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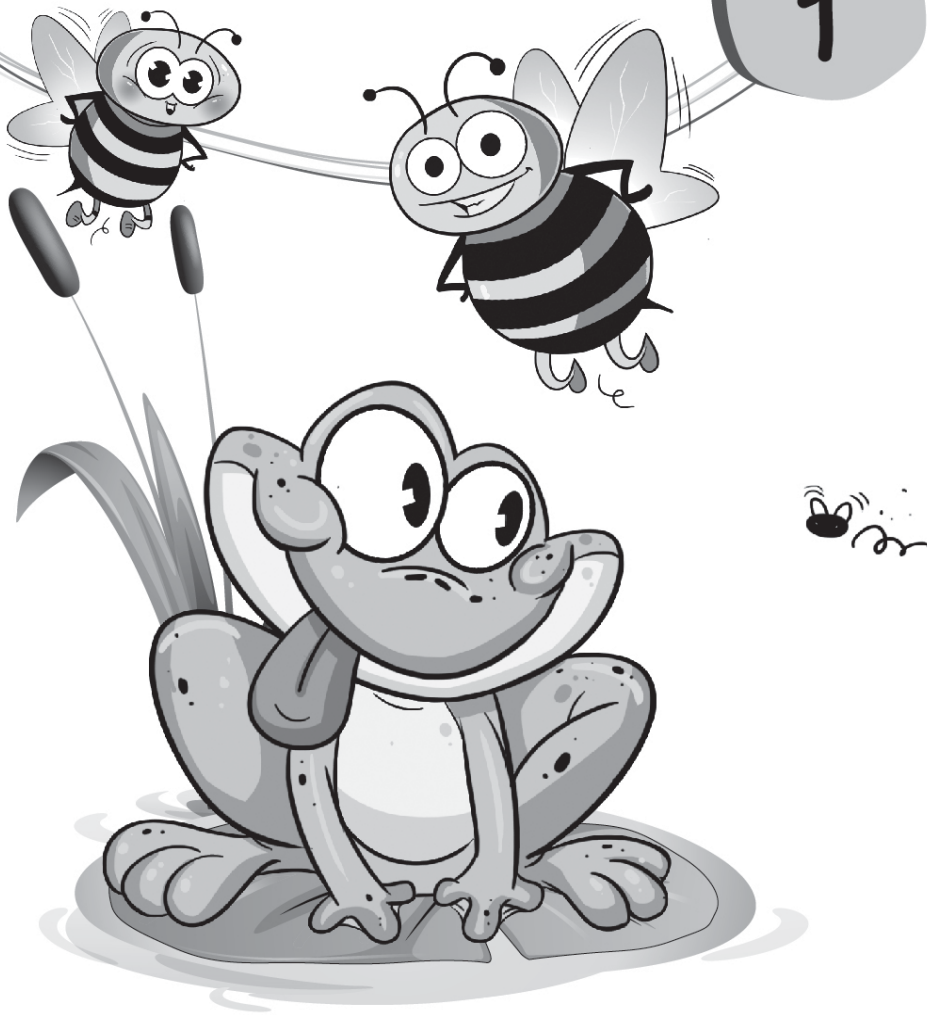
In the Name of Allah, the Most Gracious, the Most Merciful

SPECTRUM ENGLISH

FIRST TERM

TEACHING GUIDE

1



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Spectrum
Enlightening Generations

Spectrum English Grade 1

Teaching Guide

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Introduction to Spectrum English Series Books 1-5

Spectrum English series Books 1- 5 aim to develop and strengthen English language skills of the children in Pakistan. The series is specifically designed for Elementary and Primary students and focuses on modern ELT practices and allows teachers to practice latest teaching pedagogies through a variety of texts, exercises, and project-based activities.

By the time students complete this series in Grade 5, they will be familiar with different genres of text, various levels of questions, assessment techniques and popular language development methods such as role plays, small skits and listening and speaking activities.

Each unit is divided into several sections: Reading comprehension, vocabulary enhancement, grammar, phonics, and communication. Each reading comprehension is based on a different genre and difficulty level. Special care has been taken to ensure there is progression in each book (from Book 1 – 5) along with a smooth progression between reading exercises, vocabulary, and grammatical activities in each unit.

Reading comprehensions are theme-based and subsequent questions are based on diverse levels of Blooms Taxonomy which encourage children to use their critical and analytical skills. Formative assessments and project-based activities form an essential element of each comprehension passage. Project-based activities motivate students to relate situations given in stories to real-life scenarios and develop problem-solving skills. Formative assessments will help instructors evaluate each student's comprehension skills.

Vocabulary is one component where students in Pakistan face a lot of difficulty. They can learn the meanings of difficult words but are unable to use these words on their own. Vocabulary enhancement section in Spectrum series will help students not only learn difficult words but also use them in different contexts and literature.

Most institutions want their students to acquire a strong grammatical foundation by reading different texts and books. Spectrum series explains grammatical concepts in great detail using a number of examples and practice exercises. The thought behind this approach is to help students gain familiarity and apply grammatical concepts in various contexts.

Phonics have been discussed in each level because pronunciation is an important of language – without it a language cannot be spoken well. Students should be able to pronounce single and double letter words correctly. Similarly, teaching digraphs and trigraphs, contractions as a part of phonics are essential to acquire correct pronunciation skills.

Each unit of Spectrum series contains an oral communication part which is mostly based on role-plays. It is encouraged that students get into a character's shoes and perform the role accordingly. Such an activity will help students improve their listening and speaking skills as well as enable them to express their emotions and feelings positively.

It is important to note that Spectrum English series follows progression according to the Single National Curriculum (SNC) 2020. Theme chosen for each chapter are according to the ones mentioned in SNC. Grammar, phonics, and oral communication also closely follow the standard mentioned the SNC document.

The Instructional Strategies of the Course

Spectrum English series Book 1 – 5 does not support memorization. Students are expected to apply critical and analytical skills to solve questions and work on projects to gain a clearer understanding of facts. While working on projects, students will need to form homogenous and heterogenous groups to gather information. Similarly, oral communication activities will work best when students work in pairs and take turns to perform roles. Teachers are requested to help students build connections with situations given in the units with real-life circumstances and adopt a problem-solving attitude.

Themes and sub-themes in this series have been chosen according to SNC bearing in mind Islamic integration in each unit. The units aim to instill Islamic values in students.

Spectrum English series Book 4 Teaching Guide

Spectrum English series Book 4 Teaching Guide contains 151 lesson plans along with differentiated learning, 12 reviews (for each chapter), and 3 assessment papers with marking keys.

The lesson plans contain many student-centered classroom activities, which will build on the students' prior knowledge, keep them engaged and will make learning interesting. Teachers can choose a variety of these activities bearing in mind the structure of their lesson, student groups and appropriateness of the activity in relation to the concept being discussed.

Each lesson plan has six key elements:

- Student Learning Objectives
- Warm up
- Instructions
- Differentiation
- Wrap Up
- Homework

1- Student Learning Objectives (SLOs):

SLOs are carefully planned goals for what students will learn over a given time. They specify what students will know, be able to do or be able to demonstrate when they have completed or participated in an activity. Teaching instructions are devised keeping in mind the SLOs – in other words we can state that various instructional strategies are used to achieve the specific SLOs.

2- Warm Up:

Warm up activities are ice breakers. These are performed to develop students' interest in the topic and create engagement. Warm up activities are usually used as energizers; they introduce the topic lightly and

lay the foundation for the entire teaching block. In a student-centered classroom, further lesson instructions are based on the warm up activities because responses elicited during the warm up session will decide the direction and tone of the lesson.

The following activities have been used in warm up session. Teachers can create their own warm up activities as well.

- Play a game (for Elementary and Primary levels):

This is the most exciting warm up activity. Teachers can design and play a variety of games with the students. Games are particularly quite popular with grade 4-5 students because they have a lot of energy and require movement.

Teachers can play a variety of games like hang man, treasure hunt, determine my position (to teach prepositions), you and I (to teach pronouns), etc. Teachers can devise their own games based on their understanding of their students.

- Start with an image/video/object:

This warm up activity immediately grasps each student's attention. Stick an image or as many images as you want on the board and let students guess what they are. Generate a discussion around these images and let every student participate.

Similarly, show a video or an object and generate a discussion around it.

- Draw on board:

In this activity, invite a student to draw an image related to the topic on the board. The rest of the class can help this student. Alternatively, teachers can draw an image too and encourage students to help.

- Ask for predictions:

Before starting the new topic or a sub topic, ask students their predictions about it. This warm up is particularly helpful in literature, language, and science activities. Ask students to keep the list of their prediction handy and they can tally how correct their guesses were later, after the lesson has been taught to them.

- Make Something (Elementary and Primary levels):

Teachers can provide stationery items like glaze papers, sticks, colourful sheets and encourage students to make objects. This warm up can be used to set the tone for science lessons. Also, objects can be further refined in the arts and crafts block, creating an integration of subjects.

- Thought Experiment:

Thought experiments are performed in the imagination. We set up some situation, we observe what happens, and then we try to draw appropriate conclusions. In this way, thought experiments resemble real experiments, except that they are experiments in the mind. Teachers can use this warm up in science lessons. In some cases, thought experiment can also be used in Mathematics and Social Studies lesson plans.

- **Observe Nature:**

Teachers can take students outdoors and encourage them to observe nature around them which is also related to the topic. For example, shadows can be observed outdoor. Similarly, plants, weather, clouds, sky, sun, etc. can be observed outdoors. This warm up will automatically infuse enthusiasm in students and will serve as a refreshing activity with a purpose; teachers can then take their entire lesson outdoors. This is ideal for Elementary students.

- **Define Key Terms:**

Teachers can write key terms on the board and ask students to guess what each means. The lesson can be taken forward using the definitions of key terms. This warm up can be used for Elementary level too.

- **Make a list:**

Teachers can present an imaginary situation to the students related to the concept and ask then devise a list related to the topic and situation. For example, while teaching science unit 'Plants,' teachers can ask students to list various parts of the plant and explain what each does. This activity will immediately get students engaged in writing, creating a peaceful learning environment in classrooms.

