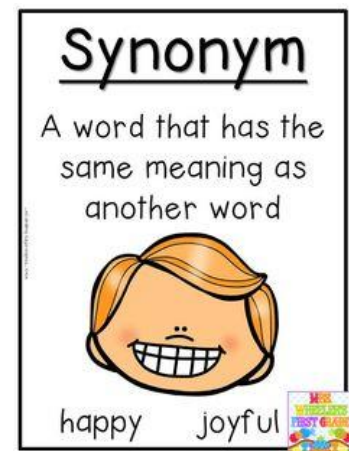


Materials:

- flash cards of big synonyms sentences
- cloud template (students can also draw the template on the chart papers)
- strips of 5 different colors (red, blue, green, yellow, orange) / simple paper strips can also be used and students can color them)
- black / blue / or any other available color markers
- glue
- thesaurus
- A4 size sheets [4 / 5 or depends upon the number of groups]
- Synonym Bank sheets [3 for each word : good, bad, happy]
- colour pencils
- scissors (optional / if required)

Information for Teachers

- A synonym is a word which means the same or is similar to another word. For example:
 - a) sad = unhappy, depressed
 - b) happy = cheerful, joyful
 - c) small = tiny, little
 - d) big = enormous, giant
- Synonyms are taught to students to make their sentences more interesting because using the same words repeatedly makes the writing boring.
- Students learn synonyms to expand their vocabulary, often in descriptive writing.
- It is suggested to teach synonyms and antonym in separate lessons to ensure effective learning.
- In this lesson **Differentiated Instruction Strategy** will be used to facilitate students with different ability levels.



- Differentiated teaching occurs when a teacher plans a lesson that adjusts either the content being discussed, the process used to learn or the product expected from students to ensure that learners at different starting points can receive the instruction they need to grow and succeed.

- **Differentiating a lesson by adjusting Content**

By adjusting content, you deliver different parts of the curriculum to different students depending on their starting level and what you expect them to learn in that lesson.

Source:

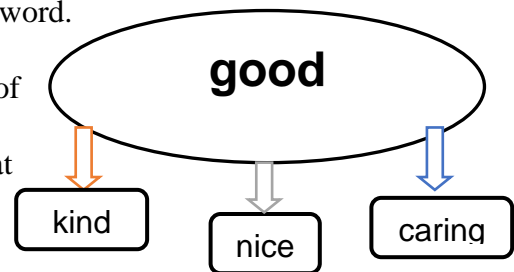
<https://www.education.vic.gov.au/school/teachers/classrooms/Pages/approacheshitsdifferentiation.aspx#:~:text=Differentiated%20teaching%20occurs%20when%20a,need%20to%20grow%20and%20succeed.>

YouTube video link:

https://www.youtube.com/watch?v=mVRYSC8YyYA&ab_channel=SmartatmathSam

Introduction

- Write the following word on the board in a form of a word web.
- Ask students to think about the meaning of the word. Give them 1 minute to think.
- Now ask from all the students to share the meaning of the given word one by one.
- Encourage the students to tell whatever meaning that comes to their mind as there is no right or wrong answer.
- Make a list of students who were able to answer, who were not able to answer and who were somewhat able to answer. (This list will be used in Activity-2)
- Write the most relevant meanings on the board.
- Explain to students that the same meaning but different words are called synonyms like synonyms of good are; caring, kind and nice.
- Announce the topic that today they will learn more about synonyms.



Video resource:

<https://www.youtube.com/watch?v=hFFW9zKJ5os>

Development

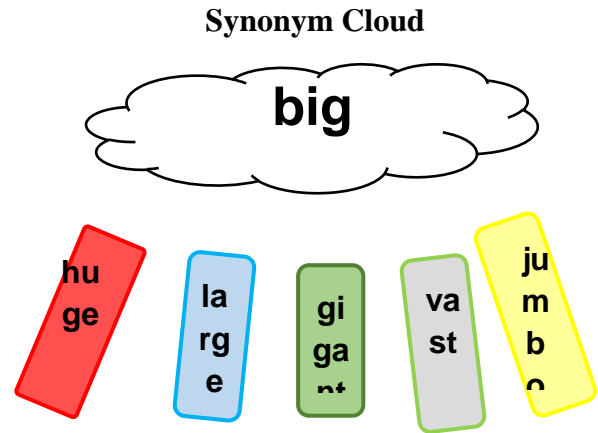
Activity 1 – Synonym Clouds

- Make 5 groups of students (depending upon the size of the class)
- Distribute A4 size sheets, and ask them to draw a cloud and rays on it.
- Tell them that today they are going to create a cloud of synonyms for the word **BIG**.
- Ask them to paste the cloud template and the strips on the chart paper [See sample cloud template]
- Instruct them to write the word **BIG** in the middle of the cloud template with a marker.
- Next, distribute sentence flash cards in groups.
- Tell them that they are going to read the sentences and underline the word that may have the similar meaning as **BIG** from the sentences.

- Then, they will write the words on the rays of the clouds.
- Give them 10 minutes for this task.
- Draw a sample cloud on the board to facilitate the visual learners. (Do not write the synonyms in the blank boxes)

SAMPLE TEMPALTE

KEY	
huge	There was a huge car in the street.
large	The house he lives in is small, but he is going to buy a large one.
gigantic	I saw a gigantic crocodile at the zoo. It was double the size of a common crocodile.
vast	The vast sky was blue.
massive	K2 is a massive mountain.



- Provide help to students if they find the activity confusing or complicated.
- Ask students to appreciate their peers.
- The charts can be displayed in the class.

Activity 2- Synonym Detectives

- Divide students in group of 3 (depending upon the ability of the students)
- Limited: students who were not able to tell the meaning of the word **good**
- Basic: students who were somewhat able to tell the meaning of the word **good**
- Proficient: students who were able to tell the meaning of the word **good** in their own words
- Make one student the leader of his/her group.

• Draw a detective hat template on an A4 size paper for each group [See sample template]

Note: The detective hat is only a suggestive idea. A simple table or word cloud can also be drawn on the paper sheet. It depends on the convenience of teacher and availability of material.

- Distribute the detective hat sheets in groups and ask the group leader to write the title of the activity and group name on it.
- Let students choose interesting names for their groups as it will create teamwork spirit in them.
- Provide a Thesaurus to each group.

Note: If Thesaurus is not easily available, then teacher can use online Thesaurus on mobile. Another option is providing a word bank to students in groups and asking them to choose the synonyms they like related to the words allocated to their group. [See sample Word Bank]

- Allocate one word to each group.
- Give each group a Thesaurus.
- Explain to students that Thesaurus is like a dictionary. It is a big book that provides many meanings of a word.
- Ask them to find the synonyms of the word from the Thesaurus.



- Instruct them to write the synonyms from the Thesaurus they already know, or they have heard it somewhere or they have seen before and write it on the rays of the sun:
 - Group 1 = **SMALL**: Write 2 synonyms of the word
(The word SMALL has easy and commonly used synonyms)
 - Group 2 = **HAPPY** : Write 2 / 3 synonyms of the word
(The word GOOD has some commonly used synonyms)
 - Group 3 = **BAD**: Write 3 / 4 synonyms of the word
(The word BAD has synonyms that are not commonly used)
- Inform students that the group who will finish first will be declared winner.
- Ask students to appreciate the winner group.
- The charts can be displayed in the class as word wall and students can add more words into it on weekly basis [one word per week]
- If Thesaurus is not available use the Synonym bank instead by writing the synonyms on a paper and giving it to the students in groups.

Synonym Bank					
bad		happy		small	
poor	mean	glad	joyful	little	tiny
unhealthy	rude	satisfied	comfortable	less	minor
dangerous	unfriendly	smiling	cheerful	slim	thin
terrible	unpleasant	positive	blessed		

Conclusion/ Sum up/ Wrap up

Ask the following questions from 3 to 4 students at random:

- What did you learn today?
- Tell any two synonyms you learned today.

Assessment

- Take oral responses of the students on identification of the synonyms of **GOOD**.
- Ask students to use a thesaurus and rewrite the sentences by using the synonyms of the underlined words, Unit 5-page number 51 exercise iii, in pairs.
- Take feedback from maximum students. (Teacher will check the answer of each and every student and will help them to make corrections)

Homework

Select any one word of your choice from Unit-5 and write its 3 synonyms. Take help from dictionary, elder brother /sisters etc. After finding the synonyms, make one sentence from each word.

Unit 5: Amazing Planet

Topic: Language Focus (Words with Opposite Meanings)



Duration: 40 Minutes



Students Learning Outcome:

- Locate, provide, connect and use words similar and opposite.



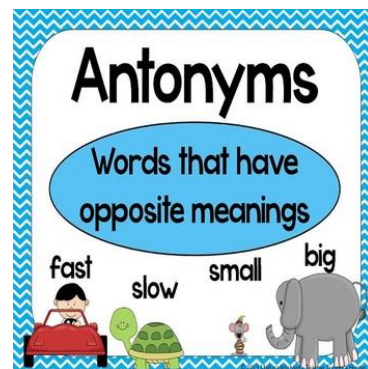
Materials:

Any two / three of the following suggested items that are easily available in pairs:

- a big stone / a little pebble
 - a ball of cotton / a tennis ball
 - a cup of hot tea / a glass of ice cubes
 - a pencil well sharpened / a pencil with broken tip
 - a neat tissue paper / a messed up dirty tissue paper
 - a lemon / a candy
- antonym circle flash cards, chart papers, glue

Information for Teachers

- An antonym is a word which means the opposite of another word. For example:
 - up ≠ down
 - happy ≠ sad
 - day ≠ night
 - big ≠ small
 - tall ≠ short
 - hot ≠ cold
 - clean ≠ dirty
 - hard ≠ soft
- Antonyms are opposites. Opposites are an important concept to teach students.
- Understanding antonyms help students increase their vocabulary, better describe, and follow directions.
- Teach the concept pairs together and start with simple words then built on to complex.
- Use hands on examples and visual aids to clarify the concept.
- Although antonyms are easier than synonyms, still it is suggested to teach antonyms and synonyms in separate lessons to ensure clarity and effectiveness.





Introduction

- Take some real-life objects in pairs to the class like:
 - a big stone / a little pebble [big / small]
 - a ball of cotton / a tennis ball [soft / hard]
 - a cup of hot tea / a glass of ice cubes [hot / cold]
 - a pencil well sharpened / a pencil with broken tip [sharp / dull]
 - a neat tissue paper / a messed up dirty tissue paper
 - a lemon / a candy (Any other item that is easily available)
 - Arrange the objects in front of the class on a table so the students can see them clearly.
 - Tell the students the game we are going to play today is called **Feel Free**.
 - Ask students whoever wants to play the game has to raise up their hands.
 - Invite the volunteers to come in front of the class and one by one feel the objects in pairs and tell what comes in their mind.
 - Write feedback of the students on the board. (For example, if they touch a small stone, they will say 'small stone' you will just write small on the board, similarly for big stone you will just write big)
 - Indicate towards a word pair, soft/hard and ask them the following questions:
 1. Do the words have the same meaning? (different)
 2. How these words are related? (Opposite to each other)
- As the students have already done words/opposites in the previous grades, share with them the following explanation:
- An antonym is a word which means the opposite of another word.*
- Announce the topic and tell the students that today they will learn about 'Antonyms'
 - Show the following videos to students for more clarity (optional)

Video resource:

<https://www.youtube.com/watch?v=uEFqdj41kEQ>

https://www.youtube.com/watch?v=1uAs44DbHE4&ab_channel=Casey%27sCleverCookies

Development

Activity 1 Simon Says!

- Tell students that today we are going to play a very interesting and fun game called **Simon Says**.
- Tell them that the rules of the game are as follows:
 - Teacher is going to be Simon
 - Students as a whole class have to follow whatever Simon will say.
- Ask 2 / 3 students at random to repeat the rules of the game. This way it will be clarified if students have understood the instruction effectively.
- Now start the game and one by one say the following actions and before every action add the phrase Simon says :



Simon Says!

Simon says Stand Up	Simon says Sit down
Simon say Turn left	Simon says Turn right
Simon says Shut your eyes	Simon says Open your eyes
Simon says Laugh	Simon says Cry
Simon says Shout hurrah	Simon says whisper

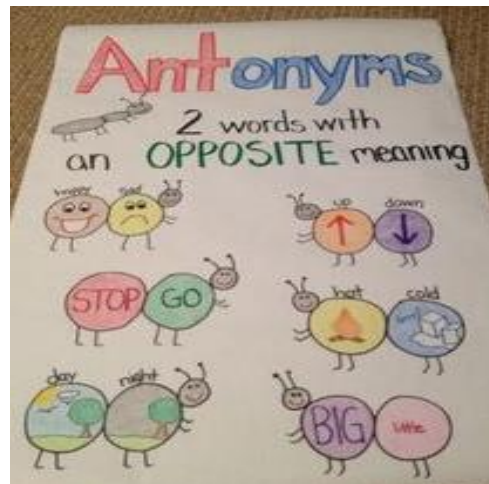
- This Introduction will set the scene of the lesson and will make students energetic.
- As the game finishes tell students that Simon says Clap for everybody!
- Ask students; how did they feel after doing this activity?
- Inquire about the actions you asked them to do; what actions did you do?
- Write feedback of students on the board
- Tell them that you instructed them to do an action and the opposite of that action:
 - sit stand
 - left right
 - shut open
 - laugh cry
 - shout whisper
- Ask students to tell what opposite words are called.

Activity 2 – Ant Quiz

- Prepare flash cards of the following words:
 - hot cold
 - day night
 - sweet sour
 - happy sad
 - up down
 - go stop
 - fast slow
 - clean dirty
 - empty full
 - above below
 - open close
- Cut the flash cards in circular shape [See shared template]
- Divide students in group of 6 (depending upon the size of the class)
- Make one student the leader of the group.
- Write heading **Ant--onyms** on 3 chart papers.
- Inform students that today they will be playing a quiz game called the **Ant--onyms Quiz**.
- Distribute the flash cards in groups in the following manner and tell the students that they are not going to show their words to the other groups:

Group 1 Words	Group 2 Opposites	Group 3 Words	Group 4 Opposites	Group 5 Words	Group 6 Opposites
hot day sweet happy	cold night sour sad	up go fast clean	down stop slow dirty	empty above open	full below close

- Tell students that Group 1, 3 and 5 are the Word groups.
- Tell students that Group 2, 4, 6 are the Opposite groups.
- Make groups sit opposite to each other
- Start the Quiz by first telling Group 1 to tell a word and asking the other groups who has its opposite.
- The group who will be having the opposite will give the correct opposite flash card to Group 1.
- Repeat in the same way till all the words and opposites are complete.
- Instruct the group leaders to make sure that all group members participate in the activity.
- There will be 3 rounds of the game.
- After the quiz is finished ask the Opposite groups to join with the Word groups.
- [Group 1+2, Group 3+4, Group 5+6]
- Ask the groups to paste the word and opposite flash card on the chart paper as the body of the Ant and draw the face also [See Ant template]
- Draw the template on the board to facilitate the students.
- The completed charts can be displayed in the class as Antonym Wall.



Antonyms Flash Cards

Note: These images can be used in making a worksheet and flash cards depending upon the need of the students and convenience of the teacher.

hot



cold



empty



full



happy



sad



sweet



sour





Conclusion/ Sum up/ Wrap up

Ask students the following questions:

- What did you learn today?
- Tell any two antonyms you learned today.
- Ask them to find any one word from their classroom along with its antonym.

Assessment

- Ask students to rewrite the sentences by using the antonyms of the underlined words from **Unit 5, page number 51 exercise iii** in pairs.
- Give them 10 minutes for this task. After 10 minutes, ask the pairs to exchange their work with another pair and review their sentences.
- Take responses from few pairs and ask the rest of the class to do the correction if needed.

Homework

- Ask students to choose 2 --- 3 words from a magazine or a newspaper.
- Bring the words to the class and ask antonyms of the words from their peers/whole class.

Unit 5: Amazing Planet
Topic: Punctuation

Duration: 40 Minutes

**Students Learning Outcome:**

- Recall the rules of punctuation learned earlier.

**Materials:**

Textbook pg-53, flash cards of punctuation marks, flash cards of sentences, tape, board marker

Information for Teachers

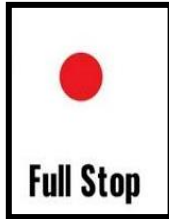
- **Punctuation marks are important in academic writing because:**
 - they **create clarity** in the sentence
 - they show the reader **where a sentence starts from and where it finishes**
 - they help bring **the right kind of expression** into writing
 - they **change the tone of voice** to show emphasis.
- **A comma is a punctuation mark** that separates items in a list and marks the divisions within sentences.
 - to separate items in a list
 - to indicate addition within a sentence with an embedded clause
 - to avoid ambiguity
 - to separate main and subordinate clauses.
- **Period/Full stop is** used at the end of a sentence that makes a statement, gives a command, or asks an indirect question. Periods are also used at the end of abbreviations. Here are some examples: I like chips and crackers. Please pick up your socks.
- **Question mark is** used at the end of a sentence that asks a question. Here are two examples: Where did you put the fruit tray? How do I get to the train station?
- **Exclamation point is** used at the end of the sentence to show extreme emotion or excitement. Examples: I can't believe I won! That's the biggest bird I have ever seen!

<http://www.corestandards.org/the-standards/english-language-arts-standards/language-standards-k-5/grade-3/>

Introduction**Punctuation Riddle**

- Instruct the students to draw a big question mark on right hand and exclamation on left hand and circle on the thumb.

- Take the three sentences [riddles] in the class. Write the riddles on the board one by one.
- Ask the students to read the sentences and show the correct punctuation mark by raising their correct hand all at one time.

**Full Stop****Exclamation Mark****Question Mark****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?

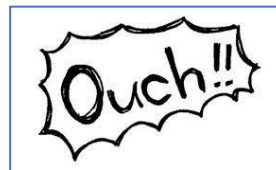
- When all the riddles are done, appreciate the students and announce the topic that today they will learn more about capitalization and punctuation.

Development**Activity 1: (Part 1)**

- Write the following words on the board and ask the students to read these words aloud one by one in a chorus.
- When students are done reading, tell them that these are the words that are showing strong emotions and the sign we use with these words is called ‘Exclamation Mark.’
- Share with the students that, ‘exclamation marks are used at the end of statements when a strong emotion is being expressed (good and bad – surprise, excitement or delight, but also anger, fear or shock), and tell a reader to add emphasis to a sentence. They might also suggest that a speaker is shouting.
- Show the following video to the students to make their concept clearer about punctuation marks. (optional)

<https://www.youtube.com/watch?v=PNP7cBnf7pQ>

Wow! Oh! Stop!
Yuck! Hooray!
Help! Ouch!

**(Part 2)**

- Divide the students into 6 groups.
- Write the following expressions with exclamation on A4 size sheet. One word on one sheet. (Wow! Ouch! Help! Hooray! Oh! Stop!)
- Paste this paper on a card so it doesn't wiggle and adjust it on a stick.
- Give each group a placard with one word having exclamation mark.
- Tell them to take 2 minutes and write one sentence about the word they have given, and practice it with group members with appropriate voice tone.



- Instruct them to write the sentence under the expression/word.
- When every group is done. Invite one member from each group to come in front of the class and read the word aloud and then share the sentence they have made with their group fellows.
- Display all the placards in the class.

Activity 2: Punctuation

- Divide the students into groups of 4. (Group size depends upon the class strength)
- Write the following paragraph on paper strips and distribute it among the groups.
- Ask the students to punctuate the given passage with correct capitalization and punctuation.
- Give them 5 minutes for this task.
- Take feedback from every group. Instruct the students to correct the responses if they find any mistake in the punctuated paragraph.

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

Conclusion/ Sum up/ Wrap up

Punctuation marks are signs such as periods, commas exclamation marks and question marks. Always use capital letter in the beginning of the sentence.

Assessment

- Conduct formative assessment during the lesson through oral responses of the students, identification of the correct punctuation marks, rewriting the passage with correct punctuation.
- Write the following sentences on the board:
 - I am home now.
 - What is your name
 - Wow it is a wonderful day!
- Invite some of the students to identify and encircle the punctuation marks used in the above sentences.

Homework

Ask students to solve the punctuation exercise (v) page-53 in the notebooks.

Unit 5: Amazing Planet

Topic: Guided Paragraph



Duration: 40 Minutes



Students Learning Outcome:

- Write a guided paragraph using ideas gathered and organized through various strategies.



Materials:

paragraph 'the importance of a pencil for me.' (1 paragraph on half A4 sheet for each group), Worksheet to write 'My daily routine' for each students (teacher can also write the paragraph on the board), a chart paper with my favorite personality, textbook page 53

Information for Teachers

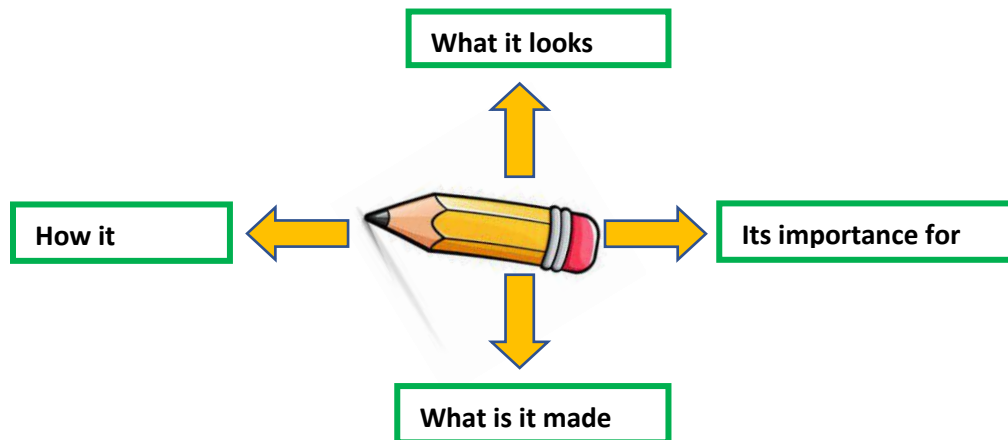
- Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. Guided writing aims to support learners in this psychologically and cognitively difficult activity.
- **Transitional** devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. And finally, transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas. Some examples of this grammatical feature are: *whereas, because, therefore, however, since, never the less, while, though, hence, thus, so, as a result, then, afterwards, firstly, secondly, next, finally, in the end.*

Teaching tips

Stress upon your students to read a text multiple times to get to the depth of the meaning hidden within the text. The first reading may be to notice the way information in a paragraph has been structured. The second reading can be to understand the meaning in the paragraph. Another reading can be to observe the devices in the text that connect the information in the paragraph. Yet another reading can be to see the grammatical structure.