- **Entrance slips:**

Entrance slips are given to students as they are entering the classroom and should be completed within the first two or three minutes of class time. Students may list one or two key pieces of information from yesterday's lesson or reading, recall something personal that relates to the lesson's topic of the day (for example, if today's poem is about basketball, ask students to name a favourite hobby and how it makes them feel) or write down something related to a previous lesson that they would like to learn more about.

These can be used for Primary level and above. Teachers can develop their own questions as needed.

Some sample questions are:

- Write one thing you already know about the topic...
- Tell me 3 things that help you learn in my class....
- What are you looking forward to finding out about in today's lesson and why?

3- Teaching Instructions

The third element of lesson plan is instructions. This is the most crucial element of the lesson plan as teachers will devise and implement their teaching strategies here. It lasts for about 25 mins but teachers can alter time limit according to their needs.

Facilitation in classrooms focuses on the four skills of the learners: reading, writing, listening, and speaking. Each lesson plan incorporates the four skills carefully for holistic learning to take place in student-centered classrooms. The four skills are defined as:

- **Reading:**

Always engage students in a reading task so the teaching doesn't get monotonous. Reading will help students understand written instructions, improve their comprehension skills, and help them become familiar with different vocabulary words.

Reading doesn't always need to be in the form of a comprehension passage, reading anything as simple as a rubric written in Math textbook will also suffice. Ideally, Math, Science and Social Studies teachers are requested to provide students extra reading resources to improve their understanding. Alternatively, teachers can give research projects to hone reading skills of their students.

- **Writing:**

This will immediately engage all the students in the class. Writing is a gem to pick. An individual with explicit writing skills is always victorious at expressing oneself. The writing skill is the 'hard copy' of your intellectual level or the level of your expression. Writing as much as a few sentences in every class will bring about a positive change in students.

- **Listening:**

Listening is an important part of all the subjects. Listening is not merely hearing: it is a state of receptivity that permits understanding of what is heard and grants the listener full partnership in the communication process. Teachers must encourage students to listen to each other and respond appropriately, not react.

- **Speaking:**

Speaking is special; this skill is as important as the others. When students have read and heard ideas - all they need now is to express themselves through their speaking skill. What they speak will determine their expressiveness.

Students must be encouraged to speak their minds in a safe classroom environment. It is important that all teachers emphasize on using English as the medium of communication in all their classes.

4- Differentiated learning:

Differentiated learning is an integral part of every lesson plan. The lesson plans given Spectrum English series Book 4 Teaching Guide contain differentiation activities as well as relevant worksheets so each learner can gain at least a basic understanding of the SLO and is able to relate to it. Differentiation can be done in several ways in classrooms. Teachers can use the following strategies to execute effective differentiated learning in their classrooms.

- **Flexible grouping:**

Flexible grouping is a data-driven teaching practice. With this practice, you put students into temporary groups to work together for as long as they are needed to develop an identified skill or to complete a

learning activity. The groups can be heterogeneous (made up of varying skill levels) or homogeneous (made up of the same skill level). The groups change often based on the learning objective and students' needs or interests.

- Cooperative learning with varied tasks:

Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn.

Within a heterogeneous cooperative group, differentiate tasks by complexity and quantity. A cooperatively structured lesson where everyone performs the same activity barely hints at cooperative learning's potential. Students in a cooperative learning group can engage in tasks with distinct levels of complexity and learn different amounts of material. Every student learns something that he or she doesn't already know; all students contribute to a common goal.

- Adjust questioning:

Give varied questions to students based on their understanding of the concept and abilities. Less challenging question will help slow learner gain confidence and will enable them to learn the same concepts as the rest of the class.

- Choice provided:

Give learners with different abilities multiple choice questions, cross words and worksheets which can help them understand the concepts better.

- Peer support

Students can participate in peer support activities that can further strengthen their academic engagement and class participation. Peer support increases their opportunities to receive and provide social support. It helps them acquire added support and advocacy skills

- Think-pair-share:

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer.

This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response.

Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning.

Think-Pair-Share can also be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

5- Wrap up

Wrap up can be done in several ways. Teachers can use the following strategies to perform an engaging and meaningful wrap of classroom learning.

Exit Slips:

Exit Slips provide teachers with an informal measure of how well students have understood a topic or lesson. They help students reflect on what they have learned. They allow students to express what or how they are thinking about current information.

Some questions teachers can ask in exit slips are:

- Write one thing you learned today.
- Discuss how today lesson could be implemented in the real world.
- I didn't understand...
- Write one question you have about today's lesson.
- Did you enjoy working in small groups today?
- I would like to learn more about...
- Please explain more about...
- The thing that surprised me the most today was...
- I wish...
- Beat the clock:

Teacher poses a question regarding the lesson at the end of the class. Students can either quickly write answers in their notebooks or think of the answers. Teachers must time each activity. Usually, a minute is given to think of the answer and another minute is given to verbally answer the question. In case, teacher decides to ask students to write the answer, then 2 minutes are given to the students to complete the task.

- How to use it?

Teachers encourage the students to apply the knowledge they have gained during the lesson in their daily lives. This wrap is ideal for Urdu and Islamiyat subjects as it involves the application/implementation of concepts, ideas, and learning.

- Teach your junior:

This wrap up involves teachers encouraging students to form groups in class and instruct students in junior grades. The teaching and learning needs to take place before the next lesson. Ideally, students teach in groups to their junior students. Teachers in higher grades (3 onwards) can use this wrap up strategy.

- Review it

Teachers give a few minutes to the students to review the lesson and ask any questions. Review helps students to reflect on their learning. Once done, the teacher can ask students different questions to check their understanding.

6- Homework

Homework is given as and when needed. Teachers decide what is to be given as homework. Teachers are encouraged to give assignments and projects instead of simple questions and answers as homework.

Conclusion

We hope teachers and students will enjoy using Spectrum English series Books 1-5 thoroughly. The books contain modern teaching approaches and supports classrooms where students are empowered. The series will help students become efficient users of English Language. Please adapt it to the specific needs of your learners, but bear in mind that textbooks are only a resource to facilitate learning. The actual learning goals and objectives are driven by the teachers, who can never be replaced.

Remember, traditional teaching styles have become obsolete now and the young minds of today want 'learning facilitators' not typical teachers. Therefore, empower students and see how students will take charge of their own learning.

We wish all the teachers and students using Spectrum English series Books 1-5 all the best.

May Allah guide you in every step and grant you success. Ameen.

Unit 1 – Allah is with Me

Unit Overview

Unit 1 asserts that Allah is with us all the time.

We love Allah. He has an incredibly special and strong relationship with us. We talk to Him and confidently pour our heart out to Him.

Whenever we need something, we pray to Allah. He answers our prayers and gives us all that we need. He knows best what we need and what we do not need or what is good for us and what is not good for us. Allah loves us, takes care of us, protects us, and answers all our prayers.

Allah is our Lord and the Most Powerful. If Allah is with us, we do not have to be afraid of anything or anyone.

Model Answers

Exercise A

Answer 1 – Allah is with us all the time.

Answer 2 – Allah protects us.

Answer 3 – Allah gives us all the things we need.

Exercise B

Instruct students to write the English alphabets in their four-lined notebooks. Walk around the class and supervise students' work. Some students might need your help in writing the alphabets correctly. With the help of four-lined paper, explain students what are sky, grass and root letters.

Exercise C

Show them two books (as an example) and explain that the plural of book is books. Similarly, show them two pens and explain that the plural of pen is pens. Read out the singulars and plurals, and encourage students to repeat after you.

Exercise D

Show a big toy and a small toy. Explain students the concept of opposites using two different toys. Read out the opposites and encourage students to repeat after you.

Exercise E

Hold a pen in your hand and say, "This is a pen." Then, point out to the classroom door and say, "That is the door." Emphasize on the words "this" and "that" and explain that "this" is used to point at objects near you, while "that" is used to point out far out objects.

Next, hold two pens in your hands and say, "These are pens." Then, point out to the students' desk and say "Those are desks." Emphasize on the words "these" and "that". Explain that "these" is used to point at nearby objects while and "those" is used to point out objects far out.

Exercise F

It is important to clarify the concept of is, are, am, was, were and will be to the students. This exercise focuses on the usage of these words in different context.

Also, explain that a sentence starts with a capital letter and ends with a full stop. Write a sample sentence on the board to explain. For example, write, “This is a box.” Now, point to T and explain T is capital because it comes at the beginning of the sentence. Similarly, point to the full stop and explain a full stop indicates the end of sentence.

Read out the sentences given on page 11 and encourage students to repeat after you.

Exercise G

1 – This is a book.

2 – Those are balls.

3 – The glass was full before.

4 – My name is Ali.

5 – They are girls.

6 – This is a wet shirt.

Lesson Plan 1

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 1	Unit Title: Allah is with Me
LP: 1	Textbook Page/s: 04 – 05	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Explain Allah is the Most Powerful and the Most Merciful.
- Reflect that only Allah fulfils all our needs and answers our prayers.
- Infer that we should pray only to Allah when we need something and firmly believe that He will grant us what is good for us.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash Cards with pictures of world, trees, flowers, sea, animals, mountains, etc.
- Prayer Mat

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up: Game Time</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Then, make an announcement that you are all going to play a game.</p> <p>Divide the class into two groups, A and B (noise level might increase, so keep instructing the students not to be so loud). Draw two columns on the board and then explain the game to the students.</p> <p>Instruct that you will show a few flash cards and students will have to identify the pictures.</p>

	<p>The team which answers correctly more will win.</p> <p>Show flash cards containing the following pictures: World, flowers, trees, sea, animals, mountains, etc. (You can add some more of your choice). Once, the students have correctly guessed the flash cards, ask questions like:</p> <ul style="list-style-type: none"> - Who is the Creator of our world? - Who has made the trees? - Who has created the mountains and the seas? <p>As soon as the students answer Allah, write Allah on the board. Encourage students to read and spell the word Allah. Then, ask further:</p> <ul style="list-style-type: none"> - Can you tell how many times do we pray in a day? And in which month do we observe fasts? <p>Once done, tell them, “Today, we are going to learn more about our Creator, Allah. He loves us and answers our prayers.”</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions: Instruct students to open their textbooks to pages 04 and 05.</p> <p>Reading: Encourage students to read the chapter in pairs. Once done, encourage them to discuss it in pairs. Move around the classroom, listen to their discussions and guide the students where needed. (05 minutes)</p> <p>Listening and Speaking: Ask the students to discuss their understanding of the lesson with you. Gently correct and guide them. Ask these questions to elicit relevant answers from students:</p> <ul style="list-style-type: none"> - What have you understood from this lesson? - Who is with us all the time? - Who knows what is in our hearts and on our minds?

	<p>Build the context by explaining to students that we must rely only on Allah as He cares for us and protects us all the time. We should ask Allah for anything we need as only He can fulfil our wishes. Allah has created this entire universe and He is the Most Merciful.</p> <p>Explain to students that we must pray five times a day, recite the Holy Qur’an daily and do honorable deeds to show our love for Allah and earn Jannah. Show praying mats to the students and tell them that we face Ka’bah while praying.</p> <p>Ask students: What is the boy shown in the picture on Page 04 doing?</p> <p>Take the conversation further by discussing about the Masjid. (10 minutes)</p> <p>Writing: Discuss answers to questions 1, 2 and 3 given on Page 06 with the students.</p> <p>Instruct them to write answers in complete sentences in their notebooks. (10 minutes)</p> <p>Differentiated Learning: Some students might take time in writing answers. They are differently-abled students. Write Allah on the board for them to copy.</p> <p>Some students might complete their work early. They are fast learners. You can keep them engaged by giving a few extra questions like:</p> <ul style="list-style-type: none"> - Name the five prayers. - What is the Masjid? - Give some examples of good and bad deeds.
08 minutes	<p>Wrap-up: Class Discussion</p> <p>Ask students what they have learnt in today’s class. Ensure students’ talk time is more than yours. Encourage those who have not spoken to participate in the discussion.</p> <p>Ask questions them like:</p>

	<ul style="list-style-type: none">- How can we show our love for Allah?- Can you tell who has created everything in this world?- Whom should we ask if we need anything?- How do we ask Allah for something that we need?
02 minutes	<p>Homework:</p> <p>Ask students to learn the following spellings for homework:</p> <ul style="list-style-type: none">• Protects• Answer• Something• Powerful• Care• Time <p>You can also give these words for writing practice.</p>

Lesson Plan 2

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 1	Unit Title: Allah is with Me
LP: 2	Textbook Page/s: 06 – 07	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify both capital and lower-case letters of the English alphabet.
- Differentiate between consonants and vowels.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Blocks of Letters (Letters are written on wooden cubes. Easily available at stationery shops.)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask your students if they remember the alphabet song. Point to the alphabet chart and ask them to sing the alphabet song.</p> <p>The song is: a b c d e f g h i j k l m n o p q r s t u v w x y z. Now I know my a b c, can you all sing with me?</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Game Time: Tell the students that they are going to play a game today.</p> <p>Point to the alphabet mat with upper case alphabet and show them the sticky notes with</p>

	<p>lower case letters written on them. Tell students that you will give them each a sticky note (random lower-case letter) and they will have to stick it right next to its corresponding upper-case letter on the mat.</p> <p>Ask students to form a line and come to you to collect their sticky note (give them random letters so they must look for the corresponding upper-case letter).</p> <p>If you have 25 students in your class, then each will get a new letter, else repeat lower case letters.</p> <p>Reading, Listening and Speaking: Once finished, gather all the students around the mat and ask:</p> <ul style="list-style-type: none">- Are all the lower-case letters correctly placed?- Can you tell me which letters are called vowels?- Can you tell me which letters are called consonants? <p>Students might take some time to guess. Listen to what they have to say.</p> <p>Topic: Tell students they will learn more about letters in today's lesson.</p> <p>Use block letters to explain that a, e, i, o, u are vowels while other letters are consonants. Separate vowels and consonants blocks and let students touch them so the concept gets clearer.</p> <p>Write a, e, i, o, u and all the consonant letters on the board for students' revision.</p> <p>Writing: Ask students to return to their seats. Ask them to write vowels and consonants in their notebooks. Keep monitoring the students' work.</p> <p>Encourage students to learn vowels by heart over the year.</p>
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	<p>Differentiated Learning: Some students might find it hard to understand vowels. Explain them again separately using the blocks.</p> <p>Some students might finish their work early. Ask them to identify and collect vowels written on sticky notes in lower-case from the alphabet mat.</p> <p>Ask them to stick the sticky notes under the vowels written on the board.</p>
08 minutes	<p>Wrap-up (Class Discussion):</p> <p>Ask whole class to repeat vowels after you.</p>
02 minutes	<p>Homework:</p> <p>Ask students to write all sky, grass and root letters in their homework notebooks. Learn vowels a,e,i,o,u.</p>

Lesson Plan 3

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 1

Unit Title: Allah is with Me

LP: 3

Textbook Page/s: 06 – 07

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Differentiate between sky, root and grass letters.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Four-lined alphabet chart
- Alphabet mat/carpet (upper case)/Flash cards spread on the floor

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Show vowel blocks to the students. Ask them if they remember these vowels. Encourage them to tell you the vowels. Write them on the board as they tell you.</p> <p>Next, ask students if they know the consonants. Write them on the board as students tell you.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Topic: Tell students that they will study letters in today's lesson.</p>

	<p>Reading, Listening and Speaking: Gather all the students around the mat used in the previous lesson and ask:</p> <ul style="list-style-type: none"> - Are all the lower-case letters correctly placed? - Look at all the letters. Which ones touch the top blue line? Write b d f h k l on the board. - Look at the letters. Which ones remain in the middle two red lines? Write a c e i m n o r s u v w x z on board. - Look at the letters. Which ones touch the lower blue line? Write g j p q and y on the board. <p>Students might take some to guess. Listen to what they have to say. (10 minutes)</p> <p>Ask students to return to their seats.</p> <p>Next, stick four-lined paper alphabet chart on the board (do it while students are returning to their seats or do it before starting the lesson). Use it to explain that all the letters touching top blue line are called sky letters. Point to the middle lines and explain that letters that remain within the middle red lines are grass letters. Point to the lower blue line and explain that letters touching the bottom blue line are called root letters. (15 minutes)</p> <p>Differentiated Learning: Some students might find it hard to understand the concept of sky, grass and root letters. Sit with them, write the letters in their notebooks and explain the concept again.</p> <p>Some students might finish their work early. Ask them to identify and collect sky, grass and root letters sticky notes from the alphabet mat.</p> <p>Make columns for sky, grass and root letters on the board. Ask them to stick the sticky notes in the correct column on the board.</p>
08 minutes	Wrap-up (Writing):

	<p>Ask students to open their notebooks and write sky, grass and root letters. Take rounds and guide students.</p> <p>Once students have finished their work, repeat sky, grass and root letters as a class.</p>
02 minutes	<p>Homework:</p> <p>Ask students to write all sky, grass and root letters in their homework notebooks.</p>

Lesson Plan 4

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 1

Unit Title: Allah is with Me

LP: 4

Textbook Page/s: 07 – 08

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Infer singular and plural noun forms of different words.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Several objects from class (teacher can point at them)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them to settle down in their chairs. Bring your chair forward and ask students how many chairs are these? Students will answer, one chair. Write chair on the board.</p> <p>Then ask them to count how many chairs are there altogether in the classroom. Help students count as they may not know counting beyond 10. Suppose all count 25 chairs. Write chairs on the board.</p> <p>Now, ask students to identify the difference between both the words – chair and chairs. Help students understand that chairs have an “s” at the end. Plurals means more than one, singular is just one. Use different colours of chalk/marker to make the distinction clear and interesting.</p>

25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Listening and Speaking: Topic: Tell students they will study singulars and plurals in today’s lesson.</p> <p>Hold a book in your hands. Ask how many books you are holding. Students will answer one book. Write book on the board. Explain that book is singular as it is one.</p> <p>Next, hold two books in your hands and ask how many books you are holding. Students will answer two books. Write books on the board. Explain again that books are plural. It means more than once.</p> <p>Similarly, hold a pen in your hand. Ask students how many you are holding. They will answer one pen. Write pen on the board.</p> <p>Next, hold three pens in your hands. Ask students how many pens you are holding. They will reply three pens. Write pens on the board.</p> <p>Explain that pen is singular so it means one, pens are plural so it means they are more than one.</p> <p>Now ask children to count the number of desks in their class individually. Suppose students answer 15 desks. Write desks on the board.</p> <p>Now, ask them to count your desk. They will say one desk. Write desk on the board and explain the concept of singular and plurals again.</p> <p>Repeat with different examples. (10 minutes)</p> <p>Reading: Ask students to turn to pages 07-08. Ask them to read the singulars and plurals in</p>

	<p>pairs. After they have read, with the help of pictures given in the textbook, explain singulars and plurals once again.</p> <p>Treat singulars/plurals in textbook as sight words. (05 minutes)</p> <p>Writing: Now draw two columns on the board – singulars and plurals. Write “bag” in both the columns.</p> <p>Hold one bag in your hand, and ask, “Students, how many bags are there?” When students reply one, ask if one bag is singular or plural.</p> <p>Next, hold three bags in hand and ask, “How many bags are there?” When students answer three, ask if bags are singular or plural.</p> <p>Ask students how to change singular into plural form. Invite any one student to come to board and change bag into its plural form by adding s.</p> <p>Repeat this exercise with more words (at least 5 words) and different students. You can use the following words: Cap, Map, Park, Hat, Door (10 minutes)</p> <p>Differentiated Learning: Some students might find it difficult to understand the concept of singulars and plurals. Call them to the board, and use any one word to explain the concept again. For example, use the word “cap”. Write cap and caps side-by-side. Explain singular does not have “s” at the end, while plural contains “s”. Point to the letter “s” and explain plural means more than one.</p> <p>Repeat this with a few more words.</p> <p>Meanwhile, some students may have understood this concept clearly. To keep them engaged, give them worksheets with the following words: Star, hand, mop, top, shop. Ask them to form plurals of these words by adding “s” at the end.</p>
08 minutes	Wrap-up (Class Discussion):