Introduction

- Draw the given mind map on the board.
- Tell the students to take out their pencils.
- Ask them to take a close look at their pencils and provide input for the mind map.



- Conduct a brainstorming session and allow responses.
- Elicit responses under the relevant headings. Let the mind map on the board for the next activity.
- Announce the topic and share with the students that today they will learn to write a paragraph.

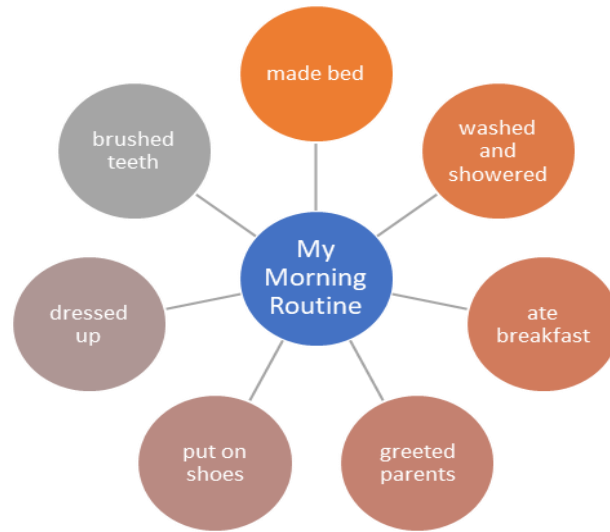
Development

Activity 1

- Divide the students into groups of four.
- Distribute the sample paragraph on ‘the importance of a pencil for me.’ (1 paragraph on half A4 sheet for each group)
- Ask them to read the paragraph with the group members and see if all information on the mind map corroborates with the sample paragraph.
- Ask them to identify, underline and label the topic sentence and the supporting details on the given paragraph.
- Invite 2 to 3 groups, turn by turn, to share their findings with the whole class.

Activity 2 My Morning Routine

- Write the given title on the board ‘**My Morning Routine.**’
- Ask the students what they did this morning before coming to school.
- Take responses and write on the board. (sample mindmap is given)
Possible responses: got out of bed, washed and showered, brushed teeth, dressed up, put on shoes, greeted parents and siblings, ate breakfast, got in the car/bus/bike.



- This is individual task.
- Tell the students to draw this mind map in the notebooks and write a paragraph using these chunks of past tense on a given worksheet with transitional words. (Paste the worksheet in students' notebooks under the mind map. If, photocopy is not available, write the paragraph on the board and ask the students to copy it in the notebook)
- Read the transitional devices given in the worksheet and tell them that these are used to put the paragraph in a sequential order.

My Morning Routine

Today I got up early in the morning, the sky was still _____ and there _____ in the

sky. First, I _____ and then _____.

Next, I _____. Afterwards,

I _____ and _____.

Finally, I _____ and _____.

It was a _____ morning.

- Explain that sequencing in this activity means first action then second action and so on.
- Give the students 15 minutes draw the mind map and fill the given paragraph. (Sample filled paragraph is given below for teachers' help. Please don't dictate the answers to the students.)
- Conclude this activity by asking few students to read the entire paragraph aloud.

My Morning Routine

Today I got up early in the morning, the sky was still dark and there were stars in the sky. First, I made my bed and then took shower. Next, I brushed my teeth. Afterwards, I dressed up and put on my shoes. Finally, I ate breakfast and went to school. It was a lovely morning.

Conclusion/ Sum up/ Wrap up

Sum up the activity by reiterating the concept of topic sentence and supporting details, transitional devices and the use of simple past tense to write a paragraph.

Assessment

- Ask the students to open the textbook page-53 (D-ii).
- Invite any one student to read and explain the question to the whole class.
- Tell them to do the half part of this question in the notebooks, i.e., mind map about seasons.
- This is individual task. Give them 5 minutes for this task.
- After 5 minutes take responses from some of the students and appreciate their effort.

Homework

Assign them home task to use the mind map of the seasons they just made and write a paragraph of 8 to 10 lines about their favourite season. Tell them to draw the picture according to their favourite season in the notebook along with the paragraph.

Sample Paragraph

‘The Importance of a Pencil for me’



A pencil is a useful thin cylindrical tool consisting of a thin rod of graphite encased in wood that is sharpened to a point for marking, writing, and drawing. I chose to write about a pencil because it is a useful tool and I use it almost every day. I use a pencil not only to write my notes with but also to draw and to illustrate diagrams and pictures. For as long as I can remember, pencils have been my companions. When I was a baby, my mother used to give me color pencils, which kept me busy while she was busy with her chores. When I grew a little older, and started school, I used a pencil to do my classwork and homework. Initially, I would have to sharpen my pencil repeatedly, which annoyed me as it disrupted the flow of my thoughts. It was then that I realized that there are pencils with a weak graphite and ones which have a strong lead. After knowing this, I made sure that I bought pencils with a strong graphite, which was a good idea, as my sharpener remained idle most of the time after this.

Unit 6: A Fit and Healthy Life

Topic: Language Focus -Homophones



Duration: 40 Minutes



Students Learning Outcome:

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



Materials:

- board marker/chalk, homophone picture for introduction, homophone picture for Activity 1, 1 chart paper or newspaper to display shapes (pear/stars), 1 chart paper light green to make pears or any shape as shown in the sample in Activity 1, resource sheet Activity 2 (1 for each group), 1 chart paper to make telephone template for Activity 2

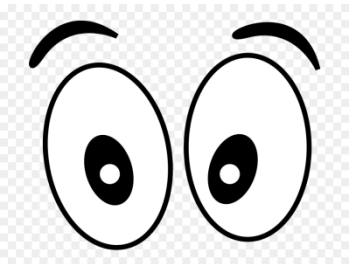

Information for Teachers

- 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. Some examples of homophones are:
- 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:
 1. start with the words which are familiar to students then built on to the complex ones
 2. teach homophones in context; use them in sentences so that students can infer the meaning and identify the use of both words
 3. 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.

1. here	hear
2. see	sea
3. break	brake
4. right	write
5. week	weak
6. meet	meat
7. sun	son
8. four	for
9. whole	hole
10. ate	eight

Introduction Thumbs Up & Down

- Write the following words on the board: (or you can print out the picture and paste it on the board or take 4 to 5 prints and give it in the groups for clear visibility)

<p style="text-align: center;">see</p>  <p style="text-align: center;">We see with our eyes</p>	<p style="text-align: center;">sea</p>  <p style="text-align: center;">The water of the sea is so cold</p>
--	--

- Tell the students if they know the meanings of the words, they have to do the following actions:
 - Show two thumbs Up = if you know the meaning of BOTH words
 - Show one thumb Up = if you know the meaning of ONE word
 - Show thumb Down = if you do not know the meaning of the words
- Take feedback from students who have shown BOTH thumbs up.
- Explain the concept of Homophones to students.

Homophones are words with same sound but different spellings and meanings.

- Show the following videos to the students for further clarity. (optional)

Video resource:

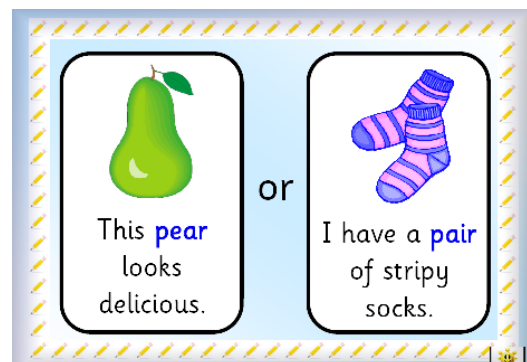
https://www.youtube.com/watch?v=f9fy4NREF-E&ab_channel=TutoringHour

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

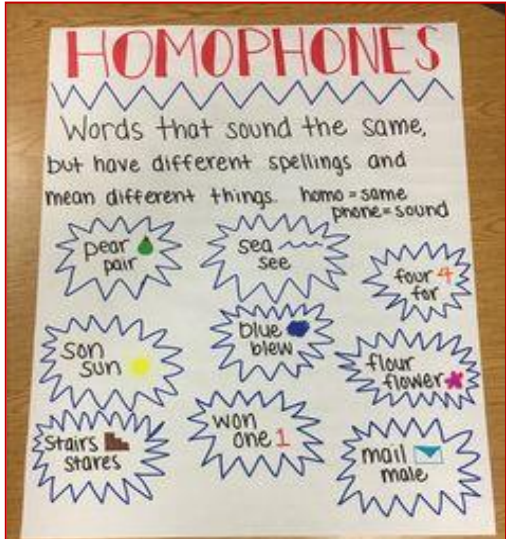
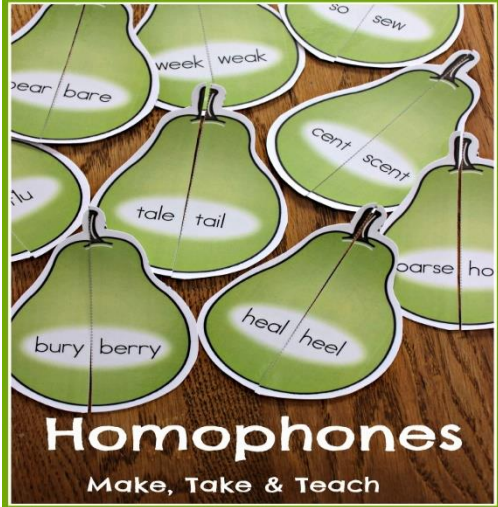
Development

Activity 1: Homophone Pairs

- Show the following picture to students in a whole class activity. (or you can print out the picture and paste it on the board or take 4 to 5 prints and give it in the groups for clear visibility)
- Ask them to read the words and then the sentences and tell the meaning of the words.
- Take feedback from volunteers.
- Also ask them the difference between the words. [one is a fruit and the other is a clothing item that we wear on our feet]
- Now, tell students that today they are going to play a game called Homophone Pairs.
- Paste a chart paper on the board.
- Divide students in pairs (depending upon the size of the class)



- Give each pair 4 cuttings of the Pear template so that each pair will make 2 homophones. [See shared template]
- Ask pairs to read the words written on the half part of 'pear' and join it with the word that has the same sound so that the 'pear' is complete.
- Then instruct them to paste the pear on the chart paper.

Sample Templates	
<p>Sample Explosion Template</p> <p>If teacher finds it difficult to make pear templates, then the following templates can also be made. Cut these halves from the middle horizontally.</p> 	<p>Sample Pear Template</p> <p>Pear templates to be cut half from the middle vertically.</p>  <p style="text-align: center;">Homophones Make, Take & Teach</p>

Activity 2 Homophones Helpline

- Tell students that today they are going play a game named Hello Homophones. (This will build up curiosity and students will be more engaged in the lesson)
- Divide students in groups of 6 (depending upon the strength of the class)
- Ask each group to choose 2 volunteers who will guess the meaning of the homophones
- Instruct the volunteers to stand in front of the class so that they cannot read the meanings of the homophones.
- Give a resource sheet of homophones to the rest of the group members on which the sentences with homophones are written [See shared resource sheet].
- Draw a Telephone template on a chart paper with dial numbers and the given homophones in front of each number. [See shared template]
- Write numbers from 1 to 6 on paper strips, one number on one strip, fold them and put them in a basket (or any other available container)
- Shake the basket / container well so the chits are mixed up.
- Ask 2 volunteers from each group to come forward and pick a chit of number from the basket.
- Ask the volunteers to read the homophones related to that number on the telephone.
- Tell the group members to discuss the sentences and give them hints, without telling the meaning, to guess the meanings of the words.

- Give 1 minute to each group.
- Repeat the process 6 times giving turn to each group.
- The group whose volunteers will guess the meanings in the give time will be the winner.
- Display the Telephone template in the class for further reference.



Conclusion/ Sum up/ Wrap up

Ask the following question from 3 to 4 students at random:

- What did you learn today?
- Tell any two homophones you learned today.

Share the definition of homophones with the students along with few more examples.

Assessment

- Ask students to solve exercise (iii) page 61 in the textbooks.
- Give them 5 minutes for this task.
- After 5 minutes, instruct the students to exchange their textbooks for peer checking.
- Take responses from 5 students and ask the rest of the class to verify their answers with you.

Homework

- From textbook, solve exercise (iv) page-61 in your notebooks.
- 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.



Resource Sheet of Homophones		
1	right He is very smart because his answers are always right .	write She writes the story with a pencil.
2	week Eid holidays are going to be of two weeks .	weak She is still weak after her illness.
3	one He sat on the first seat because his roll number is one .	won Pakistan won the cricket with two wickets.
4	meet I will meet you at the shop.	meat For chicken burger you need chicken meat .
5	wait The bus driver waits for students every morning.	weight You lose weight if you walk daily.
6	sun The sun rises every morning and bright up the world.	son Mr. Wali has two daughters and one son .

Unit 6: A Fit and Healthy Life

Topic: Pronouns



Duration: 40 Minutes



Students Learning Outcomes:

- Use the pronouns as subject and object for possession.



Materials:

- textbook page 62, writing board, marker/chalk

Information for Teachers

- A pronoun is a word used to replace a noun. Examples of pronouns are: he, she, it, they. We use pronouns so that we don't need to keep repeating the same nouns; for example, rather than repeat the noun 'the car' in this sentence, we use a pronoun (in bold):
 - We took the car to the garage because **the car** needed fixing.
 - We took the car to the garage because **it** needed fixing.
- Pronouns include subject [pronouns](#), object pronouns, and possessive pronouns. These are used to replace nouns in sentences. In addition, possessive pronouns are used to avoid repetition of the noun.

Pronouns and Possessive Forms

Subject Pronouns	Object Pronouns	Possessive Pronouns
I	me	mine
you	you	yours
he	him	his
she	her	hers
it	it	---
we	us	ours
they	them	theirs

Introduction

- After greeting the students, invite two students in front of the class.
- Ask one of the two: (Knock on the desk twice) “Knock, knock, who’s there? (Pointing at one of the two kids)
- The students reply: ‘She/ he is (name of the student)
- Example: She is Fatima.



- The teacher writes ‘she/he’ on the board.
- The teacher then looks at the class and says: “Knock knock, who’s there?”
- The class responds, ‘They are (names of the students).
- Example: They are Ali and Zain.
- The Teacher writes ‘they’ on the board.
- The teacher thanks the students and sends them back to their seats.
- The teacher now looks at the class and points at the teacher’s desk. ‘Knock, knock who’s there?’
- “It is a desk,’ the students respond.
- The teacher writes ‘it’ on the board
- The teacher underlines: He/She, they and it that are elicited on the Board and asks students if they know what these words are called. (These are pronouns. A pronoun is a word that is used instead of a noun)
- The teacher then asks them the reason pronouns are important.
- Students’ responses are taken and it is reiterated that pronouns help avoid repetition of the noun.
- The Teacher announces that today they will be learning about three types of pronouns: subject, object and possessive.

Development

Activity 1

- Write the given sentence on the board and ask the students to find what is odd in this sentence.
The teacher puts the teacher’s bag in the teacher’s locker. The teacher then walked to the teacher’s classroom.
- Take few responses from the students and drag their attention towards the repeated word. (teacher is the repeated word)
- Write the below given sentence on the board:
The teacher puts his/her bag in his/her locker. He/she walked to his/her classroom.
- Ask the students to read the sentence again and identify the change in it.
- Invite any two students and ask them to underline the new words in this sentence.
- Ask them what is the word class of teacher. (noun)
- Drag their attention that the new words replaced nouns in the sentence.
- Share with them that the new words are called pronouns. A pronoun is a word that is used instead of a noun)
- Share with them, if you use pronouns the sentence reads:
- Show students the Table and ask them to read it. (Write it on a chart paper in big handwriting)
- Give them 2 minutes to go over the Table.
- Ask them to read the sentences and differentiate between subject and object pronouns.
- Take a few responses.
- Write on the board ‘Subject Verb and Object’.
- Then write one sentence I (Subject) work (Verb) in Lahore. (Object)
- Then write the sentence She (Subject) gave (Verb) me. (Object)
- Explain the concept of subject and object pronouns with examples from the given table.



- Check for understanding.

Sample Sentences: Subject and Object Pronouns

Subject Pronouns	Example	Object Pronouns	Example
I	<i>I work in Lahore</i>	me	<i>She gave me the book.</i>
you	<i>You like eating desserts.</i>	you	<i>Shayan bought you a chocolate.</i>
he	<i>He lives in Gulberg.</i>	him	<i>She told him to leave.</i>
she	<i>She went on holiday last week.</i>	her	<i>I asked her to come with me.</i>
it	<i>It seems warm today!</i>	it	<i>Ami bought a dress, and gave it to Sana.</i>
we	<i>We enjoy playing cricket.</i>	us	<i>The teacher taught us to solve complex sums.</i>
they	<i>They are students at this school.</i>	them	<i>The school provided them with all resources.</i>

Activity 2

- Make two columns on the board: A & B
- Divide the class in two teams: A & B
- Ask them to nominate one student from each team to be their spokesperson.
- Call the nominated students to the front of the class.
- Tell them the rules that you will be asking one question from each team, they will get 50 secs to answer, if they are wrong or cannot answer then the other team will get a chance, each team will get 2 points on every correct answer and a minus 1 on every incorrect response. Their team mates can help by prompting and shouting out the answers.
- The nominated person will stand right in front of their teams.
- Start asking questions.
- Elicit points on the board.
- Count the points at the end of the quiz.
- Announce the winner.
- Provide clarifications where necessary about the wrong answers.

Questions for the Quiz

1. Choose the correct possessive pronoun for the underlined words. Children and adults like Mustansar Hussain Tarar's travel stories.
a. him **b. his** **c. their** **d. its**
2. Choose the pronoun that correctly replaces the underlined word. Mrs. Chaudhry reviewed Amina's speech before the debate.
a. mine **b. ours** **c. his** **d. her**
3. Which pronouns can replace the underlined proper nouns? The pretty dolls belong to Sarah and Samina.
a. their **b. them** **c. theirs** **d. it**



4. Choose the subject pronoun for the underlined words. Ali and Imran climbed the highest peak
a. their b. they c. them d. we
5. Choose the correct object pronoun for the underlined word. Samina gave the ball to Sarah.
a. he b. she c. it d. her
6. Choose the correct possessive pronoun for the underlined word. The room they tried to enter was Sarah's.
a. hers b. her c. their d. theirs
7. Choose the correct subject pronouns to replace the underlined words. Rehman and Raheem were best of friends.
a. he b. they c. their d. them
8. Choose the correct possessive pronoun to replace the underlined word. Roshan's mother worked hard to support the family.
a. his b. her c. their d. our

Conclusion/ Sum up/ Wrap up:

- Recap the lesson by telling them that in this lesson they learnt about subject, object and possessive pronouns. You may wish to write sentences on the board for more clarity with each example and underline these.
Subject pronoun: **The teacher** wrote on the Board (She)
Object pronoun: She told **the class** to listen carefully (us)
Possessive pronoun: My mother told us that the car was **Ali's and Amir's**.
(theirs)

Assessment

- Assess students' performance by asking them write three different sentences to give examples of subject, object and possessive pronouns in their notebooks.
- Go to every student to have a quick review whether they understood the concept or not.
- Ask few students to share the sentences with the whole class by reading them aloud.

Homework

Tell them to do exercise number (iv) given on **page 62** of the textbook and bring the work to class the next day.

Unit 7: What Goes Around Comes Around

Topic: Elements of the Story



Duration: 40 Minutes

**Students Learning Outcomes:**

- Recognize and describe briefly story elements.

**Materials:**

- textbook page 74

Information for Teachers:

There are the five key elements of a story:

1. **Character:** Depending on the nature of the story, characters are most often people or animals. Writers use characters to perform the actions and speak the dialogue of a story. They move a story's plot forward. They are the *who* of a story.
2. **Setting:** A story's setting refers not only to the physical location, but also the time the action takes place. It is the *where* and the *when* of a story.
3. **Plot:** The plot relates to the events that happen in a story. Plot can be further divided into sub-elements such as: *introduction, rising action, climax, falling action, and resolution*. It is the *what* of the story. Plot usually begins with a problem and ends in the story's resolution.
4. **Conflict:** Every story worth its salt requires conflict. This conflict can be thought of as a challenge or problem that drives the action of the story. No conflict, no story. Setting up a series of cause-and-effect events, conflict gives these events their *why*.
5. **Theme:** a little more abstract than the previous elements, the theme refers to the underlying insight, the moral or idea that the writer is expressing through the story. It is often thought of as the 'message' of the story.

<https://literacyideas.com/teaching-story-elements/>

Introduction**Story Time**

- Ask the following questions from the students:
 - How many of you love to read stories?
 - Which type of stories do you read? (Science fiction, fairy Tales, folklore, adventure stories, historical fiction etc.)
 - Recall and tell the name of the story you read last time? (write some of the story names on the board)
 - What was your favourite character/s in that story?