	<p>Now, send all the students back to their seats.</p> <p>Start the wrap-up by asking students, “What does singular mean?” Show a pencil box and ask if it is singular or plural. Show two pencil boxes and ask if they are plural or not.</p> <p>Repeat this with a few other objects.</p>
02 minutes	<p>Homework:</p> <p>Make plurals of the following words: Girl, Leg, Top, Fan, Window, Car</p>

Lesson Plan 5

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 1

Unit Title: Allah is with Me

LP: 5

Textbook Page/s: 07 – 08

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify and pair singular and plural noun forms of different words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- At least four sets of 20 cards with singulars and plurals mentioned

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask students if they remember what they did in the last class.</p> <p>Give hints like one girl, two girls – what are they? Singulars and Plurals.</p> <p>Give few more examples, like one car, five cars, one hat, ten hats.</p>
25 minutes	<p>Lesson Structure: Class Activity</p> <p>Instructions:</p> <p>Reading, Listening and Speaking: Topic: Tell the students that they will play a game today.</p> <p>Divide the class into four or six groups. Explain that each group will get a set of 20 cards with matching singulars and plurals. They will have</p>

	<p>to match and pair the singulars with relevant plurals.</p> <p>Hand each group their cards and explain they have 15 minutes to match the singulars with plurals. Show them to keep singular cards next to their plurals.</p> <p>(Use these words in singular and plural forms on the cards: boy, cow, desk, cat, shop, bee, bottle, boat, river, cup, step, etc.)</p> <p>Distribute the cards and take rounds to manage/supervise and check their work.</p> <p>Once 15 minutes are over, ask each group to stop working. Now go through each word one by one. Ask each group to answer one question. You can give points to each group and make this activity more interesting for students. The winning group will get a huge round of applause. Or you can arrange for a small prize.</p> <p>Writing: Give the attached worksheet to students to solve.</p> <p>Differentiated Learning: Differently-abled learners might find it difficult to pick the correct singulars and plurals. Pair them with fast learners so that pair learning could take place. Alternatively, spend more time at their desk helping and guiding them. You might have to review their concepts once again. In that case, spend some extra time with them after class to clear concepts.</p> <p>Fast learners might hijack the activity altogether. It is best to keep an eye on them and later give their group extra words to pair.</p>
<p>08 minutes</p>	<p>Wrap-up (Class Activity):</p> <p>Write cat, pet, answer, bed on the board.</p> <p>Ask students (especially differently-abled learners) to make plural forms.</p>

	After this activity, students should have a clear understanding of how to form plural forms by adding “s”.
02 minutes	Homework: Make plurals of the following words: Girl, leg, top, fan, window, car.

Lesson Plan 6

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 1

Unit Title: Allah is with Me

LP: 6

Textbook Page/s: 08 – 09

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Form plurals of singular words by adding –es, –ves.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Books, boxes, pencils, leaves, pictures of lunch, tomato, potato, glass, watch, dish, etc.
- At least four sets of 20 cards with singulars and plurals mentioned
- Worksheets

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask students if they remember what they did in the last class. Show them five books and ask if they are singular or plural. Help them spell “books” for you.</p> <p>Similarly, show one pencil and ask if it is singular or plural. Help them spell pencils.</p>
25 minutes	<p>Lesson Structure: Class Activity</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

Topic: Tell the class they will learn more about plurals in this class. Explain that plurals are not only formed by adding –s. There are times when we need to add –es, and –ves to form plurals too.

Show them two boxes (any boxes would do). Ask them: What is the plural of box? Write box/boxes on the board. Similarly, show them a picture of lunch meal. Ask them if they can figure out the plural of lunch. If not, then write lunch/lunches on the board.

Give more such examples. You can introduce and ask plural words like potatoes, tomatoes, matches, watches, glasses, dishes. Write all these plural words on one side of the board.

Next, tell students that we can add –ves to form plurals too.

Show them some leaves. Ask them if they can tell you the plural of leaf. Then, help students spell the word leaves and write it on the board.

Similarly, point to a shelf in the class. Ask if students know the plural of shelf. Write shelf on the board. Help students spell the word shelves. In the same way, give more words (half/halves, wife/wives, loaf/loaves, calf/calves) so that students may know how to form plurals of different words.

Let the two plural forms (–es and –ves) be written on the board so that students may see and memorize them. **(10 minutes)**

Reading: Ask students to open pages 08 and 09 and read the plurals. Point to the relevant examples given there. Treat singulars/plurals in textbook as sight words. **(05 minutes)**

Writing: Use the worksheet given with this lesson to help students practice plurals. Review the worksheet with students. Encourage them to spell the plural forms so that you can evaluate how much they have understood the lesson. **(10 minutes)**

	<p>Differentiated Learning: Differently-abled learners might find it difficult to make plurals. Help them understand this by using flash cards of the same words used during the class. Show them pictures of objects and explain again their plural forms. These students might need to learn these words to be able to form correct plurals.</p> <p>Fast learners might finish their work early. To keep them engaged, give them the following words as a challenge. See if they can correctly form plurals. [Peach, six, plus, wish, patch]</p>
08 minutes	<p>Wrap-up: Game Time</p> <p>Tell the students that they will play a quick game with you. Students will have to tell you plurals of the words. Ask all the students a plural one-by-one. Keep sweets handy. You can distribute those as a reward.</p>
02 minutes	<p>Homework:</p> <p>Make plurals of the following words: Beach, knife, match, bus, fox.</p>

Lesson Plan 7

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 1	Unit Title: Allah is with Me
LP: 7	Textbook Page/s: 08 – 09	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use singular nouns and their irregular plural forms.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Tomato, pictures of singular/plural child, man, woman, goose, deer, sheep, mouse, ox, aircraft, etc.
- Worksheets

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask students how they are doing today. Just to kick-start the recall session, show that you have a tomato for lunch. Ask if there are two of those, what would they be called. Hold tomatoes in your hand. As soon as students say tomatoes, write it on the board.</p> <p>Similarly, point to a class shelf. Ask: What is the plural of shelf? Choose one student to answer. Next, show them a card. Say: This is one card. Then show five more cards and say: What is plural of cards? As soon as students reply cards, write it on the board. Lastly, show them a box.</p>

	<p>Ask: What is the plural form of box? As soon as students say boxes, write it on the board.</p> <p>By now, you have the following words written on board: Tomatoes, shelves, cards, and boxes.</p>
25 minutes	<p>Lesson Structure: Class Activity</p> <p>Instructions:</p> <p>Listening and Speaking: Topic: Tell students that they will study more examples of singulars and plurals in this lesson.</p> <p>Write child on the board. Ask student if they can guess the plural form of child.</p> <p>Let students take a few guesses. Write children on the board. Explain that in some plurals the entire word changes to form plurals. Or the words remain same in the plural too.</p> <p>Do some more examples with the students. Stick a picture of a man on the board. Write man underneath it. Ask students if they can guess the plural of man.</p> <p>Stick a picture of five men on the board. Once students have taken guesses, write men underneath the picture.</p> <p>Similarly, stick pictures of woman/women, foot/feet, goose/geese, ox/oxen, mouse/mice, person/people, on the board. Write singular and plural forms below each picture. Help students notice the spellings.</p> <p>Next stick pictures of deer, sheep, fish, and aircraft. Ask students to guess the plurals. Explain that the plurals of these words remain the same as singular. Write plurals of the words underneath their pictures. (10 minutes)</p> <p>Reading: Ask students to open their textbooks to pages 08 and 09. Instruct them to read plurals in pairs. Treat singulars/plurals as sight words. (05 minutes)</p>

	<p>Writing: Ask students to work in groups of three. This activity can also be done in pairs. It depends on your class strength. Give each pair/group a worksheet. Instruct them to solve the worksheet in 5 minutes. Each pair/group will be asked to tell correct answers. Take the last 5 minutes to review the worksheet. Ask each group to tell the correct answer. Choose those students who have not participated in the class.</p> <p>Note: If you want, you can give points to each group to make it more interesting. Also, check if students have understood the concept of making plurals clearly. If not then, take more time to explain. Take another class if required. Also, erase plurals from the board while students are busy doing their class assignments. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to understand the formation of irregular plurals. Ask them to gather near the board and explain the spellings once again. Ask them to attempt the worksheet individually either as extra homework or in their free class. Fast learners might cause disruption in the class once they have completed the worksheet. Give their group differentiation worksheet so that they may stay busy.</p>
08 minutes	<p>Wrap-up: A Small Quiz</p> <p>Ask: Are plurals clear to you? Take a small quiz. Show a picture of sheep, deer, fish, and ox and ask the plurals. Clap for students who give correct answers.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Give a singular/plural worksheet as home assignment.</p>

Lesson Plan 8

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 1

Unit Title: Allah is with Me

LP: 8

Textbook Page/s: 09 – 10

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use the opposite of a word.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pictures of opposite words such as happy/sad, give/take, cold/hot, black/white, sweet/sour, heavy/light
- 20 cards with opposites written on them
- Empty water bottle, a horn/whistle

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they have been doing.</p> <p>Ask students to stand up. Then tell them to sit down. Stand up again, sit down once more. Write stand/sit on the board. Ask students: What are stand and sit to each other?</p> <p>Students might not be able to give the correct answer in one turn. If not, then explain, “Stand and sit are opposites of each.” Write the word “opposites” on the board. Explain using actions.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p>

Listening and Speaking:

Topic: Explain to students that they will study opposites in today's lesson. A person or thing completely different from each other is called opposite.

Now ask them to smile. Appreciate their beautiful smiles. Ask students the opposite of smile. Show them a frown and ask them to do it too. Write smile/frown on the board and explain smile/frown are opposites.

Then ask half the class to come to front. Ask half the class to step back. Write front/back on the board. Explain via actions, for example say, "You came in front, while they moved back. Front and back are opposites."

Next, ask the students to be quiet. When everyone is quiet, say, "You are quiet." Blow a horn/whistle and say, "Oh! This is loud." Students might start laughing. Ask, "What are loud and quiet?"

Then show them an empty water bottle. And ask any one student, "Oh! My water bottle is empty. Is yours full?" Student will give you his/her water bottle. Say, "This bottle is empty while that is full. What are the words empty and full to each other?"