- Take responses from 3 to 4 students.
- Invite any one volunteer to tell his/her favourite story to the whole class.
- While the student is telling the story, draw the following table on the board:

Character/s	Setting	Plot	Conflict	Theme

- When story is finished, take feedback from the students by asking the following questions:
 - Did you like the story?
 - What kind of story it was? (fairy tale, science fiction, adventure etc.
 - Who is your favourite character in the story? (Take students' feedback and write the response in the column of character)
 - What was the place where story was organized/made? (Write the answer in setting column)
 - What was the central idea or theme of the story? (write the response in theme column)
 - How did the story start? (write it in the plot column)
 - What was the problem/challenge/conflict in the story? (write response in the conflict column)
- Indicate towards the table and tell the students that these are the elements of the story and today we will learn more about story elements.

Development

Activity 1

- Divide the students into pairs for this activity.
- Put up the picture sequence on the board. (printable version of pictures is attached)
- Ask students to look at the pictures carefully.
- Hand out the guided story format to each pair. (Printable version is attached)
- Tell them to complete the story taking help from the pictures.
- Remind them that story is written in past tense by referring to the stories they told you.
- Give them 10 minutes.
- Ask them to read out their stories.
- Listen to a few random pairs.
- Provide feedback and appreciate students.
(Read out the attached version of the story stressing on the elements of story writing)

Plot

Helping someone is rewarding.



Story of the Farmer







The hardworking farmer, who lived in our village had lots of hens and chicks. He always complained about the wolf, who ate up his hens and chicks. The poor farmer remained quite busy all day, so he never found the time to build a strong coop for his chicken. He kept his chicken in huge wooden boxes filled with straw, where they would lay their eggs and keep warm in the cold of the night.

But this arrangement was not enough to keep the chicken safe from the wolf's clutches.

Every other night, we could hear the chicken clucking and cackling. We knew that the hungry wolf, who lived in the woods near the village had a party every night, as he grabbed a hen or chicks and ran away.

Then one day my father advised the farmer to leave all other work and build a strong coop for the chicken. He even offered to help him build the hutch. Both my father and the farmer brought logs and spent two days putting together a strong coop for the chicken.

Once the chicken found a strong coop, they were safe and the farmer also slept peacefully. We did not hear any noise from then onwards. We knew that the chickens were safe now. I sometimes wondered about the wolf and what he was feeding on, now that the farmer's chickens were out of his reach.

Characters	Setting	Problem	Solution
 Hen and chicks  wolf	 Farm	 wolf  Straw coop	 Strong coop

Conclusion/ Sum up/ Wrap up

Recap the elements of story writing describing each in detail.

Assessment

- Ask some random students to come forward and question them about the different elements of story writing by showing them the given pictures, without captions. (printable version is attached)

Some proposed questions: What do you think this story is about? Who are the characters? Where is the story set? What do you think is the problem in the story? How do you think the story ends?

For Teachers' reference

What do you think is the title of the story?	Amna the rescuer
Where is the story set? What time of the year and day have been mentioned?	The story takes place in a forest. The time of the year is late winters and the time of the day is early morning.
Who is the main character in the story?	Amna, a ten-year-old girl
What is the plot of the story? How does the story develop? What is the sequence of events?	Amna is a hardworking kind girl who likes to help her mother, teachers and class fellows. She walks to school every day. To reach school she has to pass through a forest. She picks berries to feed monkeys and squirrels in the forest.
What is the conflict or problem in the story?	One day she finds a baby monkey trapped under a tree trunk. The mother monkey is upset to see her baby in pain. The mother monkey growls at Amna, as she thinks Amna might hurt the baby.
How is the conflict/problem resolved? What is the resolution? How does the story end? What is the moral of the story?	Amna ignores the angry mother monkey and rushes to rescue the baby monkey. Both the monkeys disappear as soon as the baby is freed. Helping others carries its own rewards.

Homework

Ask students to read the story given on the worksheet and complete the Table. Tell them to bring the completed work to class the next day.



WORKSHEET

ELEMENTS OF STORY WRITING

Instructions: Read the story and complete the Table given below.

Amna was a ten-year-old who lived in a small village. She was a hardworking and studious girl, who was always ahead of her classmates. But her parents and teachers admired her for being kind hearted and helpful. At home Amna always helped her mother with the chores and looked after her younger siblings when her mother was busy with house work. In school Amna was a favourite with her teachers as she extended help where ever needed. She even stayed after school to help a classmate with homework.

Amna's school was surrounded by beautiful trees and was situated in a lush green valley. Every day after helping her mother with breakfast, Amna would leave for school much earlier than the rest of the school children in her village. Amna loved the walk that led to her school as she enjoyed picking berries and feeding them to the monkeys and squirrels, she saw on her way. Some days Amna would bring leftovers from her house for the animals in the forest. Her friends thought Amna should not take the route, as they considered the woods dangerous. But Amna was a brave girl and had never been afraid of the animals or the woods.

One day, as she was going to her school, Amna heard a strange sound. She pricked up her ears and started to move in the direction of the sound. The weather had changed. Winters had almost ended but It was still a little dark at this time of the day, which made it hard for her to see clearly. The sounds were now more obvious. Finally, she was able to see where the noise was coming from. It was a monkey making those sounds. But when she looked closely, she could see that the monkey was jumping and screaming.

“What could be the matter?” Amna wondered as she stepped closer. The dry leaves under her feet crunched alerting the monkey to her presence. The monkey now started to chatter and snarled at Amna. But Amna had seen the reason the monkey was upset. A baby monkey was caught under a tree trunk. Without being afraid of the monkey's angry growl, Amna quickly rushed and pulled the baby monkey out from under the weight of the trunk. As soon as the baby monkey got free, it jumped to its mother. They both disappeared in the woods and Amna feeling like a brave warrior headed towards her school.



Amna, a ten-year-old



loved the walk that led to her school



enjoyed feeding berries to monkeys



Heard a strange sound



it was a monkey making the sounds









started to chatter and snarled



pulled the monkey out

Activity 1 (Picture Story)

Characters	Setting	Problem	Solution
 Hen and chicks  wolf	 Farm	 wolf  Straw coop	 Strong coop

Unit 8 - Do What's Right

Topic: Pre-reading strategies



Duration: 40 Minutes



Students Learning Outcome:

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



Materials:

- textbook pg75,76, board marker, a small chart of KWHL columns, Worksheet or students may draw the KWLH chart on notebooks, paper chits (make 4 parts of A4 paper and give one part to one group)

Information for Teachers

- The pre-reading strategies are the motivation to start a lesson.
- The strategy helps to emphasize the objectives of the lesson.
- It facilitates the process of reading comprehension
- The pre- reading strategies are KWHL, pre- reading questions, pictures description, titles and key words. These will help to predict what the story is all about.
- **KWHL** means “What do you already ‘know’ about this topic?” “What things do you ‘want’ to learn about the topic, so you can focus your reading / research?” “How will you ‘learn’ this information?” “What did you ‘learn’ from doing your research?” (‘L’ part is done after completing the task). It is a good Assessment for learning and Pre-reading strategy.

K	W	H	L
What I know?	What I want to know	How I will find out?	What I have learnt?

Introduction

- Divide the students into groups of 4. (Group size depends upon the strength of the class)
- Instruct the students to open the textbook page-75 and 76.



- Tell them to see the pictures on both the pages and discuss with your group members about what is happening in the pictures.

The possible responses are:

- a. The children are fighting.
- b. Some children are making loud noise.
- c. A girl is throwing litter into the water.
- Ask the following questions from the students:
 - a. What are the children doing? (Take responses from various students and discuss all the four scenarios)

The possible answers are:

- They are doing wrong deeds.
- They are fighting and fighting is not good.
- A boy is teasing his class fellow/friend.
- A boy is making fun of another by.
- They should behave nicely. Etc.

Development

Activity 1

- Write the title of the chapter on the board. ‘Do What’s Right’.
- Ask the students to predict, from the title, what will be the story about.
- Take 3 to 4 responses and paste the chart paper of KWHL on the board.
- Explain the KWHL terms. (Take help from teacher’s information)
- Tell the students that we will fill this chart with the information provided by you.
- Give the students KWLH worksheet or ask them draw the four columns in their notebooks.
- Ask students the following questions:
 - a. What do you **know**, with the help of pictures, about the chapter you are going to read?
- Tell them to write all these points in the “know” section of the KWHL chart.

Possible responses are:

- a. The title of the lesson
- b. The wrong deeds are fighting, throwing litter into water, calling bad names.
- c. The children are playing in school ground
- d. A boy is sad and standing nearby
- e. Story about bad people
- Ask students the following questions:
 - a. What do you **want to know**, about the chapter you are going to read?
- Tell them to write all these points in the “What” section of the KWLH chart.

Possible responses are:

- a. What is the name of school?
- b. Where is it?
- c. Why is the boy sad?
- d. Why are children not making him friends?
- e. Who is riding cycle?



- Ask students the following questions:
 - a. **How** would you know further about the reason of quarrelling?
 - b. **How** you will learn the results of fight?
- Tell them to write all these points in the “how” section of the KWLH chart.

Possible responses are:

- a. By reading it thoroughly myself
 - b. By talking to my friend
 - c. By listening to my teacher
 - d. By reading in class
- After filling the KWHL chart, appreciate the students for their active participation.
 - Leave the column to be filled after reading the lesson in the next class.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

Activity 2

- Divide the students into small groups. (Make new groups)
- Give each group one paper chit (make 4 parts of A4 paper and give one part to each group).
- Tell them to discuss and write the title of the chapter on the paper and explain in simple phrase /sentences the meaning of the title.
- Ask students to add five words related to the title of the lesson.
- Tell them to predict and write a little detail about the story from the title of the lesson” Do what’s right?”
- Give them 10 minutes for this task.

Possible responses:

- a. Good deeds
 - b. Right things
 - c. Truth
 - d. Help
 - e. Good values
 - f. We should do right things
 - g. We should do good
 - h. We should not fight etc.
- After 5 minutes, ask each group to present what they have written, in front of the class.
 - Appreciate their participation without disclosing the details about the story.
 - Ask the students to paste their papers on the place prescribed by the teacher.

Conclusion/ Sum up/ Wrap up

The pre- reading strategies are KWHL, pre- reading questions, pictures description, titles and key words. These will help to predict what the story is all about.



Assessment

- Ask any one student/volunteer to come near the chart paper and read the 'K' part loudly for the whole class and explain.
- Do the same with the other two i.e., 'W', 'H' by asking different students. (For better analysis ask more students to explain KWHL chart)

Follow up

- Highlight all the new words in the story with the help of highlighter or colour pencils.
- Make a list of those words in your English notebook and bring it to school next day.

Unit 8: Do What's Right

Topic: While-Reading and Post Reading Strategies



Duration: 40 Minutes



Students Learning Outcomes:

- Apply critical thinking to interact with text using intensive reading strategies (while reading) to follow instructions in maps or short public notices or signs.
- Use critical thinking to respond to the text (post reading): applying world knowledge and own opinion to the text read.



Materials:

- textbooks page 76, 77

Information for the Teachers

Goal of Reading: Comprehension, or understanding meaning from what is read, is the ultimate goal of reading. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must

- analyse it
- internalize it
- make it their own

In order to read with comprehension, developing readers must be able to read with some proficiency and then receive explicit instruction in reading comprehension strategies (Tierney, 1982).

Importance of Pre- Reading, While Reading and Post Reading Strategies

1. Pre- Reading

Purposes of Pre- Reading strategies

- Activate student's prior knowledge
- Set the stage for reading
- Get the children excited about the story

2. While- Reading

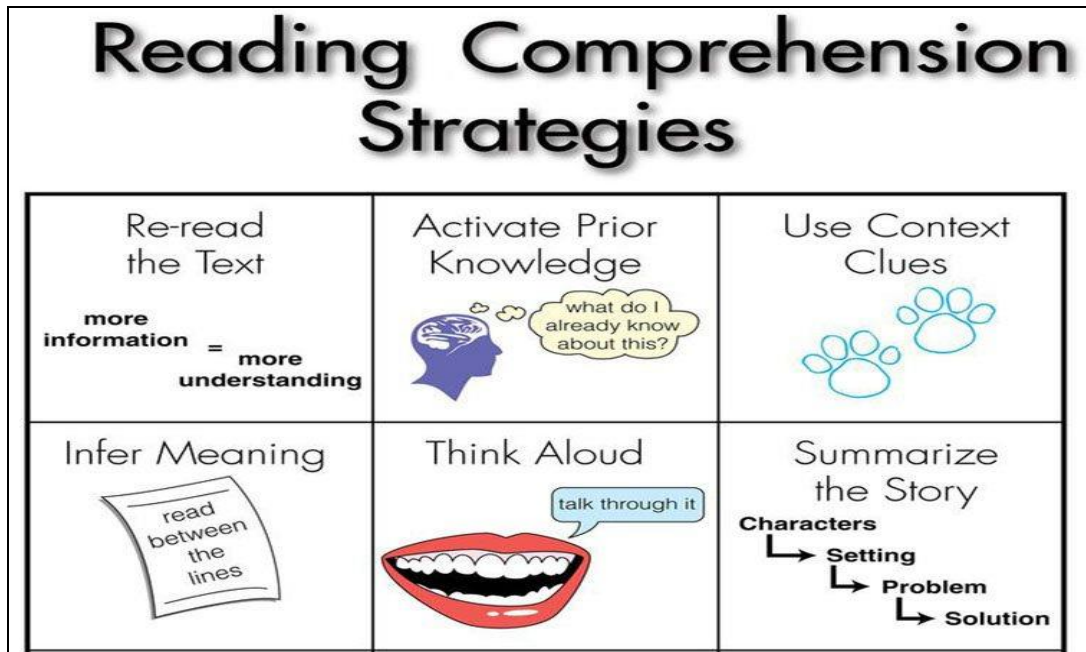
Purposes of While- Reading strategies

- keep students connected to the text
- aid students in monitoring their comprehension and understanding
- clarify confusions timely

3. Post- Reading

Purposes of Post- Reading strategies

- Reflect on the story
- Make Connections
- Revisit the story



Introduction: PRE-READING - Title Prediction

- Write the following phrase on the board:

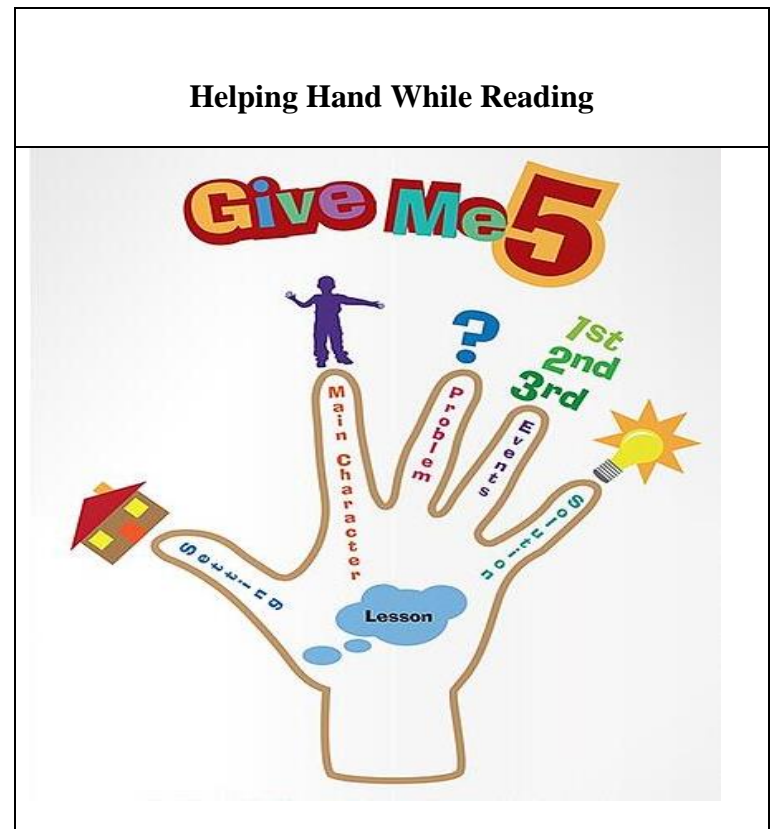


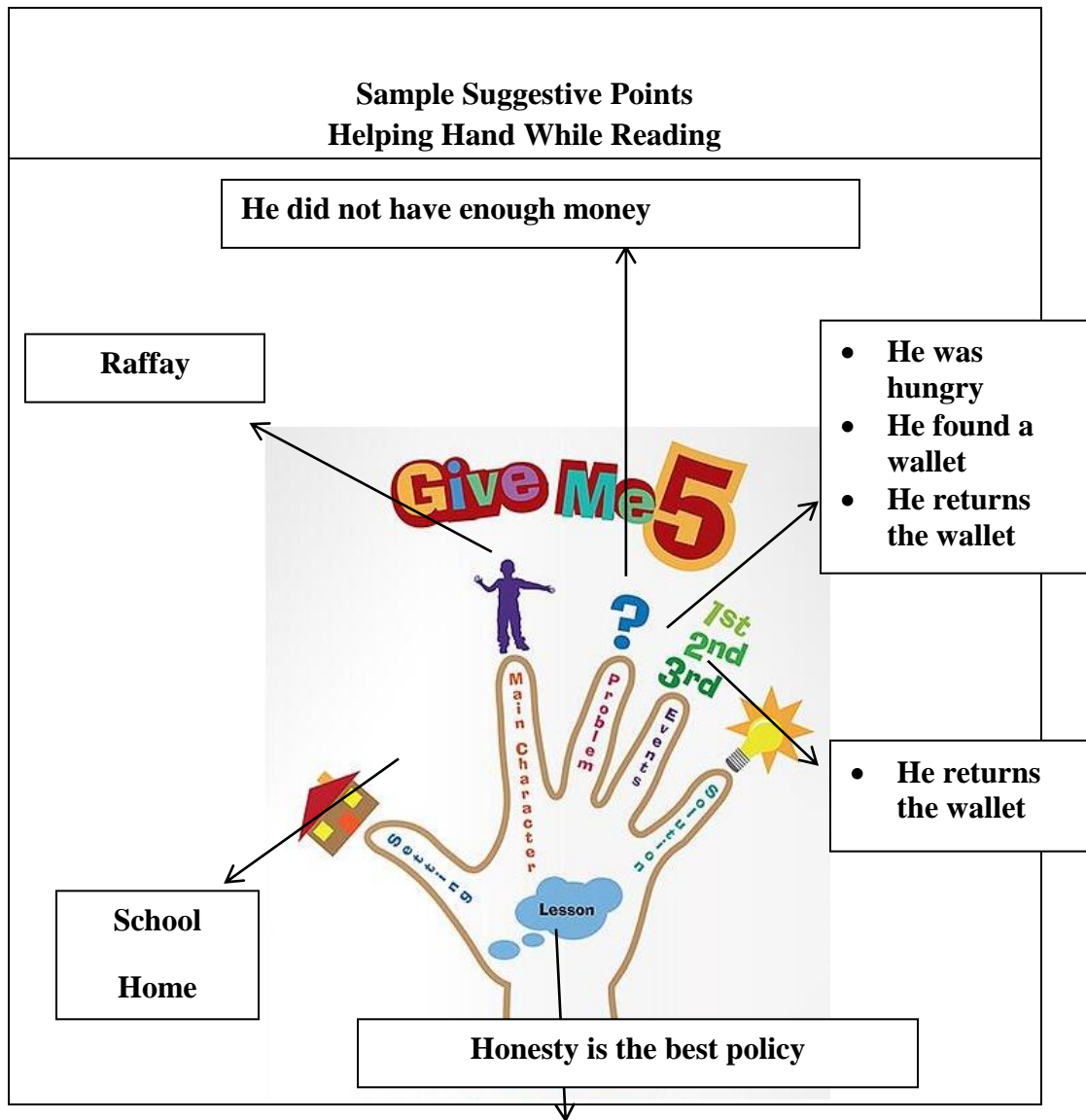
- Ask students to recall the pre-reading lesson and answer the following question:
 - *In your opinion what does the phrase Do What's Right mean?*
- Encourage students to tell whatever they remember about the previous lesson.
- Write the feedback on the board. [keep it written on the board for the upcoming activity]
- Discuss feedback of students in a whole class talk.
- Appreciate students.
- Explain to students that this is the title of the chapter they are going to read today.

Development

Activity 1 – WHILE READING: Helping Hand




- Draw the following hand template on the board:
- Instruct students to draw the same template in their notebooks by tracing their own hand.
- Tell them to take out the passage **Do What's Right**- Unit 8- page number 76 of the Textbook.
- Ask volunteers to read aloud the allocated paragraphs of the passage turn wise.
- Try to give chance to shy students and the ones sitting at the back.
- During reading, take pauses and keep asking the points written in the fingers from students.
- Write the feedback of students on the board with each finger [See shared suggestive points]
- When the reading is complete ask students to complete the hand template in their own notebooks by writing the relevant points.
- Ask 3 to 4 students to share what they have written in the 'Give Me 5' hand.
- Appreciate students by asking them to clap for their effort.





Activity 2- POST READING: Feel Markers

- After the reading is finished, ask students the following question:
 - *What did you learn from the story?*
- Take random feedback from the students.
- Tell students that today they are going to do an interesting activity related to the passage. (This will build up curiosity and students will become more engaged in the lesson)
- Draw the following smileys on the board and write the questions with them: (to save time, you can make it on chart paper before the class starts)

FEEL MARKERS	
	What 1 thing did you like about the story?
	What 1 thing did you find funny / amusing / interesting?
	What 1 thing did you find confusing?