Explore pictures of happy/sad, give/take, cold/hot, black/white to clear their concepts.
(10 minutes)

Reading: Ask students to open their textbooks to pages 09 and 10. Instruct them to read opposites in pairs. **(05 minutes)**

Writing: (Game Time) Tell students that they will now play a game. Give them each a card with a word written on it. Tell them that one of their classmates has an opposite of the word. They need to find that classmate. Then both of you will have to write the opposites of the words on your cards. Ask them to stand in

	<p>pairs. Keep evaluating each students' understanding. (06 minutes)</p> <p>Once the time is up, ask each pair their opposites. Each student should get a chance to present their opposite words. Ask them to perform their words too, where possible. (04 minutes)</p> <p>Put the following words on the cards: dirty/clean, cry/laugh, big/small, old/young, happy/sad, asleep/awake, funny/serious, bad/good, sweet/sour, day/night, boy/girl, slow/fast, heavy/light.</p> <p>Through this game, you can evaluate which students are struggling with opposites.</p> <p>Differentiated Plan: Some students might find it difficult to understand the opposites. Help them find their opposite pair. Then explain the pair opposites again. Show them pictures if you want.</p> <p>Fast learners might disrupt. In that case, tell them to ask another pair their opposite words and write them down on their cards. So, such students will have two or three words on their cards.</p>
<p>08 minutes</p>	<p>Wrap-up: Performance</p> <p>Tell the students that you will say a word, and they will have to perform its opposite. For example, you will say happy, and students will make sad faces.</p> <p>Use these words: front/back, stand/sit, big/small, day/night, go/stop and near/far.</p>
<p>02 minutes</p>	<p>Homework:</p> <p>Assignment: Ask students to write the opposites of the following words:</p> <ul style="list-style-type: none"> • Big • Dirty • Smile • Happy

	<ul style="list-style-type: none">• Heavy• Funny• Old• Empty• Front• Quiet
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Lesson Plan 9

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 1

Unit Title: Allah is with Me

LP: 9

Textbook Page/s: 10

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use this, these, that, and those in a sentence as demonstrative pronouns.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Books, pens, pencils, a toy, and other objects (of teacher’s choice) to explain the concept
- Worksheet

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Instruct that you will play a small game. Tell students that they will have to do the opposite of what you do. Explain with examples. If you say, “Open your eyes,” they will have to close their eyes. Once done, start the game. Say, “Everyone show a frown.” Students should smile. Next say, “All please sit down.” All the students should stand up.</p> <p>Once the students feel energized, hold a pencil in your hand. Ask students, “What is this?” Students will reply, “This is a pencil.” Next ask, “What is that?” Students will reply, “That is a clock (the object).”</p>
25 minutes	Lesson Structure:

	<p>Instructions:</p> <p>Listening and Speaking: Topic: Tell students that they will play a game that involves pointing at objects far away. Use your index finger and body language to point at a faraway object. Stick pictures of the words, this, that, these, and those on the board.</p> <p>Ask students to read the words. Explain with more examples. Hold a toy in your hand. Point to it and ask students, “What is this?” Students will reply, “This is a toy.”</p> <p>Then, point to a faraway object and ask, “What is that?” Students will reply, “That is _____ (any object that teacher points at).”</p> <p>Next, hold three pencils in your hand. Ask, “What are these?” Students will reply, “These are pencils.”</p> <p>Then point to faraway objects and ask, “What are those (any two objects)?” Students will reply, “Those are _____ (objects name).”</p> <p>Now with gestures and fingers explain this and that, these, and those. Use index finger to point to nearby and faraway objects (this and that). Use three fingers to point to nearby and faraway objects (these and those).</p> <p>You can also make a little rhyme, this, and that, these and those... this and that, these, and those... Help students pronounce this, that, these, those. Encourage students to use their hands and fingers while pointing out objects.</p> <p>Randomly ask students and encourage them to answer in complete sentences, “What is this?” “What is that?” “What are these?” “What are those?” (10 minutes)</p> <p>Reading: Ask students to turn to page 10 of their textbooks. Show them the exercise and help them read it. (05 minutes)</p>
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	<p>Writing: Give worksheet to the students to fill in. Do a quick review of the worksheet. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to understand the concept. While others are busy doing the worksheet, take such students to an empty table and sing this, that, these, those song again with action. Help these students do actions. Once they perform themselves, the concept will get clearer.</p> <p>Fast learners might cause disruption. Ask these students to play this, that, these, those game with a classmate (whoever has finished the work). One student will point and say, “This is a table.” The other will point and say, “That is a fan.”</p>
08 minutes	<p>Wrap-up: Game Time</p> <p>Play this, that, these, those game with the students. Explain the instructions. This game is to be played in pairs. One student makes a sentence of “this”, the other makes of “that”. Then, next pair will make sentences of “these” and “those”. This way all the students will get a chance to point and make a sentence of any one demonstrative pronoun.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Learn spellings of the following words:</p> <p style="text-align: center;">This That These Those</p>

Lesson Plan 10

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 1

Unit Title: Allah is with Me

LP: 10

Textbook Page/s: 11

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use is, are and am as main verbs of sentences.
- Improve active vocabulary.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pens, books, and other objects chosen from class as per teacher’s discretion
- Worksheet, Homework worksheet

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them if they remember what you did in the last class. With gestures sing this, that, these, those song, and point at objects.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Listening and Speaking: Now, write on the board:</p> <ul style="list-style-type: none"> • This is a pen. • That is a pen. • These are pens. • Those are pens.

	<p>Topic: Tell the students that they will learn to point at objects and speak about them in today's lesson.</p> <p>Write "is" and "are" on the board.</p> <p>Now, hold a pen. Ask, "What is this?" Students will reply, "This is a pen." Point to the sentence on the board. Pin-point at "is" and explain that with one thing or person, we use "is". Write is – one person or object.</p> <p>Similarly, keep a pen at a distance and ask, "What is that?" Students will reply, "That is a pen." Point to the sentence on the board. Pin-point at "is" and explain the concept of "is" again.</p> <p>Next, hold a few pens in your hand. Ask, "What are these?" Students will reply, "These are pens." Point to the sentence on the board. Pin-point at "are" and explain that with two or more things we use "are". Write are – two or more people or objects.</p> <p>Similarly, keep a few pens at a distance and ask, "What are those?" Students will reply, "Those are pens." Point to the sentence on the board. Pin-point at "are".</p> <p>Now ask the class to play a game.</p> <p>Explain them that you will say "this", and they'll tell you whether to use "is" or "are" with "this". Next, you say, "that", and they will tell you whether to use "is" or "are". Next, you say, "these", and they will tell you whether to use "is" or "are". You say, "those", and they will tell you whether to use "is" or "are".</p> <p>You can give a few example-sentences to students. Point to the desk and say, "This is a desk or are a desk?" Point to the charts and say, "Those are charts or is charts?" Next ask them if they have heard a sentence "I am a boy". Write it on board. When students reply in yes, pin-point to "am" and explain that it is</p>
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	<p>used for ourselves. When we refer to ourselves, we use am. Give more examples, such as:</p> <ul style="list-style-type: none"> • I am going to play. • I am awake now. • I am happy. <p>Write two more sentences on the board using “am”.</p> <p>Teacher will say: I.</p> <p>Students will say: am. (10 minutes)</p> <p>Reading: Ask students to open their textbooks to page 11-12. Help them read “is” “are” and “am” sentences. Discuss how “is” is used with singulars and how “are” is used with plurals. Discuss the use of “am”. (05 minutes)</p> <p>Writing: Give the attached worksheet to the students. This can be done as pair work or individual task.</p> <p>Once done, review the worksheet with students. Ask them to tell you the answers. Correct if they are wrong anywhere. Analyse who and how many students give correct answers. (10 minutes)</p> <p>Differentiated Plan: Some students might take time to understand the concept. Call such students to the board only after you have taken two rounds to monitor written class activity.</p> <p>With gestures and actions explain “is” is used for singular objects while “are” is used for plural. Explain I “am” with actions. Do some practice exercises with students.</p> <p>If fast learners disrupt the class, ask them to help and guide their classmates. This way you will create peer support atmosphere in class.</p>
07 minutes	<p>Wrap-up: Game Time</p> <p>Tell the students they will play a game. You say a sentence and they’ll tell whether to use “is” or “are”. Point out to class objects and say: This (is or are) a bottle. These (is or are) markers. Those (is or are) bags. That (is or are) a board.</p>

	<p>Ask students to make sentences using “I am...”</p> <p>Play this game with all the students one-by-one. Use as many sentences as time allows.</p>
03 minutes	<p>Homework:</p> <p>Assignment: Correct the following sentences:</p> <ul style="list-style-type: none">• I is eating an ice cream.• Those is my brother’s books.• These is mother’s shoes.• That are my seat.• I are wearing new clothes.• Those is their clothes.

Lesson Plan 11

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 1

Unit Title: Allah is with Me

LP: 11

Textbook Page/s: 11 – 12

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use was, were as main verbs in sentences.
- Improve active vocabulary

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Picture of the words: was and were
- Pictures: A cart full of groceries, an empty cart, a dirty shirt, a few cups, a few pencils and pencil boxes, a boy standing in the house
- Eight strips containing correct answers

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Stick the words “was” and “were” on board. Ask students to tell you the day today.</p> <p>For example, the day today is Tuesday. Once they tell you the day, write it on board. Ask them: What will be the day tomorrow? Write it on the board and then the day after tomorrow.</p> <p>Next, tell them to go backwards. What comes before Tuesday? They will say Monday. Before Monday was Sunday and so on.</p>

	<p>Tell them when you go backwards, it is called past and when you move forward, it is called future.</p> <p>Ask them: What do we use for past? Point to the pictures of was and were.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Listening and Speaking: Topic: Tell the students that they will look at different pictures and discuss them in today’s session.</p> <p>Show them a picture of a cart full of groceries. Say and write the sentence:</p> <ul style="list-style-type: none"> • This is a cart. It is full now. <p>Explain to them that the cart is full of things at this moment.</p> <p>Ask students how the cart was a few moments before. Take guesses from the students. In case no one can guess correctly, show a picture of an empty cart. Explain that the cart was empty before.</p> <p>(Note for the teacher: Subtly point to the cart, using this. We are exploring past tense in conjunction with demonstrative pronouns.)</p> <p>Point at the picture and explain that since there is only one cart and we are talking about yesterday or last hour/minute, we will use “was”. Help them say the sentence:</p> <ul style="list-style-type: none"> • It was empty before. <p>Write “was” on the board. Was is used for one object only.</p> <p>Next, hang a dirty shirt at a distance. Point to it and say:</p> <ul style="list-style-type: none"> • That is a shirt. It is now dirty.

	<p>Write the sentence on the board. Explain that “now” means “at the moment”.</p> <p>Ask: How was the shirt before? Take guesses from students. Explain that before the boy wore the shirt, it was clean shirt.</p> <p>Ask the students to form the sentence. Help students say:</p> <ul style="list-style-type: none">• It was clean before. <p>Write it on the board.</p> <p>Point to “was”. Explain that “was” is used here to talk about before. Today, the shirt is dirty. Yesterday, the shirt was clean.</p> <p>Next, point to three cups full of water kept at a distance. Tell students:</p> <ul style="list-style-type: none">• These are cups. They are now full. <p>Ask students: How were the cups before? (Note: Empty the cups if you want.) Students might just say empty. Ask them to make a complete sentence. Take different answers and guesses. Help them say:</p> <ul style="list-style-type: none">• They were empty before. <p>Write the sentence on the board.</p> <p>“Were” is used to talk about more than one object.</p> <p>Next, point to five pencils at a distance and say:</p> <ul style="list-style-type: none">• Those are pencils. They are out of the pencil box now. <p>Ask the students: Where were they before? Take guesses from students. Put pencils in the pencil and help them say:</p> <ul style="list-style-type: none">• They were in the pencil box before.
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Repeat the exercise if you want with more examples. Ask students to repeat after you:

- One object – was
- More than one object – were
- Was and were – used for yesterday

You can also tell the students to use:

- This/ That/It – was
- These/Those/They – were

Reading: Ask students to open their textbooks to page 11 and 12. Help them read was and were sentences. Discuss examples given in the book.

Writing: Write these sentences on the board. (Note: Use as needed – 3 or 4 or 5 sentences)

- This is a cup. It is now full.
- That is a hat. It is clean now.
- These are toys. They are out of box now.
- Those are mugs. They are empty now.
- These are bottles. They are full now.

Divide the class into groups of three or four. Instruct students to guess how to say the past of the sentences mentioned on the board. Give each group eight strips containing correct answers. Leave blanks in place of “was” and “were”. Shuffle the strips so that students will have to choose the correct corresponding strip for each sentence.

Students will re-arrange the strips in correct order and place them on their desks only.

Answers on strips will look like this:

- It ____ empty before. (was, were)
- It ____ clean before. (was, were)
- They ___ in the box before. (was, were)
- They ____ full before. (was, were)
- They ___ empty before. (were, was)

	<p>Review answers with the students. Ask each group to their answer for each sentence.</p> <p>Differentiated Plan: Some students might take time to understand the concept. Take them aside (after you have taken two rounds to monitor the written class activity).</p> <p>Explain with the help of textbook and examples on the board “was” and “were” again. Tell them:</p> <ul style="list-style-type: none"> • Was = one • Were = more than one • This and that = was • These and those = were <p>If fast learners disrupt the class, ask them to help and guide their classmates. This way you will create peer support atmosphere in class.</p>
08 minutes	<p>Wrap-up: Game Time</p> <p>Tell the students that they will play a game. You say a sentence and they’ll tell whether to use “was” or “were”. Point out to class objects and say:</p> <p>1- This is a bottle. It is full now. It (was or were) empty before. 2- These are pens. They are working now. They (was or were) not working before. 3- Those are bags. They are empty now. They (was or were) full before. 4- That is a room. It is full now. It (was or were) empty before.</p> <p>Play this game with all the students one-by-one. Use as many sentences as time allows.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read page 11 and 12 of the text book.</p>

Lesson Plan 12

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 1

Unit Title: Allah is with Me

LP: 12

Textbook Page/s: 11 – 12

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use “will be” and “am” as main verbs in sentences.
- Improve active vocabulary.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pictures: A cart full of groceries, an empty cart, a dirty shirt, a few cups, a few pencils and pencil boxes, a boy standing in the house
- Eight strips of correct answers

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask: What day is today? For example, “Today is Monday”. Write “is” on the board.</p> <p>Then ask: “What was yesterday?” Students will answer: “Yesterday was Sunday”. Write “was” on the board. Ask: “If was is used for one person/object or more, what is used for more than one object?” Students will reply “were”. Then ask students to answer in complete sentence, “What will be tomorrow?” Students will answer, “Tomorrow will be Tuesday.” Write “will be” on the board.</p>
28 minutes	<p>Lesson Structure:</p> <p>Instructions:</p>

Listening and Speaking:

Topic: Tell students that today they will look at different pictures and discuss them.

Refer to the full and empty picture of cart you used in the last lesson. Point to the full cart and ask students, “What is this?” Guide them so that they will reply, “This is a cart.” Next ask, “It is full now. How was it before?” Students will reply, “It was empty before.” Ask, “Once you take out all the things, how will it be again?” Explain that soon someone will take out all the groceries and the cart will be empty again.

Students might not be able to answer this. So, guide them by pointing at the empty cart: **“It will be empty again.”**

Now, point to the dirty shirt which was used in the previous lesson. Ask the students, “That is a shirt. It is now dirty. How was it before?” Students will respond, “It was clean before.” Ask the students, “A boy plays with a clean shirt on. He falls in the mud. How will it the shirt be again?” Explain that soon someone will wash the dirty shirt. How will it be clean again? Point to the words “will be” on the board. Explain that “will be” points to action that will take place later.

Encourage students to reply, **“It will be clean again.”**

Next, point to the same three cups as in the previous lesson and ask, “These are cups. They are now full with water. How were they before?” Students will reply, “They were empty before.” Ask them, “Someone comes and drinks water. How will the cups be again?” Guide students to the answer, **“They will be empty again.”**

Next point to the same pencils as in previous lesson and ask, “Those are pencils. They are out of the pencil box now. Where were they before?”

Students will reply, “They were in the pencil box before.” Ask them, “Where will they be again?” Explain to students that someone will keep the pencils in the pencil box. “Will be” is used for actions which will be done in the future.

Guide students to reply, **“They will be in the pencil box again.”** Next show a picture of a boy standing right in the house. Say with actions, **“I am a boy.”** Ask students,

“Where am I now?” Point to inside the house so students get the hint. Guide students to reply, “**I am in the house now.**” Ask students, “Where was I before?” Point to outside of the house so students get the hint. Guide students to reply, “**I was out of the house before.**” Write on board: “**I – am**”

(15 minutes)

Reading: Ask students to open their textbooks to page 11 and 12. Help them read “will be” sentences. Discuss examples given in the book. **(05 minutes)**

Writing: Write some sentences on the board. (Note: Use as needed – 3 or 4 or 5 sentences)

- This is a cup. It is now full.
- That is a hat. It is clean now.
- These are toys. They are out of box now.
- Those are mugs. They are empty now.
- These are bottles. They are full now.
- I am a student. I am in the class.

Divide the class into groups of three or four. Instruct students to guess how we use “will be” in the sentences mentioned on the board. Give each group eight strips containing correct answers with blanks in place of “will be”. Shuffle the strips so students will have to choose the correct corresponding strip for each sentence.

Students will have to fill the blanks with “will be” themselves.

Students will re-arrange the strips in correct order and place them on their desks only.

Answers on strips will look like this. Students will fill in “will be”:

- It was empty before. It ____ empty again.
- It ____ clean before. It ____ clean again.
- They ____ in the box before. They ____ in the box again.
- They ____ full before. They ____ full again.
- They ____ empty before. They ____ empty again.
- I ____ out before. I ____ out again.

Review answers with the students. Ask each group to their answer for each sentence. **(08 minutes)**

	<p>Differentiated Plan: Some students might take time to understand the concept. Take them aside (after you have taken two rounds to monitor the written class activity). Explain with the help of textbook and examples on the board “will be” again. Tell them: “Will be is used to talk about things which will happen in the future i.e., tomorrow, or day after or even an hour later.” Explain with more examples.</p> <p>If fast learners disrupt the class, ask them to help and guide their classmates. This way you will create peer support atmosphere in class.</p>
05 minutes	<p>Wrap-up: Game Time</p> <p>Tell the students that they will play a game. You say a sentence and they will use “will be” in it. Point out to class objects and say:</p> <p>1- This is a mug. It is full now. It (was or were) empty before. It</p> <p>2- These are markers. They are working now. They (was or were) not working before. They</p> <p>3- Those are water bottles. They are empty now. They (was or were) full before. They</p> <p>4- That is a room. It is full now. It (was or were) empty before. It</p> <p>Play this game with all the students one-by-one. Use as many sentences as time allows.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read pages 11 and 12 of the textbook.</p>

Lesson Plan 13

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 1

Unit Title: Allah is with Me

LP: 13

Textbook Page/s: 12

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use capitalization and a full stop.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet for class assignment

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Tell them that they will play a game today. Divide the class into groups. You will hold or point to an object or objects. The groups will tell you what is it using is, are, am. For example:</p> <ul style="list-style-type: none"> • Point to fan, and ask the first group. • Point to desk, and ask the second group. • Point to books and ask the third group. • Pretend to drink water and ask the fourth group. <p>Encourage students to make sentences, for example:</p> <ul style="list-style-type: none"> • This is a fan. • This is a desk. • These are books. • I am drinking water.