- Ask students to draw the same smiles in their notebooks and answer the questions.
- Encourage students to answer whatever they feel about the story as there is no right or wrong answer.
- When students finish their work ask them to read their answers in front of the class.
- Ask students to appreciate their peers by giving them a Thumbs Up.

Conclusion/ Sum up/ Wrap up

Ask the following questions from 3 to 4 students at random:

- What did you learn today?
- Which activity did you enjoy the most? Why?

Assessment

- Write the following question on the board and ask the students to think about the answer by purely thinking about themselves. (let the question written on the board for the next task i.e. homework allocation)

If you were in place of Rafay, what would you do? Why would you do that?

- Give them 2 minutes for thinking and after 2 minutes, ask from some of the students to give you reply in a loud voice so everybody can hear it well.
- Appreciate their participation.

Homework

Ask the students to write the answer of the above question in their notebooks and bring the notebook on the next day.

Unit 8: Do What's Right

Topic: Prepositions



Duration: 40 Minutes



Students Learning Outcomes:

- Demonstrate use of prepositions showing position, time.



Materials:

textbook page 75-83, flash cards with given pictures for Activity 1 are required.

For activity 2: photocopied fill in the blank exercise for each group. A chart paper with the fill in the blank exercise first without answers and then with the answers.

Another chart paper with sentences with blanks, and then with filled in answers

Information for Teachers

Prepositions of time and position should be explored thoroughly by teachers and they need to come up with context embedded exercises to clarify conceptual understanding.

Prepositions of position:

Words which tell us the actual location of objects are known as preposition of position.

between	among	on	upon	above
over	below	under	across	through
beside	near	opposite to	by	in front of
behind	at	in		

Preposition of place:

times: **at** 8pm, **at** midnight, **at** 6:30

at night

at

at the weekend

at lunchtime, **at** dinnertime, **at** breakfast time



on days: **on** Monday, **on** my birthday, **on** Eid Day
 days + morning / afternoon / evening / night: **on** Tuesday morning
 dates: **on** the 20th of June

in years: **in** 1992, **in** 2006
 months: **in** December, **in** June
 decades: **in** the sixties, **in** the 1790s
 centuries: **in** the 19th century
 seasons: **in** winter, **in** summer
in the morning, **in** the afternoon, **in** the evening

no prep next week, year, month, etc.
 last night, year, etc.
 this morning, month, etc.
 every day, night, years, etc.
 today, tomorrow, yesterday

<https://www.perfect-english-grammar.com/prepositions-of-time.html>

Introduction

(Teacher enters the class, acts confused, scratches her/his head and poses as if they he/she is looking for something)

I can't seem to find my marker. Where is it? (bends down, looks behind and then acts surprise)
 Oh! Here it is!

It is **ON** the table. It was On the Table...(The Teacher stresses on the word ON. She/ he now addresses the Class) What word helped me tell where the marker was? (Pauses) Waits for students to respond.

Absolutely! My marker is (stresses) **ON** the table.

- Write the preposition 'on' on the board and ask the students about the word family of this word. (You can give hint *noun, verb, preposition* etc.,)
- Share with the students that 'on' is a preposition and today they will learn more about preposition.
- Share the definition of preposition with the students and explain it in simple words.

A preposition is a word or group of words used before a noun or a pronoun to show direction, time, place, location or to introduce an object.

Development

Activity 1: Show and Tell

- Write Pre- position in the middle of the board.
- Tell them that the function of this word is hidden in the word itself

‘Pre -Position’

- Tell the students that today they will only focus on prepositions of time and position in this lesson.
- Print out the flash cards and paste a small paper/chit on the word written on each card.
- Instruct the students that you will show them some cards in which they need to tell the position of the ball.
- Show the first picture and ask the following question:

Where is the ball?



- Take responses from the students and show them the card without hiding the word.



- Paste the card on the board.
- Follow the same strategy for the other cards and keep pasting the cards on the board. (Flash cards are attached with the lesson plan)
- After pasting all the cards, ask the volunteers to explain each picture by using complete sentences. The words that show the position of the ball are called **PREPOSITIONS**).

Activity 2:

- Tell students that they will be working in Groups for the next activities.
- Divide them in groups of four. (Group size depends upon the strength of the class)
- Give each group a photocopied worksheet of the fill in the blank exercise. (Printable version of the worksheet is attached.)
- Tell them to fill in the blanks with suitable prepositions.
- Remind them that this activity requires from them to think about prepositions of position
- Give them 5 minutes
- Read the sentences aloud and ask each group to share their answers (You may wish to ask only one or two blanks from each group to save time)



- Put up the chart paper with answers and ask each group to tally their answers with the ones on the chart paper.

Fill in the blanks with suitable Prepositions of Place from the following.

In, at, on, between, above, below

1. There is a cup _____ the table.
2. The helicopter is hovering _____ the house.
3. A small stream flows _____ that bridge.
4. He is waiting for me _____ the bus stop.
5. Hold the pen _____ your thumb and forefinger.

Answers:

1. There is a cup **on** the table.
2. The helicopter is hovering **above** the house.
3. A small stream flows **under** that bridge.
4. He is waiting for me **at** the bus stop.
5. Hold the pen **between** your thumb and forefinger.

Activity 3

- Draw the given table on the board.
- Ask students to go over the headings of each column and guess the kind of prepositions they will be studying about in this segment of the lesson.
- Take a few responses.
- Do the first row with information about yourself.
- Ask students to provide information about themselves by writing it on the board in the given columns.
- Take maximum responses within 15 minutes.
- Reiterate the use of (in, on and at) as prepositions of time.



When were you born?	What was the day when you were born?	At what time you were born?
Month	Day	Time
in March	On Monday	At 12:30 pm

Activity 4

- Tell the students that in this segment, they will look at prepositions showing time.
- Give the given paragraph to each group, written on the small strips. (Printable version of paragraph is attached with the lesson plan).
- Give them 5 minutes to work in their groups and underline the prepositions of time.
- Take a few responses from the class unless the paragraph is done.
- Instruct the students to correct their answers where required.

I always get up at 7'O clock in the morning. I take lunch at 2'o clock daily. I go to visit my friends on Sunday. In summer I must visit the hilly areas of Pakistan. In 2018 I went to Kaghan Valley with my family. At dinner time I sit with my family and discuss important issues.

Answers:

I always get up at 7'O clock in the morning. I take lunch at 2'o clock daily. I go to visit my friends on Sunday. In summer I must visit the hilly areas of Pakistan. In 2018 I went to Kaghan Valley with my family. At dinner time I sit with my family and discuss important issues.

Activity 5

- Put up the given table with prepositions of time and their usage. Let's see how prepositions tell us about time. (Make the table on a chart paper and let it be in the class for long time)
- Go over the table row by row to give a clear understanding about preposition of time to students.
- Now, put up a chart paper with the sentences written on it or write the sentences on the board



- Instruct the students to take help from the table and fill the blanks with suitable prepositions in their notebooks. This is an individual task. Give them 15 minutes for this task.

At Precise time	In Months, Years, Centuries and long periods	On Days and Dates
At bed time	In May	On Sunday
At Sunset	In 2005	On 20 th April
At Sunrise	In Summer	On my Birthday
At the moment	In the 20 th Century	On the Independence Day
At 3'Clock	In the past	On the Eid day
At dinner time	In the 90s	
At noon		

Conclusion/ Sum up/ Wrap up

Today we learnt the use of prepositions of time and position. You learnt how to use prepositions and insert them in suitable blanks. (Share the basic rules from teachers' information section to reinforce the concept.)

Assessment

- Let the students be in the same groups.
- Handout one picture (below) to each group.
- Tell them to look at the map of treasure island and follow instructions to reach the treasure.

1. We will meet _____ 6'O clock.
2. I will start my job _____ Monday.
3. My friend is waiting for me _____ bus stop.
4. He has lived _____ England _____

Answers

1. We will meet **at** 6'O clock.
2. I will start my job **on** Monday.
3. My friend is waiting for me **at** the bus stop.
4. He has lived **in** England **since** 2001.
5. I congratulated him **on** his birthday.
6. I will become a doctor **in** future.
7. Please sit down **on** the bench.
8. Many people in Pakistan are living **below** the poverty line. (Under/below)
9. ny people in Pakistan are living _____ the poverty line. (Under/below)



You are at the tree, near the elephants. Go straight ahead, past the elephants towards the statues. At the mountain turn left. Take a left turn and keep walking straight ahead till you spot a palm tree. Jump into the river to reach the stranded boat. Climb the boat and steer it towards south until you get to the island. Go around the mountains to reach a cave hidden behind them. The treasure is inside the cave.

- Ask them to underline all the prepositions. (Let's see who reaches the treasure first.)
- Give them 7 minutes to complete this task.
- Instruct them to raise their hands as soon as they have underlined the prepositions.
- Tell them to exchange their worksheets with another group.
- Read the paragraph and stop wherever there is preposition. Ask the students to peer check the answers. Announce the winner group.

Answers:**Answers**

You are **at** the tree, **near** the elephants. Go **next** to the elephants and then walk ahead till you are **besides** the statues. At the mountain turn **left**. Take a left turn and keep walking straight ahead till you spot a palm tree. Jump **into** the river to reach the stranded boat. Get **in** the boat and steer it south until you are **alongside** the island. Go around the mountains to reach a cave hidden **behind** them. The treasure is **inside** the cave.

Homework

Tell them to list down all prepositions of time and position in the Chapter and bring to Class the next day.

Activity 1- Preposition Flash Cards

above



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below



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inside



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outside



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in



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on



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beneath



twinkl.co.uk

under



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next to



twinkl.co.uk

beside



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left



twinkl.co.uk

right



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Activity 2- Worksheet (This sheet will facilitate 4 groups)

Fill in the blanks with suitable Prepositions of Place from the following.

In, at, on, between, above, below

1. There is a cup _____ the table.
2. The helicopter is hovering _____ the house.
3. A small stream flows _____ that bridge.
4. He is waiting for me _____ the bus stop.
5. Hold the pen _____ your thumb and forefinger.

Fill in the blanks with suitable Prepositions of Place from the following.

In, at, on, between, above, below

1. There is a cup _____ the table.
2. The helicopter is hovering _____ the house.
3. A small stream flows _____ that bridge.
4. He is waiting for me _____ the bus stop.
5. Hold the pen _____ your thumb and forefinger.

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In, at, on, between, above, below

1. There is a cup _____ the table.
2. The helicopter is hovering _____ the house.
3. A small stream flows _____ that bridge.
4. He is waiting for me _____ the bus stop.
5. Hold the pen _____ your thumb and forefinger.

Unit 9: Patriotism

Topic: Language Focus (Short Poem)



Duration: 40 Minutes



Students Learning Outcome:

- Create a short poem using rhyming words on a given topic.



Materials:

- textbook page-90, red and green small strips (1 pair for every student), A4 sheet (one for each group), chart paper/newspaper to display students work

Information for Teachers

- A poem is a piece of writing that uses imaginative words to share ideas, emotions or a story with readers. A person who writes a poem is a poet. Many poems have words or phrases that sound good together when they are read aloud. Most poems for children rhyme or they have rhythm (just like music or repetition).

Features of a Poem

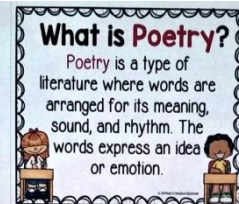
- Poems have **title** related to the topic.
- One thing that makes a poem different from other types of writing is the structure. The words of a poem are arranged in lines and groups of lines, called **stanzas**.
- Poetry often has **rhyming words**.
- It presents a **message** that is also called a theme

Importance of Teaching Poems

- Reading and writing poetry help develop important language and literacy skills. It enables students to see the endless possibilities of language in shaping expression and creating meaning.
- As poems are all about ideas, in this lesson Free Association Technique is adapted to enable the students to:
 - to generate ideas
 - freely express the emotions

YouTube Video: See the video for further clarity

https://www.youtube.com/watch?v=RytwY1pFfjo&ab_channel=HelpfulDIY



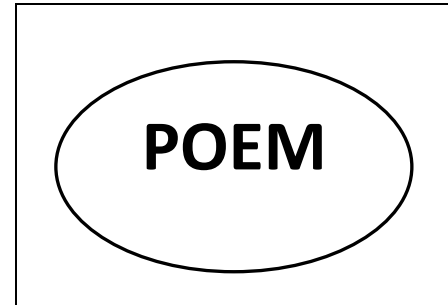
Poetry

What we already know...

- Poems can rhyme.
- Poems can be about anything.
- Poems are written by poets
- Poems can be silly.
- Poems can have a rhythm.
- Poems can be fun to write.

Introduction

- Write the following word in a word bubble on the board:
- Ask students the following question:
 - *What comes to your mind when you read the word **Poem**?*
- Encourage students to tell whatever they think might be related to the word poem, as there is no right or wrong answer.
- Ask the students about their favourite poem.
- Invite any one or two students to recite their favourite poem.



Development

Activity 1 Rhyme Time

- Tell students that today they are going to do a very interesting activity related to singing (This will build up curiosity and students will become more engaged in the lesson)
- Write the following poem inside the star template on a board:

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

- Ask students to identify the last word of each line; star / are, high / sky
- Underline the last words on the boards as students identify those.
- Write the following words in a table on the board:
- Encourage students to think about the rhyming words.
- Ask the volunteers to write the rhyming words on the board. (1 student will write one rhyming word)
- Read all the rhyming words and ask the students to follow you and read along. (Don't erase the poem and the rhyming words from the board for Activity 2)
- Make a chart of the below given rhyming words and display in a class on appropriate height where students can easily see and read the words.
- Ask few volunteers to read some of the words from the chart paper.

Rhyming Word Bank	
star	Sky
are	Try
far	high
car	fry
jar	my
guitar	bye

More Rhyming Words

Activity 2 (Part I)

Title of a Poem

Cat - Sat - Bat Ball - Fall - Tall Right - Kite - Height Owl - Towel - Growl Bore - Four - Roar Rock - Chalk - Hawk One - Gun - Won	 Map - Sap - Lap Skip - Drip - Lip Wit - Hit - Sit Love - Dove - Glove Bird - Heard Red - Bed - Said Happy - Nappy - Sappy	Soon - Moon Hop - Pop Make - Cake Hero - Zero Change - Range Bridge - Fridge Sheet - Feet	Ten - Hen Four - Door Three - Tree Two - Shoe Six - Sticks Eight - Skate
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Write the following titles of the poems on the board:

1. Jack and Jill
2. I'm a Little Teapot
3. Baa, Baa, Black Sheep
4. Bingo
5. Blow Wind, Blow
6. Grandfather's clock
7. I hear thunder
8. Little Bunny Foo Foo

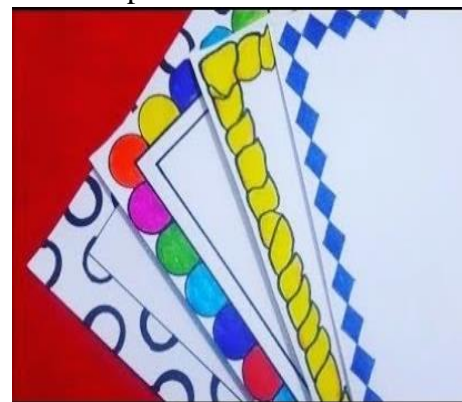
- Tell the students that you will be playing an interesting game 'red and green'.
- Give all the students one green and one red strip.
- Share with them that one of you will read the title of the poems, from the board, one by one. If you like that title, raise your hand with green strip and if you don't find the title interesting, raise your hand with red strip.
- Ask from the students that why they liked few titles and why they didn't like the other titles. (Try to get maximum answers and encourage every reply)
- Explain to the students that a title of the poem is related to the content of the poem.
- A title makes the poem catchy and creates interest in the reader.

Part II

- Divide the students into small groups (4 students per group is ideal)
- Point to the poem Twinkle, Twinkle, Little Star on the board and instruct the groups to give a new and suitable title to the poem.
- Give them 5 minutes for this task and then call one member from each group to write the title of the poem on the board and read it aloud.
- Appreciate all the students on this creative title writing.

Activity 3 Little Poets

- Divide the students into groups of four. (Group size depends upon the strength of the students)
- Announce in the class that today we have 15 (say the number of total students) little poets/poetesses in the class.
- Tell them that today these poets/poetesses will create their own poem.
- Give one A4 sheet to every group and ask them to design the borders of the paper with patterns/colours/dots/flowers or whatever they want. Give them 5 minutes for this task.
- Write the following criteria on the board and instruct the groups to follow the criteria to write their own poem.
 - a) Interesting Title
 - b) 4 lines
 - c) Use rhyming words from the 'Rhyming words chart' and write a poem according to the given criteria.





- Tell them to first think of the topic on which they want to write a poem.
- Guide the groups and provide help wherever is needed.
- After the work is complete ask the group to present their poem by reading it aloud in front of the class.
- Encourage students to appreciate their peers with Thumbs Up.
- Give choice to students to write whatever they like as it will boost their confidence and they will share their ideas more comfortably.
- Display the poems in classroom in a presentable way. (Take a chart paper or newspaper as a base and write the title on the top 'Little Poets of class 5. Paste the poems of every group on that chart paper/ newspaper)
- Ask students to write this poem in their notebooks individually.

Sample Poem Sky
Sky is high Touching it, don't try It makes your brain fry I am going to say bye, bye

Conclusion/ Sum up/ Wrap up

Ask the following question from 3 to 4 students at random:

- What did you learn today?
- Tell any two rhyming words you learned today.

Assessment

- Assess students on the poem they have written in groups.
- Ask the students to write the rhyming words in the notebooks from the poem they wrote with their group members and write one new rhyming word for each word.

Homework

Ask students to draw any shape [circle, square, triangle, heart, star] in their notebooks. Write a 6 lines poem in it on the topic 'My Country' by using the rhyming words from page-92 (ii).

Unit 9: Patriotism
Topic: Adverbs of Place

Duration: 40 Minutes

**Students Learning Outcome:**

- Identify and use simple adverbs of place.

**Materials:**

- textbook page 94, paper strips 6, marker, board, print of picture for activity-2, chart paper

Information for Teachers

- A word that tells the time of an action is called **adverb of time**. It answers the question – When is the action carried out?
- **Examples of Adverb of Time:** Saira came here yesterday. She stayed for a while then left.
- **Adverbs of place** tell us **where** something happens. Adverbs of place are usually placed after the main verb or after the clause that they modify.
- Adverbs of place do not modify adjectives or other adverbs. Some examples of adverbs of place: here, everywhere, outside, away, around

Examples of Adverb of Place:

Adverb of Place	Example Sentence
up	The kite is up there!
down	The shop is down the road.
around	They looked around the park.
south	She walked south .
east	We're going east .

<https://www.twinkl.com.pk/teaching-wiki/adverb-of-place>

Here and there



Here and *there* are common adverbs of place. They give a location relative to the speaker. With verbs of movement, *here* means "towards or with the speaker" and *there* means "away from, or not with the speaker".

Sentence	Meaning
Come here!	Come towards me.
The table is in here.	Come with me; we will go see it together.
Put it there.	Put it in a place away from me.
The table is in there.	Go in; you can see it by yourself.

Introduction

- Enter the class saying, “*Good morning! I am so happy because I saw my best friend today. She was near the school. I invited her to come in and sit at reception.*” 😊
- Write this sentence on the board with a smiley face along.
- Tell students that today we will explore these sentences in our English class.
- Ask students to tell you the verbs in these three sentences. Take their responses and underline the verbs on the board. (saw, was, invited, come in, sit)
- Ask them to point out all words that are telling us more about the verbs and answer the question ‘when did the action happen?’
- Underline (today, near, in, reception)
- Tell them that all words that answer the question where an action took place are adverbs of place.
- Share with them that all words that tell us when an action happens are adverbs of time.
- Announce the topic and tell the students that today they will explore more about ‘Adverbs of Place’

Development

Activity 1

- Divide the students into 5 groups.
- Write the sentences, given on page 94 (vii) of their textbooks, on paper strips by leaving the blank instead of adverb of place. (one sentence on one strip. Printable version of the strips is also given at the end of the lesson plan)
- Write the word bank of adverbs of time and place, in a random order, on the writing board and ask the group to consult with the group members and fill the blank with the appropriate adverb of time and place.
- Give them 1 minute for this task.
- After a minute, ask each group to share what they have written in the blank.
- Do correction wherever needed. Paste the strips on a piece of paper after the class and hang it somewhere in the class where students can read it.
- Reinforce the concept of adverb of place and time.

Adverbs of place tell us **where** something happens and a word that tells the time of an action is called **adverb of time**

- Applaud students' contribution.

Activity 2

- Tell students that they will now be divided into Teams and will play a game.
- Inform them about the rules.
- Rules and Procedure: Class will be divided into two large teams, one student will be nominated from each team to play as their spokesperson, one correct answer will earn them 5 points and one wrong answer will lead to 2 minus points, they will be given 1 minute to answer, if they don't answer, they will receive 2 minus points. First Team A will be shown a picture and they have to tell the adverb of place.
- Get each picture printed on an A 4 sheet to be visible to all students, or these could be shown on PPT, depending on the availability of resources. The pictures can also be shown through this teacher's guide. Regardless, these have to be shown one by one and not all simultaneously.
- Invite a spokesperson from each team to come in front of the class by standing near to his/her group.
- Divide the board in two columns.
- Label them Team A and Team B (you could also ask students to suggest a name for their team)
- Show one picture at a time and take responses turn by turn. Tell them that the spokesperson can consult with the team members before answering the questions – let the game begin! (The teacher can come up with their own pictures, as well).
- Show the pictures, 1 to 4, one by one and ask the students to tell where the action is taking place (adverb of place).