	<p>Write some of these sentences on the board. Then, ask them if they can tell you two main things in a sentence. Take guesses.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Listening and Speaking: Topic: Tell students that they will learn to write sentences in this lesson.</p> <p>Point to a sentence written on the board to give them a hint. For instance, write on the board: “This is a fan”. Point to capital T. Take a few guesses from the students. Explain to them that every sentence always starts with a capital letter. T is capital in this sentence as it is the first letter of the sentence. Stick a capital T letter flash card in front of the sentence.</p> <p>Ask students if names should start with capital letters or not. Take a few guesses. Then, explain that names always start with capital letters.</p> <p>Write an example on the board to explain this concept. You can write:</p> <ul style="list-style-type: none"> • Maria and Alina are good friends. They study together. <p>You should circle capital letters to show that they come in front of names. Use colourful markers.</p> <p>Next, point to the full stop in any sentence written on the board. Ask students if they know what this little dot at the end of a sentence is called. Take a few guesses. Then, explain to students that the little dot is called a full stop.</p> <p>Draw a full stop separately for students to clearly see. Explain that a full stop is used at the end of a sentence. When we wish to end the sentence, we use a full stop.</p> <p>Once again point to the sentence, “This is a fan”. Explain that the sentence ends after “fan” so we have placed a full stop.</p>

	<p>Explain that there could be more than one sentences in a single line. Each sentence starts with a capital letter and ends with a full stop. Names also begin with capital letters. Use this sentence as an example:</p> <ul style="list-style-type: none"> • I have a pet cat. She is white in colour. Her name is Sam. <p>Point to capital letters and full stops in this sentence. Point that name begins with a capital letter.</p> <p>Do some example sentences with the students. Write these sentences on the board. Students will identify capital letters and full stops. Use these sentences:</p> <ul style="list-style-type: none"> • There is a cat underneath my table. • I have two water bottles. • Ahmed and Usman are good friends. • My shirt is dirty. It was clean before. • There are two pencils in my pencil box. I will give you one. <p>Take answers from different students to check how much they have understood. (15 minutes)</p> <p>Reading: Ask students to read page 12 – Exercise G – capital letters and full stops. Discuss the exercise in detail. (05 minutes)</p> <p>Writing: Give the worksheet to students to solve. Review the worksheet with the students. Ask them to tell you their answers so that you can evaluate how much they have understood today’s lesson. (05 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to understand the concept. Sit with them and explain that sentences start with capital letters. Show capital letters by pointing at the board. Next, explain the concept of full stop. Put full stop at the end of sentence to show how sentences end with full stop. Put the full stop yourself to explain.</p> <p>Fast learners might complete their work early. Give differentiated sentences to them to solve.</p>
08 minutes	Wrap-up: Game Time

	<p>Tell students that they will play a game. Instruct that you will point at a sentence. They will have to identify the capital letters, capitals for names and full stops.</p> <p>Write these two sentences on the board (or you can stick printed copies of them on the board):</p> <p>1- My name is Minah. I study in grade 5. 2- Sadaf is hungry. She is eating her lunch. 3- There are too many tables here.</p> <p>Take answers from different students.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Solve exercise G for homework. (Note: Give this over the weekend for students to solve. Or give at least two days to complete this work.)</p>

Lesson Plan 14 – Unit Review

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 1	Unit Title: Allah is with Me
LP: 1	Textbook Page/s: 04 – 13	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use singular nouns and their regular and irregular plural forms.
- Use the opposite of a word.
- Use capitalization and a full stop.

Teaching Aids/Materials/Resources:

- Exam Sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so that students may feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

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Unit 2 – Cats in the Garden

Unit Overview

Unit 2 discusses how to take care of trees and plants because they are so important for us.

We learn garden manners: What should we do in a garden (or a park) and what should we do not do? We must exercise regularly because it is extremely important for our health and fitness.

Unit 2 also makes students think: Why are cats afraid of dogs? It is good to be brave but it is also important to be careful about our safety.

Model Answers

Exercise A

Answer 1 – Yes, I like rain.

Answer 2 – Yes, I like honey.

Answer 3 – Yes, I like butter.

Exercise B

1- Trees give us shade, fresh air, and rain too.

2- We sit under their shade.

3- Bees give us honey.

Exercise C

Read all the sentences with students and emphasize on the word “not” used in different everyday situations. Explain that “not” is used to form negative sentences. “Not” is also used to correct someone if they have given the wrong answer. Use objects to explain these sentences.

Secondly, help students recall the concept of this, that, those and these and the use of is, are, am, was, were and will be. They studied both these concepts in the previous lesson. Help students understand how demonstrative pronouns are used with main verbs in negative sentences.

Show students different objects while teaching the lesson as this exercise improves students’ vocabulary and their knowledge of opposites.

Exercise D

Exercise D helps students practice and use the word “not” in different contexts. You can ask students to practice these sentences with each other (to improve communication skills) and emphasize on “not”.

This exercise can also be used to introduce students to different vegetables and colours. Teachers can bring in various vegetables, mentioned in the lesson, to use during the lesson. Teachers should pass them around to students so that they can touch and feel the vegetables and identify their colours.

Exercise E

Encourage students to solve this exercise independently. The objective here is to evaluate if students can identify colours and match them with their corresponding objects correctly. You can bring in objects of many other colours to help students learn and recognize colours other than the ones mentioned in this lesson.

Exercise F

Exercise F contains many sight words. The words given in this exercise represent each letter of the English alphabet. Students need to recognize these words and pronounce them correctly.

Lesson Plan 15

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 2

Unit Title: Cats in the Garden

LP: 15

Textbook Page/s: 13 – 16

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Infer that we should take care of trees, plants and all the natural surroundings around us as they are particularly important for us.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Toy frogs, toy honey bees, toy cats, picture of sparrows, trees, and plants
- Worksheet for class assignment

Timeframe (40 minutes)	Proceedings
03 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Show them a toy cat, toy frog and toy honeybee. Ask them if they know these animals. Help them name these creatures. Next, ask them to form a line and take them out of the class and into the garden.</p> <p>Note: Take your textbook and toy animals (props) as you will need them.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Listening and Speaking: Topic: Tell students that they will study about their natural surroundings in this lesson.</p>

Once students are in the garden, encourage them to observe their surroundings. Point to trees and ask if they know what they are looking at. Tell them what kind of tree it is (Mango, Neem, etc.), if possible.

Next, ask them to observe plants and flowers. Ask them the colours of flowers. Ask students if they know how trees help us. Point to the shade and tell them that trees provide us shade and fresh air. Ask them to take deep breath as well as sit and rest under the tree shade.

Next, ask them to touch the grass. Tell them that they can sit on the grass too if they want. Ask them the colour of grass and whether its soft or not. Then, ask them to observe the birds around them. Help them spot a sparrow. Introduce them to sparrows. Sparrows are quite common in our country, so you should be able to spot them easily. Tell students the colour of sparrows.

Immediately, show them the toy honey bee. Ask them if it is a honeybee or a sparrow. Ask what honeybees produce. Ask them whether they like honey or not. Ask students if they know the colour of honeybees. Correct their information.

Next, show them the toy frog. Ask them if they know what frogs eat. Take guesses from students. Ask them where frogs live. Ask them if they know the colour of frogs. Casually ask if they have ever seen a dog run after a cat?

Now ask the students to form a line and return to their class. While returning, show students the racing tracks. Ask: What is done on the tracks? Tell them that one must run on tracks every morning during exercise session as it keeps them fit. **(15 minutes)**

Reading:

Tell students to turn to pages 13 – 16 and read in pairs. Encourage each student (in pair) to take turn to read and see pictures. Take rounds to see how well their reading session is going.

Once done, read and discuss the chapter with students. Explain pictures and ask the colours of different objects.

Ask students to underline difficult words and learn spellings: important, shade, fresh, shoes, track, butter, sparrow, honey, bread, running. **(10 minutes)**

	<p>Writing: Give worksheet as class assignment. Review answers with the students. (05 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to name the objects correctly. While other students are solving the worksheet, gather them at an empty table, explain the objects (trees, plants, honeybees, tracks, grass, frog) and their uses/behaviour once again. Use the textbook to show pictures. It might take some time for them to grasp the information. Fast learners might cause disruption. Tell them to write the colours in front of the pictures in their worksheets. Evaluate how correctly they know and recognize colours.</p>
05 minutes	<p>Wrap-up: Game time!</p> <p>Tell students to name the objects you show them. Point to the picture of a tree and plants, and ask what they are. Similarly, show all the toys and ask students to name them correctly.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Write the following words in your homework notebooks and learn their spellings: important, shade, fresh, shoes, track, butter, sparrow, honey, bread, running.</p>

Lesson Plan 16

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 2

Unit Title: Cats in the Garden

LP: 16

Textbook Page/s: 13 – 16

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Infer that we should take care of trees, plants and all the natural surroundings around us as they are particularly important for us.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Toy frogs, toy honey bees, toy cats, picture of sparrows, tracks, trees, and plants
- Worksheet for class assignment

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask students if they remember what they learnt yesterday.</p> <p>Show them pictures of trees and plants and ask what they give us. Show them toys and ask them to name them. Ask: How does grass feel? What do honeybees do? What do frogs eat?</p>
25 minutes	<p>Lesson Structure: Performance Time!</p> <p>Instructions:</p> <p>Reading, Listening and Speaking: Topic: Tell students that they will do a performance today.</p> <p>Ask: Who would like to be the mother cat and kitten? Ask them to come in front of the class with their textbooks. One student will perform dialogues of mother cat and the</p>

	<p>other of the kitten. Ask third student to join two students in the performance. Instruct third student to show the toys as the performance goes.</p> <p>After pages 13 and 14 are complete, ask questions like:</p> <ul style="list-style-type: none"> • How does grass feel? What can we do on the grass? • Where did mother cat and kitten run? • Name three things that trees provide us. <p>Now, continue the performance with other three students. This way, you will give six students a chance to perform and set the stage for upcoming chapters.</p> <p>After pages 15 and 16 are complete, ask questions like:</p> <ul style="list-style-type: none"> • What is the colour of sparrow? • What do frogs eat? What is the colour of frogs? • How does honey taste? • Do you like honey with butter on your bread? Try it at home and let me know. <p>Take answers from different students so that you may know how much everyone has understood.</p> <p>Writing: Ask students to answer questions in Exercise A and B individually. Review the answers once they are done.</p> <p>Differentiated Plan: Some students might find it difficult to answer the questions. Provide them extra support. Help them write answers in complete sentences. You can also point to relevant pages of the textbook from where these students can find answers. Fast learners might cause disruption. Ask those who have completed their work to assist their friends (who are struggling). This way you will create peer-support environment in class.</p>
08 minutes	<p>Wrap-up: Class Discussion</p> <p>Ask if they have any questions. Do a quick review of the topic by asking these questions:</p> <ul style="list-style-type: none"> • What is colour of trees and plants? • What do honeybees do for us?