Picture 1



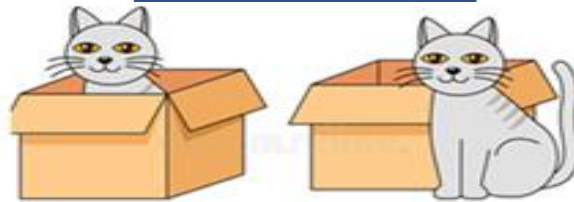
Jumping

Picture 2



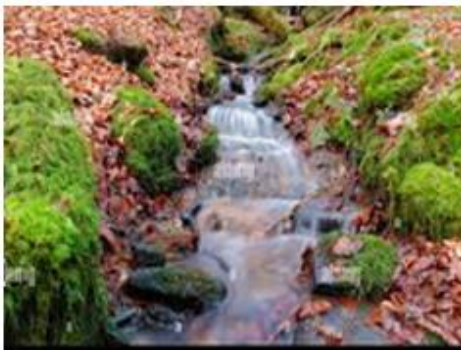
Falling

Picture 3, 4



- For pictures 5-8, ask students to make complete sentences to answer the question: What can you see in the picture, where is the action happening?
- For pictures 9 -12, ask students to make sentences using the Adverbs of Time: January, yesterday, immediately, now

Picture 5



Picture 6



Picture 7



Picture 8



- Award points.
- Declare the winners.
- Applaud their effort.

Picture 9



Picture 10



Picture 11



Picture 12



Conclusion/ Sum up/ Wrap up

In today's lesson let them know that they learnt about adverbs of time and place. Reiterate the questions to ask if they wish to spot time or place, when and where the action happened, respectively.

Assessment

- Put up the text written on a chart paper.
- Ask students to read the given paragraph and fill the columns with suitable Adverbs in the notebooks. Give them 5 minutes to make and fill the table in the notebooks.
- Tell them that one example has been done for them.
- After 5 minutes, ask some of the students to share their answers.
- Instruct the others to listen to the class discussion and do correction where needed

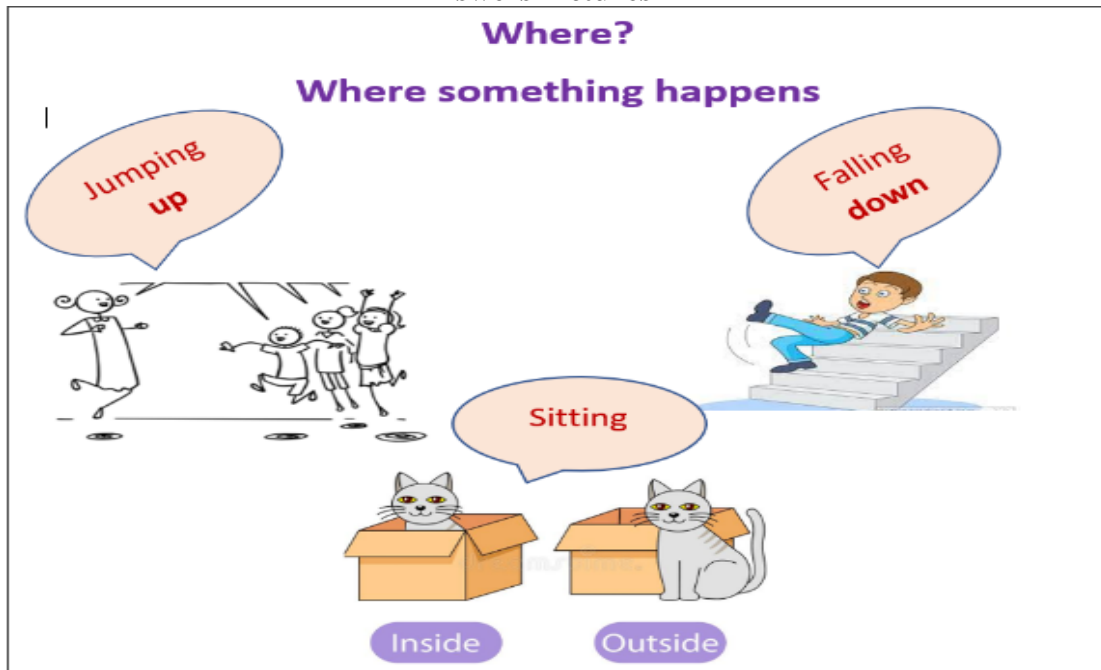
Yesterday I went to the beach with my family. Far in the distance, we spotted fishing boats and thought to wait for the fishermen to return to shore. A few hours later, as we finished swimming and were ready to leave, we realized the fishing boats had already docked in the harbour. Though we rushed towards the boats immediately, to our dismay, when we peeped inside the boat, all fish were sold out.

Adverbs of Place	Adverbs of Time
beach	

Homework

Make sentences in the notebooks by using the adverbs of place given in the textbook, page 94 (vii).

Answers Pictures 1-4



Answers for pictures 5-12



The stream/water is flowing down the hill.



The balloons are flying up in the sky.



The children are playing outside their house.



These children are playing inside their house.

JANUARY

In January, I went to the mountains to watch the snow fall.

Picture 10



It was great to see you yesterday.

Picture 11



I have to reach my work, so will
have to leave immediately.

Picture 12



I must do my homework now or I will be late.

Unit 9: Patriotism

Topic: Central Idea of a Poem



Duration: 40 Minutes



Students Learning Outcome:

- Write the central idea of a given poem in simple language.



Materials:

- textbook page 95, chart paper with the poem on an Apple (teacher can also write it on the board), another chart paper with the poem on Spring with pictures, worksheets with Emily Dickinson's poem (1 for each group)

Information for Teachers

- Teaching poetry is an interesting and a creative experience. Teachers must make students read poems with the correct intonation and stress. This is best done by modelling the reading.
- Another aspect a teacher needs to be cognizant/knowing about is to gauge understanding by asking short simple questions that will clarify students' understanding and comprehension. Teachers must also differentiate between reading fluency and reading comprehension. They need to understand that if a child can read reasonably fluently it is not necessary the child has understood the meaning.
- A teacher can only ascertain understanding by asking questions that deal with the meaning of different lines and the hidden meaning in the lines, as well.

Teaching tips

Provide an example that is known to students. Take them from familiar to the unfamiliar, from known to unknown.

Introduction

- On the writing board, write the given stanza.
Ever wonder why elders say
An apple a day keeps the doctor away
The reason they stress on eating an apple
Is that it helps make blood and lets people battle
With weakness, disease, and ill health
All it takes is a bite into this miraculous capsule of wealth
- Read the stanza aloud.





- Ask students to take a few minutes and come up with one sentence that captures the message in the stanza.
- Give them a minute.
- Take a few responses. (Suggested responses: Apple fights disease, an apple is the best medicine)
- Appreciate the students and tell them that today they will read the stanzas in the poem and will learn about the central idea of a poem

Development

Activity 1

- Divide students in groups of four each.
- Write the given poem on a chart paper or take a coloured print of the attached poem with illustration. (Teacher can also draw on chart paper to show spring season)
- Tell them to read the poem in their groups.
- After reading the poem, ask students to think about the subject of the poem who or what the poem is about.
- Tell them that sometimes, a poem's title gives the reader a clue about the poem's subject.
- Share with them that the good readers read the whole poem, with their title clue in mind, before determining the main idea.
- Write the starting words of the central idea on the writing board. Start with the sentence: This poem is about.....
- For clarification and ease in comprehension, you may wish to ask students what the following lines mean. First ask a few students what the lines mean and then tell them the answers.
 - a) You can smell it coming means (the smell of spring is in the air/ spring has a smell).
 - b) On the trees, leaves are green, caterpillars sunning means (caterpillars are eating the leaves/ caterpillars are relaxing in the sun).
 - c) Busy bees are humming on the trees means (bees are singing happily because now they have work to do/ bees are busy singing).
- Ask them to write the central idea, the sentences that captures the main idea, in not more than 15 words/2 sentences.
- Give them 7 minutes to read, discuss and come up with the central idea.
- Go around the class and monitor the progress.
- Provide help where needed.
- After 7 minutes, ask each group to share their central idea.
- Show them the main idea you have already written.
- Appreciate the ones who were close.
- Ask the ones who had incorrect responses to make corrections.

Spring is Here!
Spring is here,
in the air,
you can smell it coming,
on the trees,
leaves are green,
Caterpillars sunning
Birds are back,
grass is out,
busy bees are humming
on the trees,
leaves are green,
Caterpillars sunning



Activity 2 Gallery Walk

- Let the students work in the same groups.
- Distribute the given worksheet to each group about Emily Dickinson. (Worksheet is attached with the Lesson Plan. If worksheet facility is not available, teacher can write it on the writing board.)
- Instruct them to read the poem and come up with the main idea.
- Give them 7 minutes to discuss and jot it down on the worksheet.
- After 7 minutes, ask the groups to display their worksheet on the area prescribed by the teacher by leaving proper distance so groups can stand on each station and read the central idea.
- Appreciate them for their effort.

Conclusion/ Sum up/ Wrap up

Reinforce the concept by telling them that the central or the main idea of a poem is the message in the poem. Tell them that coming up with the main idea also teaches them summarizing skills.

Assessment

Assessment will be based on the last activity done in the groups.

Homework

Instruct the students to read the poem on page 95 'My Flag' by Dr. Tafazzal and come up with the central idea and share with class the next day.



Worksheet

Central Idea

Instructions: Read the following poem by Emily Dickinson and write the main idea in one or two sentence.

If I can stop one heart from breaking,
 I shall not live in vain;
 If I can ease one life the aching,
 Or cool one pain,
 Or help one fainting robin
 Unto his nest again,
 I shall not live in vain.

Main Idea:

Activity 1 Strips- (Printable Version) (cut each sentence and distribute in 5 groups)

Ali will call you.....
He is putting his toys the box.
I saw Sana
Hira lives the house.
Please, sit

Unit 10: Eid -ul-Azha

Topic: Compound Words



Duration: 40 Minutes



Students Learning Outcome:

- Join some words to make common compound words and use them in speech and writing.



Materials:

- textbook pg-104, board marker/chalk, worksheets, chart/poster of compound words, paper strips, one box or a small basket

Information for Teachers

Compound words are **formed when two or more words are joined together to create a new word that has an entirely new meaning.**

Click here for Compound Words Games, Videos, Quizzes, Worksheets and Lessons. For example, “sun” and “flower” are two different words, but when fused together, they form another word, Sunflower.

<https://downloads.allaboutlearningpress.com/downloads/501-Compound-Words-for-Kids.pdf>

day - daybreak daydream daylight daytime

ear - earache eardrum earphone earring

wash - washboard washcloth washout washroom washtub

wood - woodcraft woodcutter woodland woodpecker woodwork

fire - firearm fireball firecracker firefly fireproof firework

news - newscast newsletter newspaper newsprint newsreel newsstand newsboy

Introduction

- Tell the students to get ready for an exciting game.
- Write the below given words on paper chits/sticky-notes (one word on one chit) or you can take a print of this page and cut the words. The words should be visible from a reasonable distance.
- Shuffle all the words and give one word to one student.
- Write the words according to the number of the students. If there are 16 students in the class, find 8 compound words.

tooth	brush
sea	shell
day	light
wood	cutter

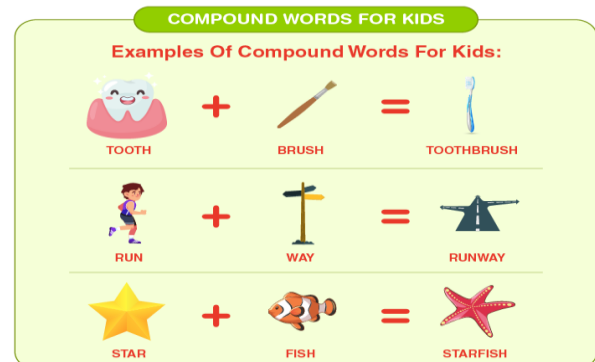
wood	work
fire	fly
news	paper
milk	shake
note	book

- Clear the class by moving the chairs/desks by the wall or take the students in the corridor where other classes are not disturbed with this activity.
- Instruct the students to read the word they have and find the partner with a word that has some connection with your word.
- Tell them to keep the word high in hand so everybody can see.
- Let the students move around and find the partner. Give them one example with the words they don't have. mail....box (mailbox), bath....tub (bathtub)
- Give them 5 minutes to enjoy and find their partner.
- After 5 minutes, ask them to get settled with the partners they found.
- Take feedback from the groups and write the word pair given by them. If there is any wrong word, write it on a side without giving any comment.
- Ask the students whether they know the kind of words they found.
- Share with them these are compound words.
- Announce the topic and tell the students that today they will explore more compound words.

Development

Activity 1

- Start with the little explanation about the compound words.
Compound words are formed when two or more words are joined together to create a new word that has an entirely new meaning.
- Show the below given poster to the students. (Printable version is attached at the end of the lesson plan. If print is not available, teacher can easily draw these figures or some other easy ones on the board.)
- Point to the picture of a tooth and ask them the name. then point towards brush and ask the same question. Ask anyone student to combine the two words and tell what is the new word.
- Discuss all the three compound words given in the picture.
- Ask the students to open their book pg. 104 Language Focus “Compound words”
- Instruct them to use the word bank and solve the exercise in the textbook.
- Give them 3 minutes for this task. After 3 minutes, instruct them to exchange their book with the person sitting next to them and peer check the work.
- Take responses from 6 students randomly. (one student will share one word)





- Ask the others to cross check their work and do corrections if needed.

Activity 2 Compound Word Matches

- Divide the class in groups of five. (group size depends upon the strength of the class)
- Place one set of given cards on each table. (cards can be downloaded from the given link: <https://assets.ltkcontent.com/files/compound-word-matches-game.pdf>)
- Ask the students to make their own compound words by putting the words together on the table.
- Give them 3 minutes challenge.
- Check the completion of the task by taking productive round in the class.
- Announce the winner group.
- Ask 3 to 4 groups to share some of the compound words they found in this activity.
- Display the compound word cards on the wall so students can get back to them whenever needed.



Worksheet Compound Words

Cut out the words and give students to make compound words. You can give one complete set to one group or you can give few words to one group, depending upon the resources and time.

head

box

mail

ache

light

room

board

house



sun

glasses

pan

fish

jelly

cake

role

board

black

play



Conclusion/ Sum up/ Wrap up

A word composed of two or more stems is called a compound word. Examples include pancake, school bus, home-made etc. it may or may not have a space or hyphen.

Assessment

- The students will be given a few small strips.
- The teacher will place a small box/ basket on her/his table
- Ask the students to recall today's lesson and write as many compound words as they remember, on the small strips given to them.
- The teacher will speak out some compounds words by picking up from the box
- He/ She will appreciate the students.
- Do the correction wherever needed.

Follow up

- Ask the students to find out the compound words on the roads signs, in a park, market etc.
- They will make a list of compound words in surroundings and will submit the next day.

Unit 10: Eid -ul-Azha

Topic: Paragraph Writing



Duration: 40 Minutes



Students Learning Outcome:

- Use appropriate vocabulary and tense to write a simple paragraph by explaining a process or procedure.



Materials:

- textbook page 96-106

Information for Teachers

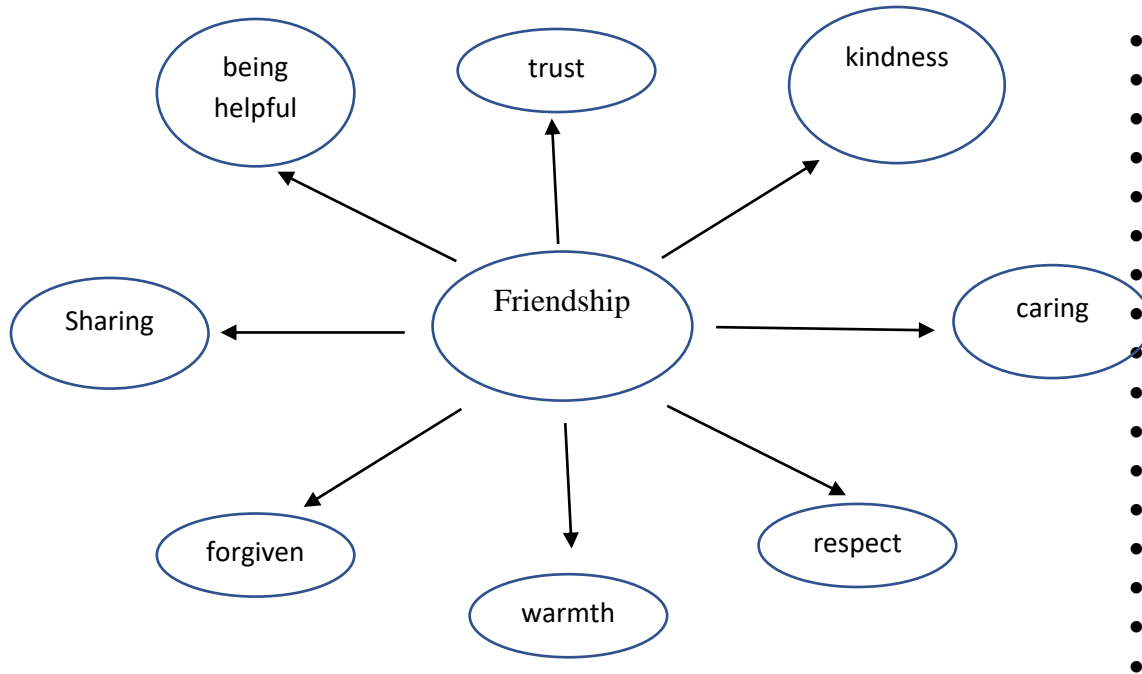
- A paragraph is an elementary unit of prose. It is generally composed of numerous sentences that together improve one central idea. The main sentence in a paragraph is called the subject sentence. There are four kinds of paragraphs that you want to know about: descriptive, narrative, persuasive and expository.
- A **paragraph** is a series of sentences that are organized and coherent, and are all related to a single topic.
- Key elements of a paragraph are:
 - Topic sentence
 - Supporting sentences
 - Evidences for the detail
 - Concluding sentence
- Transitional devices are word or phrases like, at first, then, next, afterwards, etc.
- Connectors are the words like-but, and, therefore, etc.

Teaching tips

Remember to start with a topic of their interest. This will ensure their engagement and will keep them hooked. Build on this by getting them to work on broader topics.

Introduction

- Ask students if they have good friends.
- Write the word 'friendship' on one side of the Board, leaving space for the next shared activity
- Tell them to share the ingredients for a strong friendship.
- Take all responses in 2 to 3 minutes.
- The board may look something like this:



- Tell them that in this lesson they will learn suitable vocabulary to describe a process or a procedure.
- Share with them that they will be doing shared writing and coming up with ‘A recipe for Friendship,’ (write this on top of the writing board).

Development

Activity 1

A Recipe for Friendship

- Divide the students in groups of four. (Group size depends upon the strength of the class.)
- Begin by explaining that a paragraph is a group of 7-10 sentences discussing a single topic rather comprehensively.
- Tell them briefly about the topic sentence of a paragraph. (A sentence that expresses the main idea of the paragraph in which it occurs.)
- Explain that a topic sentence is usually in present tense like a universal truth.
- Share briefly about the supporting details (examples and explanation) of topic sentence.
- Explain them about the concluding sentence of the paragraph. (The concluding sentence is the last sentence in a paragraph. Its job is to summarize the main idea of the paragraph.)
- Share with them that they will do all these steps practically today.
- In a box below the topic, ‘A recipe for Friendship,’ write the transition words on the board. See example in the given box. (let the transition words on the board for next activity)
- Tell the students to use these words to form their sentences.

first, next, then, after that, in addition, moreover, finally, in the end



- Tell them to think about a recipe for friendship and come up with a sentence to start the paragraph.
- Give them 2 minutes to think.
- Take sentences from each group.
- With consensus, write one sentence that is a good beginning/topic sentence.
- Ask students to give you more details about the topic.
- Take their sentences turn by turn by avoiding the repetitive sentences.
- Keep writing, and engage students to provide sentences in logical order

Suggested paragraph on a recipe for friendship

To achieve a good friendship, the **first** ingredient is trust from both the sides. **Next**, we need a fair share of kindness and caring from both the parties to make the relationship lasting and meaningful. **Then** comes warmth and respect without which a friendship may not have richness and sweetness that is necessary to keep any long -term relationship. **Moreover**, respecting each other's privacy and personal space is also part of this aspect of keeping friendship strong. **Finally**, without forgiving and forgetting each other's mistakes one cannot expect a healthy and a true friendship. **In the end**, it is important to mention that a true and strong relationship demands sacrifice and unless one is willing to give up their time, emotion and commitment, one cannot expect to achieve a strong bond in friendship.

Activity 2

- Ask students to work in groups of four.
- Announce the topic of paragraph- My Favourite Recipe.
- Provide them with a sample recipe (given below) and ask them to read through it. (You can also write it in big handwriting on a chart paper, so students can read it from a reasonable distance.)
- Give them 5 minutes to go over this template.
- Ask them to focus on the vocabulary that's been used to connect one idea with the other, stressing on the importance of cohesive devices
- Get them to pay attention to the tense that has been used in the paragraph
- Make them notice the use of present simple tense and also make them focus on the consistency in the use of the present tense.
- Tell them to complete the recipe using the provided word bank and the transition words.
- Assist every group in using the word bank and correct tense.
- Ask each group to share their recipe with the rest of the class.
- Make corrections where needed. Provide constructive feedback and applaud their effort.

Conclusion/ Sum up/ Wrap up

Sum up the lesson by repeating key elements of a paragraph from teachers' information.

Assessment

- Write the following ingredients on the writing board and ask the students to use the given ingredients' list and write their favourite recipe by using any 6 ingredients.



- Give them one sticky note each or any piece of coloured paper and ask them to write the selected ingredients on it beautifully.
- Ask the students to paste the sticky note in the notebooks.
- Instruct them to write the instructions and do make a picture of their dish to make their work presentable.
- Give them 20 minutes for this task. After 20 minutes, ask some of the volunteers to share their recipes with the whole class.
- Appreciate their effort.

Alternate Method: It would be better if these recipes are written on A4 or coloured sheets. After writing the recipes, ask the students to decorate it by making pictures according to their recipe and then have a gallery walk by hanging/pasting these recipes on the wall.

Ingredients:

Apple, banana, sugar, salt, egg, cabbage, grapes, potatoes, yogurt, milk, black pepper, peas, orange juice, red beans

Homework

Ask students to write a paragraph on ‘A Good Day with My Family’ textbook page-106, as their homework in the notebooks.

Activity - 2
Worksheet
My Favourite Recipe



Word Bank: First, next, then, after this/that/afterwards, finally, in the end

Ingredients

- 4 slices of bread
- 2 tea spoons of butter
- 1 table spoon of boiled and shredded chicken
- 1 table spoon of Mayonnaise
- One cucumber
- 1 green onion, finely chopped
- Salt and black pepper to taste



Directions

_____, take 4 slices of bread (white or brown) and generously spread one side of each slice with butter. _____, shred the boiled chicken and fold in the mayonnaise, finely chopped cucumber and onions and sprinkle salt and pepper to taste.

Result: Cucumber and Chicken Sandwich

Unit 10: Eid-ul- Azha
Topic: Adverbs of Frequency

Duration: 40 Minutes

**Students Learning Outcome:**

- Identify and use adverbs of frequency.

**Materials:**

- textbook page 86-107, paper chits 4, A4 sheets for questionnaire formation (1 for each group), exit cards for each student

Information for Teachers

- Adverbs are an important part of a language because they express how an action (a verb) is done. When we want to describe how often the action is done, we need to use adverbs of frequency.
- There are six main adverbs of frequency that we use in English: *always, usually (or normally), often, sometimes, rarely, and never.*

Introduction

- Teacher enters the classroom and after greeting students, asks a few questions:
 - a. How often do you go out with family?*
- Ask the full question and write the verb go out on the board. Take possible answers and write in front of the verb 'go out'. Example- go out once a week, rarely, usually
- (Possible answers: twice a week, once a week, very rarely, usually etc)
- Do the same with the other questions by asking the full sentence but write only verb on the board.
 - b. Do you always do your homework? (Possible answers: not always, yes, always, regular but sometimes, I forget/cannot etc)*
 - c. Do you ever get late to school? (Possible answers: very rarely, often, sometimes, never etc.)*
- Accept answers from students for all three questions
- Ask them to guess what today's lesson will be about?
- Accept a few responses
- Tell them that in this lesson they will be learning about adverbs of frequency.
- Remind them that they have learnt about adverbs of time and place in previous lessons.
- Extrapolate prior knowledge about adverbs. (An adverb is a word which adds to the meaning of a verb.)



- Take a few responses.

Development

Activity 1: (Part 1)

- Divide the class into groups of four.
- On chits of paper write topics that each group will be given (favorite food, preference in clothes, favorite pastimes, favorite sports)
- Ask each group leader to come forward and pick a chit from the basket/desk.
- Write on the board always, usually, often, sometimes, never
- Explain the activity to students.
- Tell them that working in their groups they will come up with at least three to four questions/statements around the topic.
- Tell them that these questions/ statements will be to find out the preferences of the other groups.
- Tell them that for each question/ statement they will have the grid (always, often, sometimes, never)
- Give an example to clear their understanding (Do you like to study English? always, often, sometimes, never) (Do you like reading stories? always, often, sometimes, never) I like to study English. (Always, often, sometimes, never). See the given table to guide the students.

		Indicators			
	Question/ Statement	Always	Often	sometimes	never
1.	Do you like to study English?				
2.	I like to read story books.				

- Tell them that once they have finalized their question /statements they should write these down on the A4 sheets the teacher has provided to each group.
- Tell them to write the assigned topic and the group members' names on the sheet.
- Give them 10 minutes to come up with the questions/statements.
- Go around the class, help students where they get stuck.
- Check questionnaires for accuracy, relevance to the topic, etc.

Activity 1: (Part 2)

- Instruct the students to exchange their questionnaires with the other groups.
- Get students to respond to the questions/statements by ticking one option
- Tell them to do this as a group. (So, the group decides what one option to choose for each question/statement)
- Give them 5 minutes to read the questions and tick the options.
- Ask them to return the questionnaires to the group who developed it.
- Ask each group to report to class, the questions and the option ticked.
- Ask students if they enjoyed this activity by asking reason from them.
- Appreciate effort and give feedback on what could have been improved



Conclusion/ Sum up/ Wrap up

Sum up the lesson by repeating the key elements of adverbs of frequency from teacher's information.

Assessment

- Distribute exit tickets to all students.
- Ask them to fill these up and pass them on to the teacher.

EXIT TICKET	
Name:	
Period: English	Grade: 5- Section: ____
In your own words, write what you learnt today? Be specific!	
Today, I learnt about _____	

Unit 11: Let's Be Helpful

Topic: Creative Writing (Short Passage, Anecdote, Fable)



Duration: 40 Minutes



Students Learning Outcome:

- Write a short passage, anecdote, fable etc. for pleasure and creativity.



Materials:

- A4 size sheets, flash cards of speaking prompts, tape

Information for Teachers

- With consideration of motivation factor, creative writing can help students generate motivation in language learning by giving them more space and time for self-expression and helping them experience the beauty of language.
- It is important for teachers to understand that creative 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. It is important to make creative writing lessons fun, so students can share their ideas confidently and with ease.
- The activities in this lesson can be done separately, so that students get required practise and are able to grasp the concept effectively.

Focused Free-writing

- Focused freewriting, broadly defined as writing without stopping and editing about a specific topic, has been viewed and used as a powerful tool for developing student writing in a wide spectrum of educational contexts.
- It is one of the most effective tools to:
 - increases the flow of ideas
 - increase *fluency* in second-language learners—i.e., the ability to produce written language easily (as opposed to accuracy, which is of course important but which is better addressed later in the process).
- The **rules** are as follows:
 1. DO write down every idea you can think of about your topic, no matter how "crazy"; you can judge later! (And no one else is going to see it)
 2. DO NOT worry about correct grammar or spelling
 3. DO NOT stop and keep on writing for the allocated time.
 4. DO read your ideas in front of the class



Watermelon Ideas

In this activity students will learn to move from general to specific details. It is a very effective story organizer that helps students to learn the structure of the story as well.

Introduction: Food Talk

- 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 speaking prompts in students [See shared prompts in the end of this Lesson plan]
- The speaking prompts are suggestive and can be modified according to the need and ability of the class. You can use any one prompt as well if you think that it is the requirement of the class.
- Tell students that they have 3 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 3 sentences
- Write the above criteria on board as well.
- Encourage shy students and the backbenchers by telling them that there is no wrong answer as it depends on their own ideas.
- After 3 minutes, take responses from the maximum students by calling them in front of the class. Continue the feedback session for 7 minutes.
- Ask students to appreciate their peers with a Thumbs Up.

Development

Activity 1 Focused Free Writing

- Tell students that they are going to play a fun game today.
- Introduce Focused Free Writing [See Information for Teachers]
- Write the **Rules** of the game on the board:
 - You only have **5 minutes**
 - Start writing when the teacher will say START
 - Write nonstop whatever that comes to your mind
 - No spelling checking
 - No grammar checking
 - Stop writing when teacher will say STOP
- Tell students to prepare the page of their notebooks by giving the heading of the activity and write the following topic:

What is your favorite food?
- When all of them have written the topic say Ready Steady START!
- After 5 minutes say STOP!
- Now ask students to exchange their notebooks in pairs and read each other's ideas.

QUESTION TIME




Now, ask the following questions from students:

- **How did you feel about the game?**
- **What did you like about your peers' ideas?**
- Take feedback from maximum students in the time allocated for this activity.
- After 20 minutes, appreciate the participation of every student in the class.

Activity 2 – Watermelon Ideas

Part-I

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

<p>Big Idea</p> <p>Watermelon</p> 	<p>(Suggested points)</p> <p>I went to the zoo.</p>
<p>Small Topic</p> <p>Slice</p> 	<p>I went to the zoo on Sunday.</p>
<p>Small Moments</p> <p>Seed</p> 	<p>> I went to the zoo on Sunday.</p> <p>> I went with my family.</p> <p>> We saw a huge lion.</p>

- Paste the template of watermelon, slice and seeds in the columns.
- Explain to students that:
 - Watermelon is the Big idea that is the first sentence of your story
 - Watermelon slice is the small topic
 - Watermelon seeds are the little details
- Write the story topic ‘A Visit to Zoo on the top.’
- Demonstrate the writing method by adding details as shown in the above sample.
- 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.

Part-II



- Divide the students in three groups.
- Distribute one watermelon template to each group.
- Give one topic to each group and instruct them to write their own story details in groups:

1. My Birthday Party

2. A Cricket Match

3. A Picnic

- Instruct students to display their write-up on the walls in the class.
- Ask every group to go to each story and read it.
- Tell them to appreciate each other by giving the following symbols:

I Like your story	
Keep up your effort	



Conclusion/ Sum up/ Wrap up

Ask the following question from 3 to 4 students at random:

- What did you learn today?
- Which activity did you like the most and why?


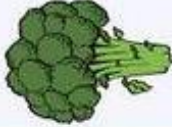







Assessment

1. Oral responses of the students.
2. Ask students to write a paragraph on the topic 'A Visit to Zoo' using the details from Activity 2 in the notebooks.

Homework

- Ask students to write a short paragraph on the topic given in Textbook Unit 11, page 117- Creative writing.

Speaking Prompts

<p>1</p> <p>Talk about your favorite dish and how to cook it.</p> 	<p>2</p> <p>Talk about foods you dislike the most.</p> 	<p>3</p> <p>Talk about your country's national dishes.</p> 
<p>4</p> <p>Talk about why healthy food is important.</p> 	<p>5</p> <p>Talk about your favorite café or restaurant and why you like it.</p> 	<p>6</p> <p>Talk about the most unusual food you've ever eaten.</p> 
<p>7</p> <p>Talk about what you usually eat for breakfast/lunch/dinner.</p> 	<p>8</p> <p>Talk about who are better cooks, women or men.</p> 	<p>9</p> <p>Talk about fast food.</p> 

Unit 12: Our National Animal

Topic: Question Words



Duration: 40 Minutes



Students Learning Outcome:

- Recognize the function of **wh** forms used in questions.



Materials:

- chart paper with Rudyard Kipling's quote on Questions. This quotation should be left hanging in the class for some time even after the lesson.
- a Chart paper with a Table with Questions and Functions and on the same chart paper (the back of the Chart paper) the Table that shows the description of the functions of questions
- another chart paper with pictures and on the same chart paper at the back, pictures with questions

Information for Teachers

- The word order of "wh-questions" is the same as "yes/no questions": Take the question word and put it in front of the verb to be: Question word + to be + pronoun/noun/adverb (+ ...)? What + are + you + doing? Where + is + he?

Function

Who: to ask about a person

What: to ask about an object

Where: to ask about a place, distance, location

When: to ask about time

How: to ask about manner

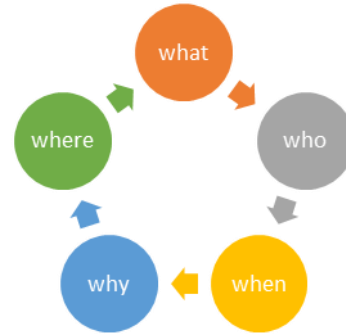
- **Structure of Responses** can be limitless, however it is important to stick to the subject in the question, while responding. It is also important to read carefully what the question is asking for you to do. The clue is in the way the question is structured.

Remember, 'Questioning is the essence of teaching and learning!'

Introduction

- Write the following words on the board and ask the students to guess what is common in these words.
- Tell them whoever will guess it first, he/she will be the winner.

- Take responses from the students and give them a hint to find letter/s that are common in the given words.
- Share with them that these all are ‘wh’ words and they are used to ask questions.
- Announce the topic and share with the students that today they will learn about ‘wh’ words.



Development

Activity 1

- Write the following questions one by one on the board and after writing every question, take responses from the students. (For each question, select a new student)
- a. Who was the first to come to the class today?
 - b. Where is the dustbin?
 - c. What is your favourite food?
 - d. When does the lesson end?
 - e. Why are you so happy today?

- After taking responses, invite any one volunteer to underline all ‘wh’ words in the sentences written on the board.
- Put up a chart paper with the quote by Rudyard Kipling
- /ruh-dyuhd kip-luhng/. (Check the pronunciation of poet’s name from this link: <https://www.youtube.com/watch?v=IGsCKJfyaSw>)
- Read out the below given quote on questions by Rudyard Kipling:
- I keep six honest serving-men
- (They taught me all I knew)
- Their names are What and Why and When
- And How and Where and Who
- Explain the importance of keeping questions as friends.
- Take a few responses and students’ input.

Activity 2

- Put up the chart paper with the given table and referring to the questions already written on the board.
- Ask them to identify the function/role of the question words.
- Take responses and fill them in the relevant rows.
- Turn the chart paper to show the functions already written on them.
- Ask them to read and ask questions if there is any confusion.
- Take questions if any and respond to them for clarification
- Explain the functions and give examples while explaining.
- Ask questions for clarification e.g. What is the function of Where? etc.



- Take a few responses and appreciate the students.

Question Words	Function
Who	
Where	
What	
When	
How	
Why	

Question words	Function
Who	Asking about a person or people(subject)
Where	Asking about the location (place or position)
What	Asking for information about something
When	Asking about time
How	Asking about a process/procedure
Why	Asking about reasons for a phenomenon, happening etc

Activity 3

- Put up a chart paper with the pictures given. (See attached sheet for Activity 3 a)
- Ask students to work with their partners sitting next to them to formulate questions about the pictures.
- Give them 5 minutes.
- Ask all the pairs to share their questions turn by turn with the whole class by reading aloud.
- Appreciate them on their work.
- Make corrections where necessary.
- Show them the questions you've already made and ask them to compare their questions with these. (See attached sheet for Activity 3 b)

Conclusion/ Sum up/ Wrap up

- Ask the students what they have learnt today.
- Reinforce them that they learnt about 6 wh question words and their functions. Reiterate each one (who, what, when, where, how, why)

Assessment

- Divide the students in six groups.
- Give them names like this: Group 1- What, Group 2- Where etc. (name the groups on all 6 question words)
- Give each group an A4 sheet and instruct them to write their group name on the top. (See the sample figure)
- Ask the groups to write one question with the question word written on the top. Give them 1 minute for thinking and writing the question with the consensus of the group members.



- After a minute, ask group 1 to give their sheet to group 2, group 2 will give their sheet to group 3, group 3 will give their sheet to group 4, group 4 will give their sheet to group 5, group 5 will give their sheet to group 6.
- Continue another round by giving them a minute to write a question on the word given on the top.
- When all the groups have written one question word on every sheet, ask them to hang the sheets on the washing line or paste it with the help of teacher. Ask one member from each group to stand near their worksheet and read the questions turn by turn.
- Appreciate the groups for their excellent contribution.

Homework

Tell students to bring six **wh** questions to class they wish to ask their friends or the teacher.

Worksheet – Activity 3 (a)



Who



Where



When



What



How



Why

Worksheet – Activity 3 (b)



Who is this boy?



Where is this place?



When do birds and animals wake up?



What is this bird doing?



How do people trap birds?



Why are you being so rude?

Unit 13: When Something Went Wrong

Topic: Informal Letter Writing



Duration: 40 Minutes



Students Learning Outcome:

- Write an informal letter and formal letter of application.



Materials:

- paper chits [according to the number of students in the class]
- marker of any 2 different colours
- sample letters written on A4 size sheets [5 or according to the groups of the class]

Information for Teachers

- Letter writing is an essential writing skill. Despite the popularity of emails and text messages, everyone has to write letters at some point. Letters of complaint, job applications, thank you letters, letters requesting changes or making suggestions — the list goes on and on.

There are two types of letters:

Informal letter

This type of letter is written to close and personal relations like family members and friends

Formal letter

This type of letter is written in formal correspondence like applications to head of an educational institution, making complaints, raising issues of public safety, etc.

Importance of teaching Letter Writing:

Letter writing has many purposes, including the following:

- It encourages good manners, especially writing 'thank you' letters
- It develops vocabulary
- It makes students analytical as they express their feelings and opinions about a certain issue
- It creates empathy as students understand other's emotions and situation

Letter writing is a complex writing skill for young language learners:

- First reason is the structure or format of the letter that needs to be strictly followed.

- Secondly, students need to know the difference between formal and informal language use so they can differentiate between the letters
- Therefore, it is suggested to:
 1. teach informal and formal letter writing separately.
 2. start with the informal letter writing as its format and language is simple, hence students can comprehend it without confusion.
 3. explain the difference between formal and informal language usage.
 4. use sample letters to help students relate to the topic
 5. practise informal letter writing skill over a period of time then move on to formal letter writing



Introduction **Elicitation**

- Write the following questions on the board: [do not write the answers]

Questions	Possible answers by students
Have you ever written any letter? To whom?	<i>Yes/ No Cousins/grandparents etc.</i>
Have you ever seen anyone in your family who writes letters? To whom?	<i>Responses will vary</i>
What is a letter?	<i>Letter is a message we write on a paper</i>
To whom do we write letters?	<i>To our family members, friends, principal ...</i>
Why do we write letters?	<i>To tell something, to complaint</i>
Who read our letters?	<i>Our family members, friends, teachers, principal</i>
How many types of letters do you know about?	<i>Formal and informal</i>

- Take feedback from volunteer students.
- Explain the concept of letter writing to students [see information for teachers]
- show following videos to students for further clarity.

Video resource:

https://www.youtube.com/watch?v=9OA246UTXc0&ab_channel=GochlarWorks



Development

Activity 1 Chit Chat

- Distribute paper chits in the students individually.
- Write the following starting line on the board:

Dear Friend I want to tell you that

- Ask them to write a one-line message for their friend sitting next to them starting from the given line.
- Encourage students to write whatever that comes to their minds as there is no right and wrong sentence.
- Ask students to exchange their chits with the friend sitting next to them.
- Ask students to read the messages they have received from their friends aloud in front of the class.
- Motivate shy students and the one who are sitting at the back.
- Ask students the following question:

How did you feel when you receive the message?

- Take oral feedback from students at random.
- Explain to students that the letter we write to our friends or family members are called

Activity 2

- Tell students that today they are going to play a game named Dear Friend. (This will build up curiosity and students will become more engaged in the lesson)
- Divide students in groups of 6 (depending upon the strength of the class)
- Give the sample letters to the groups. [See the attached sample letters.]
- Instruct students to read the letter in groups [one student can read the letter aloud in the group and the rest of the members can listen]
- Now write the following questions on board: [DO NOT write the answers]
 1. *What type of letter is this?* [Informal letter]
 2. *Who is writing the letter?* [Saad Khalid , a boy]
 3. *Whom is he writing the letter to?* [to his best friend]
 4. *Why is he writing the letter?* [asking the friend to come back soon]
 5. *Where is the friend gone?* [to his Nano's home]
 6. *How does the writer end the letter?* [with best wishes and prayers]
- Allocate one question to each group.
- Ask students to discuss the questions in group.
- Ask group leader to answer the question in a whole class talk.
- Explain to students that in **Informal Letters** we talk about our feelings, plans and ideas to our friends and family members.



Sample Letter

House 123
City ABC

10th June, 2022

Dear Best Friend

I hope you are fine. My family and I are also well. My summer vacation is going on fine.

There is not much to do all day. I get up early for morning prayer then I go for jogging with my Abbu. I have completed half of my summer vacation homework. It's been one month that you have gone to your Nano's home. I really miss our cricket game. I wish you come back soon, so we can practise for the cricket match.

Please write to me as soon as possible. Lots of prayers and best wishes to you and your family

Your best buddy forever

Saad Khalid

Activity 3 Find the Features

- Tell students that today they are going to play a game named Find the Features.
- Write the Format of Informal letter on the board. [See the below given Informal letter format]
- Ask students to write the format in their notebooks individually.
- Next divide students in groups of 6 (depending upon the strength of the class)
- Give the sample letters and markers to the groups. [See sample letter]
- Instruct students to identify the format of the letter in groups and write the features on the sample letter sheet [See shared sample]
- Inform the students that the group finishing the task first will be the winner group.
- Tell students to appreciate their peers.

Informal Letter Format

Address of the sender

Date

Dear [name of the person]

Body of the letter

Paragraph 1

Ask about the well-being of the person

Paragraph 2

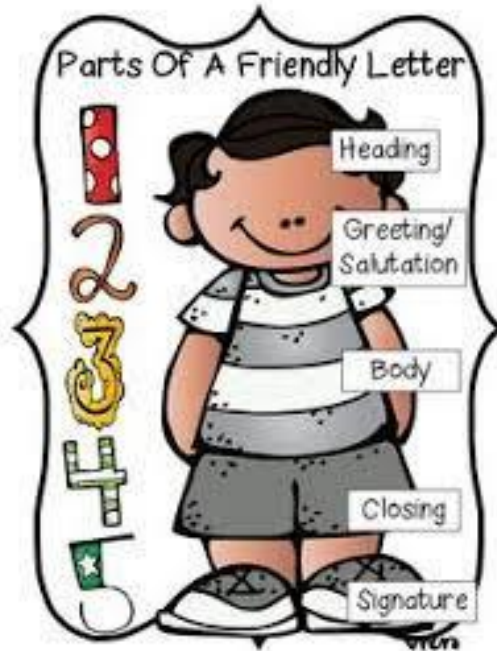
The Main reason of writing the letter

Paragraph 3

End of the letter by reminding to reply and saying good bye

Closing [your lovingly]

Name of the sender





Sample Letter

House 123

City ABC

sender's address

10th June, 2022

date

Dear Best Friend

salutation [greeting]

I hope you are fine. My family and I are also well. My summer vacation is going on fine.

paragraph 1

There is not much to do all day. I get up early for morning prayer then I go for jogging with my Abbu. I have completed half of my summer vacation homework. It's been one month that you have gone to your Nano's home. I really miss our cricket game. I wish you come back soon, so we can practise for the cricket match.

paragraph 2

Please write to me as soon as possible. Lots of prayers and best wishes to you and your family.

paragraph 3

Your best buddy forever

closing

Saad Khalid

sender's name



Conclusion/ Sum up/ Wrap up

- Ask the following questions from 3 to 4 students at random:
 - What did you learn today?
 - What is an informal letter?

Assessment

- Ask students to write an informal letter to their mother telling her how much you love her. Give them 15 minutes for this task.
- Take a round and check every student while they are writing in their notebooks.
- Do the corrections where needed. (Check the letters in detail after the class)

Homework

Read the letter, you have written in the class, to your mother. Share the reaction of your mother in the class next day. (Do give chance to every single student to read a letter in the next class and share his/her mother's response.)

Unit 13: When Something Went Wrong

Topic: Formal Letter Writing



Duration: 40 Minutes



Students Learning Outcome:

- Write an informal letter and formal letter of application.



Materials:

- paper chits [according to the number of pairs and groups in the class]
- marker of any 2 different colours, sample letters written on A4 size sheets [5 or according to the groups of the class]

Information for Teachers

- Letter writing is an essential writing skill. Despite the popularity of emails and text messages, everyone has to write letters at some point. Letters of complaint, job applications, thank you letters, letters requesting changes or making suggestions — the list goes on and on.
- There are two types of letters:

a. Informal letter

This type of letter is written to close and personal relations like family members and friends

b. Formal letter

This type of letter is written in formal correspondence like applications to head of an educational institution, making complaints, raising issues of public safety etc.

Importance of teaching Letter Writing:

Letter writing has many purposes, including the following:

- encourages good manners, especially writing 'thank you' letters
- develops vocabulary
- makes students analytical as they express their feelings and opinions about a certain issue
- creates empathy as students understand other's emotions and situation

Letter writing is a complex writing skill for young language learners:

- First reason is the structure or format of the letter that needs to be strictly followed.
- Secondly, students need to know the difference between formal and informal language use so they can differentiate between the letters
- Therefore, it is suggested to:
 1. teach informal and formal letter writing separately.
 2. formal letter features should be taken from authentic source
 3. start with application to the principal as it is the easy for the students to comprehend
 4. use sample letters to help students relate to the topic



5. practise formal letter writing skill over a period of time then move on to letter to editor
6. explain formal language to students

Introduction Elicitation

- Divide the students into pairs.
- Give them paper chits or sticky -note paper (1 to each pair).
- Ask them to recall the lesson about ‘Informal lesson’ and discuss its parts. After mutual discussion, write the parts of informal lesson on a paper.
- Give them 2 minutes for this task.
- After two minutes, ask some of the pairs to share their findings with the whole class.
- Display the chits of students at some place where students can see it. (you can paste the chits on a piece of a newspaper.)
- Appreciate the students and announce the topic that today they will learn about another kind of letter that is ‘Formal Letter.’

Development

Activity 1 Features of Formal Letter

- Write the parts/features of formal letter on the board.
- Ask the students to see the parts of formal letter and find if there is any new feature in it if they compare it with informal letter. (Subject part)
- Explain the meaning and purpose of the subject.
After the salutation/greeting comes the subject of the letter. In the centre of the line write ‘Subject’ followed by a colon. Then we sum up the purpose of writing the letter in one line. This helps the receiver focus on the subject of the letter in one glance.
<https://www.toppr.com>
- Explain to students the concept of Formal letter [See Information for Teacher’s]
- Write the following features of Formal Letter on the board:

Sample Chit Template of Features of Formal Letter

Features of Formal Letter
Sender’s address
Date
Recipient’s address
Salutation
Subject
Body of letter First paragraph Second paragraph
Complimentary closing
Sender’s address
Sender’s name

- Explain that the features will be written in the same sequence.
- Also explain that all the features will be aligned on the left side and with one line gap.



Activity 2 – Fix the Features Race

- Inform students that today they are going to have a race.
- Write features of formal letter on chit papers and shuffle them [See shared chit template] .
- Divide class into two large groups [depending upon the strength of students].
- Give the shuffled features chits to the groups.
- Ask the groups to arrange the features in sequence.
- Meanwhile, paste a newspaper or a chart paper on the wall.
- After arranging the strips/chits, instruct the groups to paste all the chits on the given area prescribed by the teacher.
- Tell them that whoever will paste it first, will be the winner group.
- Announce the winner and appreciate the other groups for their active participation.
- Ask students the following question:

How did you feel when you were working in the group?

- Take oral feedback from students at random.
- Explain to students that the letter we write to principals is called Application.
- In applications we request or take permission of something like taking a leave, complain of a problem and demanding a facility.

Activity 3 Respected Sir / Madam

Write the sample application on 5 / 6 sheets [depending upon the number of groups]

- Divide students in groups of 4 (depending upon the strength of the class)
- Give the sample application to the groups. [See sample letter]
- Instruct students to read the letter in groups [one student can read the letter aloud in the group and the rest of the members can listen]
- Now write the following questions on board: [DO NOT write the answers]
 - What type of letter is this?*
 - Who is writing the letter?*
 - What is the purpose?*
 - What type of language is used?*
- Allocate one question to each group.
- Ask students to discuss the questions in group.
- Ask group leader to answer the question in a whole class talk.
- Explain to students that in **Application** we tell about our problem and issues to the principal.



Sample Application

House 123
City ABC
15th September, 2022

Principal
ABC School
City XYZ

Application for leave

Respected Sir

Respectfully it is stated that I am a student of class 5. I am going out of city with my family. Kindly grant me leave for one day. I shall be thankful to you.

Yours obediently
Khalid Abbas

Conclusion/ Sum up/ Wrap up

Ask the following question from 3 to 4 students at random:

- What did you learn today?
- What is a formal letter?

Assessment

Ask students to write an application of leave to the principal in their notebooks. Give them 15 minutes for this task. Take a round and check every student while they are writing in their notebooks. Do the corrections where needed. (Check the letters in detail after the class)

Homework

Write a formal letter on any issue you want to discuss, for example gas leakage issue, flood danger, urgent work etc. Bring the letter next day. (The teacher will give chance to every student to read letter in the class.)

Unit 13: When Something Went Wrong

Topic: Learning to Write (Informal Letter Writing)



Duration: 40 Minutes



Students Learning Outcomes:

- Write a reply to a short informal letter from friends and family members.



Materials:

- sample reply letters written on A4 size sheets [as per number of students in the class]

Information for Teachers

- Letter writing is an essential writing skill. Despite the popularity of emails and text messages, everyone has to write letters at some point. Letters of complaint, job applications, thank you letters, letters requesting changes or making suggestions — the list goes on and on.
- There are two types of letters:

a. Informal letter

This type of letter is written to close and personal relations like family members and friends

b. Formal letter

This type of letter is written in formal correspondence like applications to head of an educational institution, making complaints, raising issues of public safety etc.

- Importance of teaching Letter Writing:

Letter writing has many purposes, including the following:

- It encourages good manners, especially writing 'thank you' letters
- It develops vocabulary
- It makes students analytical as they express their feelings and opinions about a certain issue
- It creates empathy as students understand other's emotions and situation
- Letter writing is a complex writing skill for young language learners:
 - First reason is the structure or format of the letter that needs to be strictly followed.
 - Secondly, students need to know the difference between formal and informal language use so they can differentiate between the letters
 - Therefore, it is suggested to:
 1. teach informal and formal letter writing separately.
 2. start with the informal letter writing as its format and language is simple, hence students can comprehend it without confusion.
 3. use sample letters to help students relate to the topic
 4. design role play scenarios so that students can comprehend the concept of how to replying in certain situations.



5. practise informal letter writing skill over a period of time then move on to formal letter writing.

Introduction

Elicitation

- Write the following questions on the board: [do not write the answers]

Questions	<i>possible answers by students</i>
How are you?	<i>I am well, thank you</i>
Where are you?	<i>I am in the class ...</i>
What are you feeling?	<i>I feel excited, good, tired etc</i>
What are you going to do when you go home?	<i>I will go to my aunt's house, I will eat lunch, I will go to sleep</i>
What advice would you like to give me?	<i>Be kind to others, always tell the truth, etc</i>

- Ask two volunteers from the class for each set of question and answer.
- Instruct them that one of them is going to ask the question while the other will reply. (Teacher will quickly write the replies in front of the questions)
- Encourage student to be confident and clear so everyone in the class can hear them clearly.
- Explain the concept of replying to a question by telling them that our reply should always be clear and polite.

Development

Activity 1

My Reply Roleplay

- Divide students in pairs [as per the number of students in the class]
- Inform them that they are going to do an interesting activity called My Reply- Roleplay today
- Tell the students that in a roleplay they will pretend to be the characters and will present the dialogues in front of the class.
- Instruct students to write the following roleplay criteria in their notebooks:



- Time: 2 / 3 minutes for each group
- Clarity of voice
- Confidence of characters
- Interesting answers
- Permit students to choose any scenario they like from the following for their roleplay:

Roleplay Scenarios
A boy meets an alien from another planet and asks him questions
A human meets an animal and asks it questions
A girl meets a cartoon character and asks it questions

- Use the same questions from the Introduction. [see sample questions]
- Motivate shy and students who are sitting at the back.
- Ask students to perform their roleplay. (Give chance to every pair)
- Tell students to appreciate their peers by clapping for them.
- Ask students to share their feelings about the activity.

Activity 2

- Tell students that today they are going to write a reply to a letter from a friend.
- Divide students in groups of 4 [depending upon the strength of the class]
- Give the sample reply letter to groups. [See sample reply letter]
- Instruct students to read the reply letter in groups [one student can read the letter aloud in the group and the rest of the members can listen]
- Now write the following questions on board: [DO NOT write the answers]
 - What type of letter is this?* [Informal letter]
 - Who is writing the letter?* [Sam a girl]
 - Whom is she writing the letter to?* [to her best friend]
 - Why is she writing the letter?* [informing her friend that she was busy in photography classes]
- Ask students to discuss the questions in group.
- Ask group leader to answer the question in a whole class talk.
- Explain to students that in a **Reply Letters** we give answers to what is asked by our friends or family members clearly and politely.

Sample Reply of Letter

Dear Friend,

Thank you for your last letter. I am very happy to hear from you after few months later. I think you are good.

Recently I joined a 5 month photography class. That's why I am quite busy. And what about you?

Hope to see you soon!

Sam

Activity 3 Write a Reply

- Recap the Format of Informal letter by asking students and writing their responses on the board. [See Informal letter format]
- Next divide students in groups of 4 (depending upon the strength of the class)
- Give the sample letters to the groups. [See sample letter]
- Instruct students to read the sample letter in groups.
- Instruct groups to write a reply to the sample letter in groups on simple sheets.

PEER CHECKING

- Inform students to exchange their letters with the other group.
- Ask groups to check the reply of the other group.
- Ask group leaders to comment on the reply letter as follows:
 - 2 stars --- 2 things you like about the letter
 - 1 wish ---- 1 thing you want to improve



- Tell students to appreciate their peers.

Informal Letter Format
Address of the sender
Date
Dear [name of the person]
Body of the letter
Paragraph 1
Ask about the well-being of the person
Paragraph 2
The Main reason of writing the letter
Paragraph 3
End of the letter by reminding to reply and saying good bye
Closing [your lovingly]
Name of the sender



Sample Letter to Friend

House 123

City ABC

10th June, 2022

Dear Best Friend

I hope you are fine. My family and I are also well. My summer vacation is going on fine.

There is not much to do all day. I get up early for morning prayer then I go for jogging with my Abbu. I have completed half of my summer vacation homework. It's been one month that you have gone to your Nano's home. I really miss our cricket game. I wish you come back soon, so we can practise for the cricket match.

Please write to me as soon as possible. Lots of prayers and best wishes to you and your family

Your best buddy forever

Saad Khalid

Conclusion/ Sum up/ Wrap up

Ask the following question from 3 to 4 students at random:

- What did you learn today?
- What is a reply letter?

Assessment

Ask students to write the format of informal letter in their notebooks. Go to each student and check their formats. Do correction wherever needed.

Homework

Ask students to write a letter in the format they have just written in the notebooks to reply their friend in the class telling him / her about the activity you liked the most in the class of letter writing.

Unit 13: Unforgettable Moments of My Life**Topic: Types of Sentences**

Duration: 40 Minutes

**Students Learning Outcome:**

- Identify and practise making simple, sentences to show instructions, commands, requests and strong feelings.

**Materials:**

- textbook page- 136, chits of sentences 12

Information for Teachers

- When students learn to write, they begin by learning about the four types of sentences and the role punctuation plays in determining and creating those different sentence types.
 1. Declarative sentence
 2. Imperative sentence
 3. Interrogative sentence
 4. Exclamatory sentence

There are only three punctuation marks with which to end a sentence:

- Period / full stop
- Question mark
- Exclamation point

Using different types of sentences and punctuation, students can vary the tone of their writing assignments and express a variety of thoughts and emotions.

1. A **declarative sentence** simply makes a statement or expresses an opinion. In other words, it makes a declaration. This kind of sentence ends with a period.

Examples of this sentence type:

“I want to be a good writer.” (makes a statement)

My friend is a really good writer. (expresses an opinion)

2. An **imperative sentence** gives a command or makes a request. It usually ends with a period.

Examples of this sentence type:

Please sit down.

I need you to sit down now!

3. An **interrogative sentence** asks a question. This type of sentence often begins with who, what, where, when, why, how, or do, and it ends with a question mark.

Examples of this sentence type:

“When are you going to turn in your writing assignment?”

“Do you know what the weather will be tomorrow?”

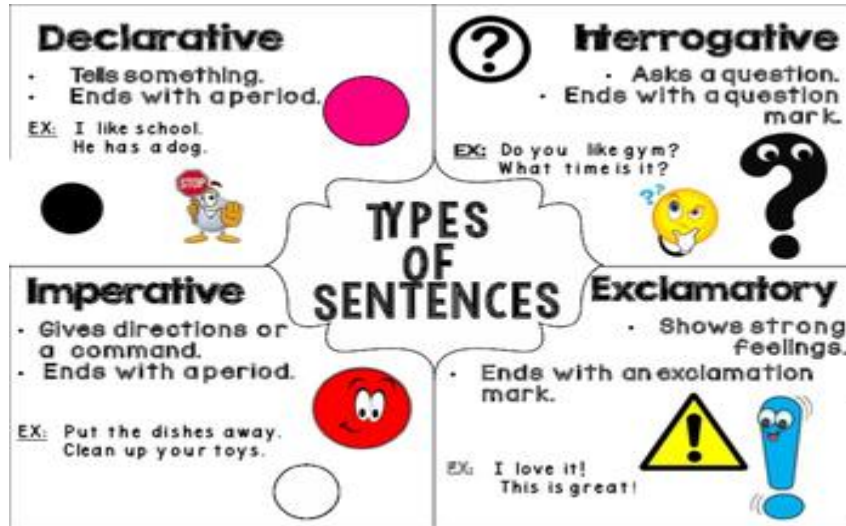
4. An **exclamatory sentence** is a sentence that expresses great emotion such as excitement, surprise, happiness and anger, and ends with an exclamation point.

Examples of this sentence type:

“It is too dangerous to climb that mountain!”

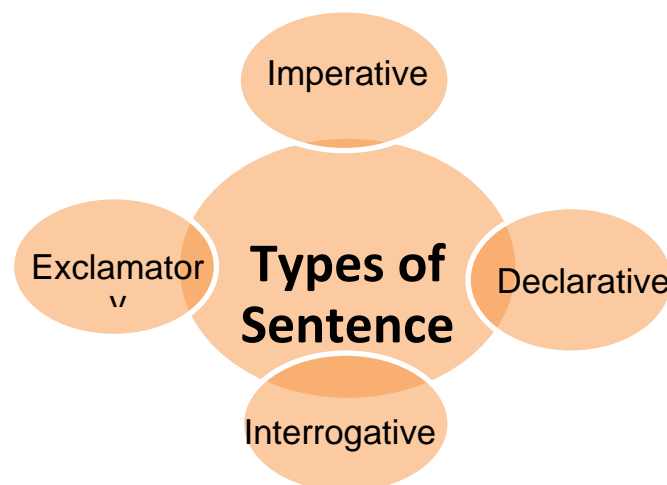
“I got an A on my book report!”

Learning about the different types of sentences and punctuation will help students become better writers by enabling them to convey various types of information and emotion in their writing.



Introduction

- Ask students the following questions:
 - How many seasons are there? [4 seasons: Spring, Summer, Autumn, and Winter]
 - How many directions are there? [4 directions: North, South, East and West]
- Inform students that likewise there are 4 types of sentences.
- Draw a Mind Map on the board of types of sentences:



- Tell your students that they will be learning about the four different types of sentences today.



- Show the following video to students for more clarity: (optional)

Video resource: (If teacher can show these videos, then she/he should take double period for this lesson)

https://www.youtube.com/watch?v=WYnpf44ojFU&ab_channel=HomeschoolPop

https://www.youtube.com/watch?v=13FaGPggCg8&ab_channel=MindBlooming

Development

Activity 1 Tone Changer

- Write a simple declarative sentence on the board and ask the students to read them.
I have a watch. I like cake.
- Take responses from 3 to 4 students and ask the rest to keep this tone in their mind
- Next, change the full stop 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.
I have a watch? I like cake?
- Take responses from 3 to 4 students and ask the rest to keep this question tone in their mind.
- Then, change the question mark into an exclamation point. Again, ask your students how this changes the meaning of the sentence.
I have a watch! I like cake!
- Take responses from 3 to 4 students and ask them to note down the change in the same sentence. (punctuation marks . ? ! change the meaning of the sentences)
- Explain to your students that the meaning of a sentence is determined by the type of sentence format used to write it.
- Explain each type of sentences to students by giving examples.
- Ask students to show:
 - Thumbs Up if they understand the concept
 - Thumbs Down if you still have confusion

Activity 2 Sentences on a Chit

- Divide students in groups of 4 (depending upon the strength of the class)
- Write types of sentences on chit papers [16 -18 chits of sentences / 4 to 5 for each group].
- Mix all the chits [See Shared Sample types of sentences for the Chits]
- Give 4 to 5 chits of sentences to students in groups.
- Ask a student from each group to read aloud a sentence so every group member can hear it.
- Instruct students to identify the type of sentence in groups.
- Suggest them to write the type on the back of the chit.
- Display a chart paper on the wall by dividing it in 4 parts. Instruct the groups to paste the papers strips/chits in the relevant section. (as shown in the given example)
- The group who will identify the maximum correct type of sentences will be the winner.



Sample types of sentences for the Chits	
<p>Declarative Sentences</p> <p>Cats like to play with socks. I have a basketball game tonight. I like climbing Aliya is happy. My dog is black. He is nine years old.</p>	<p>Exclamatory sentences</p> <p>Bravo! We have won! Alas! She is gone! We won the cricket match! Wow, I really like it! Fantastic, let's go!</p>
<p>Imperative Sentences</p> <p>Show me your pencil. Open the door. Come here. Put it there. Get out. Please keep quiet.</p>	<p>Interrogative Sentences</p> <p>How do we wash the clothes? Why is the sky blue? How are you today? Whose socks are these? Why are you late? Did you eat lunch today?</p>

Activity 3 – For Sentences Marry-Go-Round

- Take 4 A4 size sheets and give the following heading on each sheet:
 - Sheet 1: Declarative sentences
 - Sheet 2: Interrogative sentences
 - Sheet 3: Exclamatory sentences
 - Sheet 4: Imperative sentences
- Divide students in groups of 4 (depending upon the strength of the class)
- Select a group leader.
- Give the sheets to each group in the following way:
 - Sheet 1: Declarative sentences = GROUP 1



- Sheet 2: Interrogative sentences = GROUP 2
 - Sheet 3: Exclamatory sentences = GROUP 3
 - Sheet 4: Imperative sentences = GROUP 4
-
- Instruct students to write one sentence on the given sheet according to the heading on the sheet in groups.
 - Give 1 minute to each group.
 - After 1 minute, clap and ask groups to hand over their sheet to the next group in sequence.
 - Tell groups to read the sentence made by the other group and then add their own according to the heading on the sheet.
 - Repeat the process 4 times unless all the group write their sentences on every sheet. (Each sheet should have 4 sentences from all the groups)
 - Ask group leader to read the sentences on the sheet aloud.

Conclusion/ Sum up/ Wrap up

Ask the following questions from 3 to 4 students at random:

- What did you learn today?
- Which activity did you like the most and why?
- Which activity was very difficult for you? (Note down the responses on this question and next class reinforce that activity/concept)

Assessment

Ask students to write three types of sentences given in textbook - Unit 13 exercise ix, page 136 in their notebooks. (Go to every student and check their work)

Homework

Ask students to write 1 sentence that should change its meaning just with the change of punctuation mark.

Unit 13: When Something Went Wrong

Topic: Simple Past and Past Continuous Tense



Duration: 40 Minutes



Students Learning Outcomes:

- Illustrate the use of simple past and continuous tense in speech writing.



Materials:

- textbook pg-134 & 135, board marker, colorful markers to draw table of formation in different colors.

Information for Teachers

“Past continuous tense is used to describe the action which was happening at some time in the past. Past continuous tense is also called past progressive tense.”

- Formation of past continuous tense:

Positive Sentences	Negative Sentences	Interrogative Sentences
S+was/were+1 st FV ing+O	S+was/were++Not+1 st FV ing+O	Was/were+S+1 st FV ing+O
He was playing football.	He was not play football.	Was he playing football?

Points to ponder:

- Past Continuous Tense is used for past action.
- We use first form of verb with ing.
- Helping verb was/were are used

Introduction

- Ask students to go out of the class, note and write down whatever they see happening?
- Encourage them to stand at different points in the school so that they write different sentences as;
 1. A crow is flying in the sky.
 2. One teacher is walking in the ground.
 3. A chocolate wrapper is lying on the floor.
- Ask students to write five sentences about their observation based on the above given sample sentences.



- Take random responses from 3 to 4 students and write their responses on the board. (any three sentences)
- Ask 2 to 3 volunteers to underline the main verb and the helping verb in the sentences written on the board. (Students have already done present continuous tense)

Sample Sentences:

1. A crow is flying in the sky.
 2. One teacher is walking in the ground.
 3. A chocolate wrapper is lying on the floor.
- Ask students to identify the tense of the sentences.
 - Share with them that the above sentences are from ‘present continuous tense’.
 - Share with them that today they will learn about ‘Past Continuous Tense.’

Development

Activity 1 Formula of Past Continuous Tense

- Write the heading “Past Continuous Tense” on the writing board and ask the students such questions: as;

 1. What comes to your mind when you think of Past Continuous Tense? Give me few points. The teacher will write the points on board. He/She may correct if required.

 - Write responses of the students on the writing board.
 - Share with them the formula to make this tense.

“Past continuous tense is used to describe the action which was happening at some time in the past. Past continuous tense is also called past progressive tense.”

Formation of past continuous tense:

Positive Sentences	Negative Sentences	Interrogative Sentences
S+was/were+1 st FV ing+O	S+was/were++Not+1 st FV ing+O	Was/were+S+1 st FV ing+O
He was playing football.	He was not play football.	Was he playing football?

Points to ponder:

- a. Past Continuous Tense is used for past action.
- b. We use first form of verb with ing.
- c. Helping verb was/were are used

Activity 2 Typical Schedule

- Tell students what you usually do late at night, and lead in to the past continuous: *I always go to bed at 11pm. So, last night at 11:30 I was sleeping.*
- Write your typical schedule on the board with your usual everyday activities:

7:30 am – breakfast
 9 to 12 – classes
 12 – lunch
 1pm to 5pm – classes
 6pm – gym



8pm – dinner
11pm – bedtime

- Now, give them examples of what you were doing exactly at a certain time yesterday: *At noon, I was having lunch. At 1pm, I was giving a class.*
- Ask students to tell you what you were doing, and have them answer in second person singular: *You were sleeping at midnight.*
- Pair up the students.
- Ask them to jot down their own daily schedules, or what they did yesterday, and then take turns first saying what they were doing at certain time: *I was having breakfast at 7am.* Then, they switch schedules with their peer and say what he or she was doing: *Fatima was having breakfast at 10 am.* Then, they make comparisons: *I was studying. He was playing video games.* Or find similarities: *We were all sleeping at midnight.*
- Go to each pair and listen to their discussion. Correct them if they are not using the required structure in the sentences.

<https://busyteacher.org/3713-how-to-teach-the-past-continuous-tense.html>

Activity 3

- Instruct the students to convert the following sentences, in their notebooks, from Present Continuous Tense to Past Continuous Tense. This is individual task.
 1. I am waiting for her call.
 2. We are enjoying the trip to zoo.
 3. They are going to the market for grocery.
 4. He is doing his homework
- Give them 3 minutes for this task.
- When all the students have finished their work, ask them to exchange their notebooks with the person sitting next to them.
- Instruct them to do peer checking and give one star for every right answer.

Activity 4 Formula – Negative & Interrogative

- Guide the students how to change positive sentences into negative and interrogative sentence. (see information for teachers)
- In negative we use was/were +not e.g. She was not singing a song.
- In interrogative, we use was/were in the beginning of the sentence e.g. Was she singing a song.
- Draw the tables of formation of negative and interrogative sentences on the board.

Positive Sentences	Negative Sentences	Interrogative Sentences
S+was/were+1 st FV ing+O	S+was/were++Not+1 st FV ing+O	Was/were+S+1 st FV ing+O
He was playing football.	He was not playing football.	Was he playing football?

- Ask the students to convert their own sentences of “School Round”, in warm-up activity, into negative and questions/interrogative sentences.

- Give them 10 minutes for this task. After 10 minutes call few students to add their sentence in the table and write its negative and interrogative form.
- Appreciate students' participation and do correction where needed.

Conclusion/ Sum up/ Wrap up

The past continuous tense shows an action happening at some point of time. It is also called the Past Progressive Tense. We use was/were as helping verbs/auxiliary verbs in it.

- Guide them to remember to put (?) question mark at the end of a question statement.

Assessment



Show the above picture or any other from the text book and ask them to come up with three sentences in past continuous tense and three in simple past tense. Give them 5 minutes for this task. When they are done, ask them to share the sentences with the whole class. Appreciate their active participation.

Homework

Ask the students to visit any public area. Observe what the people were doing there. Write five to ten sentences in past progressive tense about your observations, e.g., the people were jogging in the park at 6:30 am.

Unit 14: Together We Live

Topic: Recitation of a Poem- Two Little Kittens



Duration: 40 Minutes



Students Learning Outcome:

- Recite poems with actions.



Materials:

- textbook pg-140, board, chalk / marker, duster, chart paper with designed “The cat in the Hat’ poem by Seuss

Information for Teachers

Jane Taylor (23 September 1783 – 13 April 1824) was an English poet and novelist best known for the lyrics of the widely known "[Twinkle, Twinkle, Little Star](#)". The sisters Jane and Ann Taylor and their authorship of various works have often been confused, partly because their early ones were published together. Ann Taylor's son, Josiah Gilbert, wrote in her biography, "Two little poems – 'My Mother,' and 'Twinkle, twinkle, little Star'".



Poem:

- Poems usually have rhyming words and this is how we can differentiate between poetry and prose.
- Poems also have a shorter sentence structure.
- The teacher must learn at least 2 to 3 poems by heart before the start of this period. It will help him / her teach this lesson easily.

Parts of a poem:

Title: The name of the poem is the title of the poem

Theme: The theme of the poem is let the reader know what the poem is about.

Verse: A single line in a poem is a verse of the poem.

Stanza: Stanza is more than two lines of a poem. The stanzas follow a common pattern.

Intonation: The description of an intonation pattern is the manner a person's voice raises and lowers dependent on what they are speaking about.

- An example of an intonation pattern is raising your voice at the close of a question.
- It is the variation in the pitch of the speaker's voice used to convey information or alter meaning.

There are three basic pitches in English – normal, high, and low.

- The normal pitch is whenever the voice usually is medium.
- High is wherever the voice rises to stipulate information focus.

- Low is where the voice falls, usually at the end of sentences.

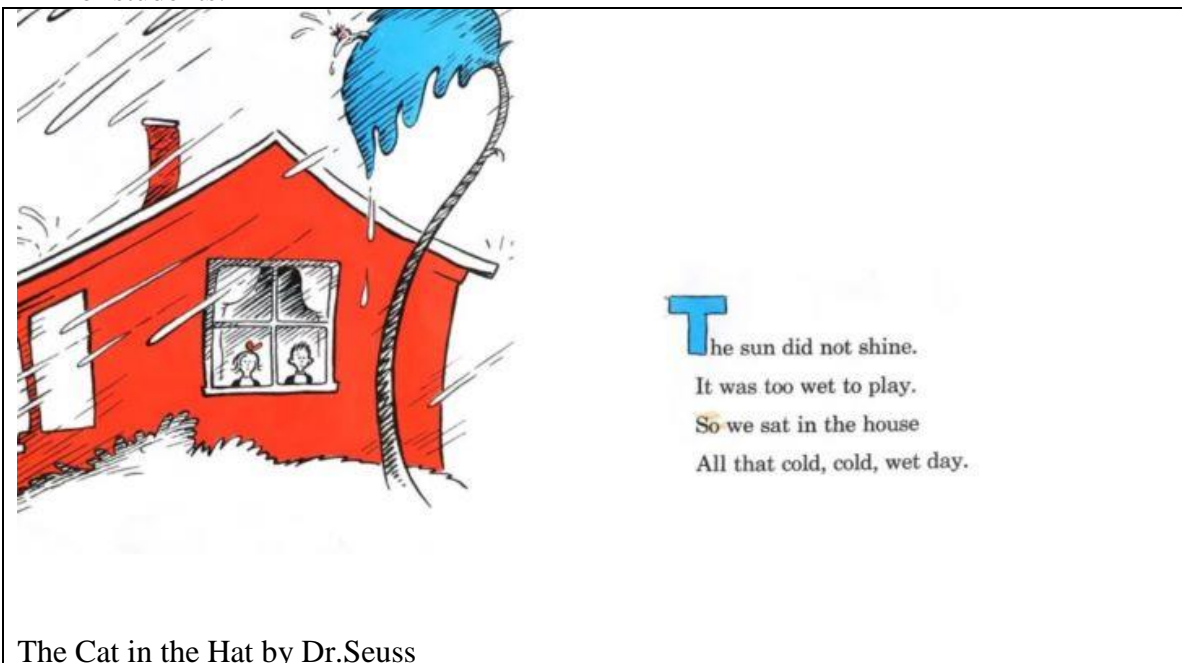
Introduction

- Tell the students to get ready for an interesting task.
- Instruct the students that you will be sharing a favorite childhood poem through actions and they are to guess the poem.
- Do the actions from a familiar poem (Twinkle, Twinkle little star or any other.)
- Instruct the students to guess the poem and sing along if they remember it.
- Appreciate the students who first guessed the poem through your actions. Keep doing the action and ask the students to sing along the actions. Finish the poem with actions.
- Ask student? “Why is it important to do actions with the poem?” (share with the students that actions and rhyme in poems help us remember the words and verses.
- Announce the topic by sharing with the students that today they will learn how to recite poem along with the actions.

Development

Activity 1

- Paste the famous poem stanza from The Cat in the Hat by Dr. Seuss on the board, designed on a chart paper by the teacher, or write it on the board.
- Divide the students into groups of 4 students each.
- Ask each group to first read understand and then practice to recite the poem with action.
- Give them 5 minutes for this task. After 5 minutes ask each group to come in front of the class, turn by turn, and recite the poem with actions.
- Give each group a minute.
- Appreciate their effort and do the recitation of the following stanza as model recitation for students.



The Cat in the Hat by Dr. Seuss



Activity 2 Part-1

- Tell the students to get ready to recite a beautiful poem by ‘Jane Taylor.’
- Give them little background about the poetess from the teacher information section.
- Stand at a place where every student of the class can see you easily. Recite the poem “Two Little Kittens” by Jane Taylor without actions, intonation or pauses.
- Now recite the poem with correct intonation. Give a lot of emphasize on the rhyming words. Teacher also needs to perform actions with the poem.
- If the teacher can’t perform he /she can select a few confident volunteers to come and perform actions while he / she recites the poem with them.
- Explain that actions help us appreciate and understand the poem better. The movement helps us keep the rhythm and rhyme of the poem.
- Try to use all the space available in the class. Take productive round in the class.
- Ask the students to follow you in reciting the poem with actions.

Activity 2 Part-2

- Divide the students into small groups/groups of four.
- Instruct them to practice the poem within groups along with actions.
- Tell them that they are free to change the actions of the poem according to their will but it should relate to the poem.
- Give them 5 minutes for this practice.
- After 5 minutes, invite each group on their turn to recite poem for the whole class.
- After all the presentations, ask each group to rate the performance of each group on the given criteria:

Criteria	
2 Thumbs up	Best performance
1 thumb up	Good performance

Activity 3

- Divide the class in two groups.
- Ask the students to find and encircle all the rhyming words in the book.
- Give them 2 minutes for this activity.
- Meanwhile, write one word from each stanza on the board that has a rhyming word with it. (don’t write the highlighted words on the board)

Key Rhyming Words:

Stanza 1: Night, **Fight**
 Stanza2: None, **Begun**
 Stanza 3: Broom, **Room**
 Stanza4: Mice, **Ice**
 Stanza5: Night, **Fight**

- Ask each group, on their turn, to write the rhyming word from the specific stanza of the poem, on the board.
- Ask them to speak with rhythm and action after writing on the word.
- This activity will continue till the end of the poem.

Conclusion/ Sum up/ Wrap up

- Conclude the lesson by asking the class to share the reason of reciting the poem with actions.

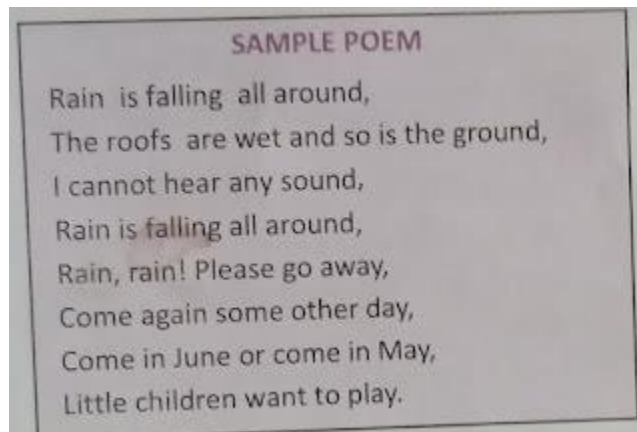
Assessment

- As there are 5 stanzas in this poem, so divide the students into 5 groups/ 5 pairs (depending upon the strength of the students).
- From each group, call one student.
- Show each member of the group, any one stanza from the book, and ask them to perform the actions without reciting the poem. Ask his group members to guess the stanza through actions and recite that part of the poem.
- Repeat this activity with every group member by giving another stanza from the same poem.
- Appreciate the students for their actions and performance. Ask the best performer to sit on the Hot Seat.

Note: Label a chair as the Hot Seat of the class. The student who performs best will sit on it and all the class will clap for him/her. (Optional)

Follow up

- Ask the students to recite and perform the poem in front of their parents and siblings.
- Give the students a new poem and ask them to come up with their own actions for each stanza of the poem.
- Ask each student to practice it and perform in the next class.



Unit 14: Together We Live

Topic: Rhythm, Stress and Intonation Patterns



Duration: 40 Minutes



Students Learning Outcome:

- Produce in speech and practice appropriate patterns of rhythm, stress and intonation in the English language by listening to stories and poems read aloud in class.



Materials:

- textbook pg-140, 141, chalk/marker, chart paper, colored markers/pencils, textbook, board, tape recorder or mobile +speaker (if possible)

Information for Teachers

“**Rhyme** is a strong repeated pattern of sounds and movement” (Oxford Learner Dictionary)

Intonation

- Rise and fall of voice in speaking
- Playing with the voice to make the text interactive

There are three pitches in English

1. Normal

The voice usually is medium.

2. High

The voice rises to highlight the importance of text

3. Low

- The voice falls, usually at the end of sentences.

Use of punctuation marks:

- Full stop (.) shows the completion of sentence
- comma (,) shows a brief pause
- Exclamation mark (!) describes emotions like happiness, sorrow, fear
- Question mark (?) shows an inquiry of a problem.

Stress:

- When we put when we put emphasis on a word or sentence it becomes a stressed word or stressed sentence.
- Its significance is that the position of stress can change the meaning of the word.
- Guide the students that we mostly stress nouns, adjectives, action words, etc. which are also called CONTENT WORDS.



Web Links:

- How to read the poem with intonation and stress “Two little Kittens”

https://www.youtube.com/watch?v=6_3qNVhVtr4

<https://www.youtube.com/watch?v=tDHiHX55xRY>

Introduction

- Start the Introduction activity with a sentence, “Today we are going to listen something very interesting”
- Use the below given link and play the audio of the poem with intonation on a recorder. (she/he may record her voice in her/his mobile phone and attach it with a small speaker.)

https://www.youtube.com/watch?v=6_3qNVhVtr4

<https://www.youtube.com/watch?v=tDHiHX55xRY>

Note:

If the teacher cannot do listening/speaking with recorder or mobile due to lack of resources, she may sing the first stanza with intonation to give the students taste of it.

Development

Activity 1 Stress

- Give the students three sentences to speak in different stress and rise and fall of voice i.e.
- Are you Sara who has completed Quran in two years?
- Instruct the students to, first utter the sentence with stress on the word YOU. Secondly, utter the sentence and stress on the word Quran. Thirdly, utter the sentence and stress on the word TWO YEARS?
- Ask students to find the difference of stress patterns that may change the meaning of the sentences.
- Practice same drill with many students.

Activity 2

Part A: short and long pause

- Divide the students into groups of four. (Group size depends upon class strength)
- Select any short story or a paragraph. (Sample short story is attached. You can take any story that has commas and full stops for practice.)
- Give each group a printout of story.
- Guide children to take short and long pause.
- Ask the children to stop on a full stop and take a breath.
- Guide them to take a short breath on a comma.
- This exercise provides effective speech patterns in intonation.
- Let the students practice in groups to read story by the group members on their turn.
- Take productive rounds in the class
- Ask few students to read aloud the paragraph and correct them where ever required.



Activity3 The rise and fall of speech

- Divide the class in 4 groups.
- Guide them to practice and perform the poem in the same way as practiced.
- Divide stanza 2, 3 4 and 5 of the poem among the students.
- Let the students identify stress by underlining it.

E.g.

The old woman took

The sweeping broom,

And swept them both

Right out of the room.

Guide them with simple signs like **∩** for rise of pitch and **U** for fall of pitch of voice.

*They found it much **∩** better*

*That stormy **∩** night, **U***

*To lie **∩** by the fire, **U***

*Than to quarrel **U** and fight. **U***

Note: Guide the students how rhythm is formed with the flow of voice which create music in their speech. Refer back to the poem recitation they did in the same chapter.

Conclusion/ Sum up/ Wrap up

To present the text of story and poem in an interactive way, stress, intonation and rhythm help to speak with clear meanings. It also creates fun in reading.

Assessment

Assess the students through their responses by checking their pronunciation, intonation, stress and rhythm in all activities and announce winner.

Write all simple signs for stress **∩**, intonation and rhythm (**∩** , **U**) and ask their use.

Homework

Find a sentence from the book that changes its meaning when put stress on different words. Practice it at home and then share it with the class the next day.

Story-Activity 2



One day, an ass wears (n) a lion's skin (u) that the hunters left (n) to dry (u). He put it on and walked towards the jungle, giving animals and people a fright on their way. The ass was very proud (n) of itself that day (u) and brayed loudly (n) in delight. Immediately (n), everyone realized that it was an ass (n) in the lion's skin (u) and gave it a good beating for frightening (n) them. The fox then says to the donkey: "I (n) knew it was you (n) by your voice." (u)

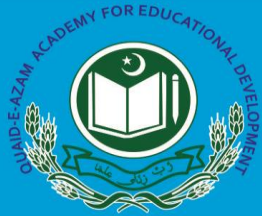
Moral: *Fine clothes may disguise, but silly words disclose a fool.*



ENGLISH-IV		
List of Contributors		
Sr.No.	Name	Organization
Management		
1.	Allah Rakha Anjum	Director General, Quaid-e-Azam Academy for Educational Development, Punjab, Lahore
2.	Asif Majeed	Additional Director General, Quaid-e-Azam Academy for Educational Development, Punjab, Lahore
Developers		
3.	Mussarat Shahid	Head of Writing Centre, Forman Christian College University
4.	Nadia Jaffery	Principal, ZICAS School System, Lahore
5.	Ayesha Zafar	English Teacher, Beaconhouse School, AIT Campus, Lahore
Reviewer		
6.	Saira Shoukat	P.D Manager, Akhuwat Professional Development Centre, Lahore
Quality Reviewers & Editors		
7.	Aruj Khalid	Learning Alliance International School, Lahore
8.	Sanobar Shaheen	Director Academics, MultiplyEd
9.	Parveen Din Muhammad	Subject Specialist, Quaid-e-Azam Academy for Educational Development, Punjab, Lahore
Proofreader		
10.	Sanobar Shaheen	Director Academics, MultiplyEd
Supervision and Coordination Team		
11.	Saif ur Rehman Toor	Course Coordinator, Quaid-e-Azam Academy for Educational Development Punjab, Lahore
12.	Parveen Din Muhammad	Subject Specialist, Quaid-e-Azam Academy for Educational Development, Punjab, Lahore
13.	Fozia Inam	Sr. Subject Specialist, Quaid-e-Azam Academy for Educational Development, Punjab, Lahore
14.	Dr. Alia Sadiq	Sr. Subject Specialist, Quaid-e-Azam Academy for Educational Development, Punjab, Lahore
15.	Dr. Adila Khanam	Subject Specialist, Quaid-e-Azam Academy for Educational Development, Punjab, Lahore
Designing, Composing & Layout		
16.	Asim Jacob	Assistant, Quaid-e-Azam Academy for Educational Development, Punjab, Lahore
17.	Omer Farooq	Freelance

جملہ حقوق بحق ناشر قائد اعظم اکیڈمی فار ایجوکیشنل ڈیولپمنٹ 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



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