	<ul style="list-style-type: none">• Where should we run every morning?
02 minutes	Homework: Assignment: Read pages 13 – 16 and learn spellings: important, shade, fresh, shoes, track, butter, sparrow, honey, bread, running.

Lesson Plan 17

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 2

Unit Title: Cats in the Garden

LP: 17

Textbook Page/s: 17 – 19

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use this, these, that and those in a negative sentence as demonstrative pronouns and adjectives.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pens, pencils, pencil box, any toy, water bottle, picture of children drinking water and eating food

Timeframe (40 minutes)	Proceedings
03 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are feeling today.</p> <p>Hold up the toy honeybee and ask students if it is a sparrow. Ensure they use the word “not” in their answer. Write “not” on the board.</p> <p>Next, hold up a pencil and ask, “Is this an eraser?” Students will reply, “It is not.” Write “not” on the board.</p> <p>Next, show them a pencil box and ask, “Is this a water bottle?” Students will answer, “No, it is not a water bottle. It is a pencil box.” Write “not” on the board.</p> <p>Point to the word “not” and ask what it means. Take guesses from the students. Explain “not” is used to correct a sentence or a situation.</p>
30 minutes	<p>Lesson Structure: Performance Time!</p> <p>Instructions:</p>

Listening and Speaking:

Topic: Tell students that they will use “not” in different situations.

Write “is” and “not” on the board. You can use flash cards of these words too. Tell them that we will use “is” and “not” in sentences.

Instruct that you will say a sentence and they will make the next sentence.

For example: Hold a book in your hand and say, “This is not a toy. This is a book.”

Point and say, “That is not a cupboard.” Encourage/help students say, “That is a shelf.”

Subtly recall the concept that with one shelf, we use “is”.

Next hold pencils and say, “These are not pens.” Encourage students to say, “These are pencils.”

Next, point and say, “Those are not chairs.” Encourage students to say, “Those are tables.”

Subtly recall the concept to use “are” with more than one pen. Do more examples like, “Those are not cups. Those are glasses.”

Tell students that all these sentences show that an action is happening right now.

Next, write “was” and “not” on the board. You can use flash cards of these words too. Tell them that we will use “was” and “not” in sentences.

Hold an empty bottle in your hand and say, “This bottle was not full.” Encourage them to use opposites and say, “It was empty.” Explain that “was” is used to talk about the work done yesterday. Opposite of full is empty. Then, point to bottle at a distance which is full of water and say, “That bottle was not empty.” Encourage students to use was and say, “It was full.”

Instruct students to make sentences with “not” in pairs. Walk around and listen to sentences. Correct students if their sentences are incorrect. **(15 minutes)**

	<p>To show them an example, point to a picture of children eating food. Now, say, “Those children were not drinking water.” Encourage/help them to say, “They were eating food.”</p> <p>Tell them that “were” is used for many objects. Now, show a picture of children drinking water. Say, “These children were not eating food.” Help students say, “They were drinking water.” Do another example, such as “These kittens were not eating food. They were drinking water.”</p> <p>Point to the fan and say, “The fan will be moving fast.” Ask how it will not be moving. Encourage students to say “It will not be moving slow.”</p> <p>Point to the clock and say, “The clock will be moving slow.” Ask how it will not be moving. Encourage students to say, “It will not be moving fast.”</p> <p>Tell students that “will be” is used for action that will take place tomorrow or sometime later.</p> <p>Next remind children the use of “I am”. Tell them that they will use “I am” with “not” in sentences. Point to your watch and say, “I am not late. I am on time.” Encourage them to make a sentence with “I am” and “not”. Take sentences from students. Next, point to your watch again and say, “I was not late yesterday.” Help/encourage them to say, “I will not be late tomorrow.” Encourage students to make sentences using: I was, I will not be. (15 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to understand the concept of using “not”. Sit with them and explain how not is used in various situations. Use objects to explain how not has been used. Use textbook examples to explain.</p> <p>Some students might be answering more than others. Manage them in a way that everyone gets a chance to make sentences.</p>
<p>05 minutes</p>	<p>Wrap-up:</p> <p>Reading: Read pages 17-19 with students. Explain them how “this, that, these, those, was, were, is, are, am” are used in “not” sentences again.</p>

02 minutes	Homework: Assignment: Read pages 17-19 again.
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Lesson Plan 18

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 2

Unit Title: Cats in the Garden

LP: 18

Textbook Page/s: 19 – 21

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Recognize and name vegetables and different colours, using “not”.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Different vegetables of different colours
- Prints of different colours

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are feeling today.</p> <p>Hold up a coloured pencil and ask students to identify the colour. Stick the colour’s print on the board and write the colour underneath it. Repeat this with various colours.</p>
25 minutes	<p>Lesson Structure: Game Time!</p> <p>Instructions:</p> <p>Listening and Speaking: Topic: Tell students that they will study different vegetables and their names and colours in this lesson.</p> <p>Hold up a potato and ask students if they can name the vegetable along with its colour. Take guesses from students.</p>

	<p>Next, hold up a carrot and ask its colour as well name from the students.</p> <p>Similarly, hold up different vegetables and ask students to identify them and their colours. Take guesses from students. (05 minutes)</p> <p>Next, instruct students that you will play a game using “not”. You will say a statement about a vegetable and they will correct you using not. Give them an example:</p> <p>Teacher: Potatoes are red. Students: Potatoes are not red. They are brown.</p> <p>Play the game with different vegetables. Encourage students to use “not” in sentences. Stick pictures of different colours on the board, if possible, and point to the colours so students recognize colours. (10 minutes)</p> <p>Writing and Reading: Instruct students to read and solve Exercise D on page 19-21. Review it with students. Ask them to tell you answers. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to name colours. Sit with them and help them recognize different colours. Use vegetables to help them identify and remember colours.</p> <p>Some students will complete the exercise quickly. Instruct them to write the colours in their notebooks. Ask them to check spellings from the textbook.</p>
08 minutes	<p>Wrap-up:</p> <p>Play another game. Point a vegetable and students will tell you its name and colour.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review pages 19-21 again.</p>

Lesson Plan 19

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 2

Unit Title: Cats in the Garden

LP: 19

Textbook Page/s: 21 – 22

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Match objects with their colours

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Prints of different colours

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are feeling today.</p> <p>Ask if they remember what was done in the previous lesson. Show them different classroom objects and ask them to identify colours. Write the colours on the board.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Listening and Speaking: Topic: Tell students that they will match objects with their colours in this lesson.</p> <p>Reading, Listening and Speaking: Instruct students to turn to pages 21 and 22. Discuss exercise E with students. Take answers from them.</p> <p>Writing: Instruct students to match colours with objects.</p>

	<p>Listening and Speaking: Show students a few more objects which have multiple colours and ask them to identify the colours. For example, hold up a purse, pencil box, an illustration from a textbook or anywhere else, a cloth piece, a cup, etc. (Note: Teachers can bring in different objects.)</p> <p>Differentiated Plan: Some students might find it difficult to match colours. Sit with them and help them recognize different colours. Use pictures of different colours to help them identify colours.</p> <p>Some students will complete the exercise quickly. Instruct them to write the colours in their notebooks. Ask them to check spellings from the textbook.</p>
08 minutes	<p>Wrap-up: Game Time!</p> <p>Ask students to form two semi-circle A and B in front of the class. Then hand them each a card. Semi-circle A will get the cards with colour mentioned on them. Semi-circle B will get the cards with a coloured object drawn on them. Student from semi-circle A will show his card. Student with corresponding card from semi-circle B will step forward. Both will name the object and colour together.</p> <p>Play this game with all the students.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review pages 21 and 22.</p>

Lesson Plan 20

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 2

Unit Title: Cats in the Garden

LP: 20

Textbook Page/s: 23

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify names and basic sounds of the letters of the English alphabet.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- English alphabet chart, flash cards of letters

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are feeling today.</p> <p>Encourage them to sing the alphabet song. Sing along. Point to the alphabet chart for reference.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Topic: Tell students that they will pronounce objects starting from basic sounds of English alphabet.</p> <p>Reading, Listening and Speaking: Produce sounds of letters and encourage students to produce sounds with you. Show them flash cards of letters along. Now, instruct students to turn to page 23. Ask them to read page 23 in pairs. Ask them to practice saying words starting from different letters to each other.</p>

	<p>Once students have practiced enough amongst themselves, have a class discussion. Say the word yourself, and ask students to repeat after you. Using actions or show objects where possible while pronouncing words so students remember. For example, “a for ant”, “b for bag”, and so on. (15 minutes)</p> <p>Writing: Give students the worksheet to fill in. Review it with the students. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to pronounce the words. Sit with them (while other students are completing the worksheet) and help them pronounce the words. Say the words first, and encourage them to repeat. Help them with mouth and lip movements.</p> <p>Some students will complete the exercise quickly. Instruct them to write one word starting from each letter. This should keep them occupied from disrupting the class.</p>
08 minutes	<p>Wrap-up: Game Time!</p> <p>Instruct students that you will say the letter and they will have to think of an object starting from that letter. For example, you say A, and students will tell you a word starting from A and so on.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review page 23.</p>

Lesson Plan 21

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 2

Unit Title: Cats in the Garden

LP: 21

Textbook Page/s: 23

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify names and basic sounds of the letters of the English alphabet and pronounce them correctly.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- English alphabet chart, prints of different colours, flash cards of letters.

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are feeling today.</p> <p>Game Time!</p> <p>Tell the students that they will play a game. Tell them that you will say a letter and the student whose name starts with that letter will stand and tell everyone his name aloud. Now, say alphabets bearing in mind the names of students.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Topic: Tell students that they will pronounce name of objects starting with basic sounds of English alphabet.</p> <p>Reading, Listening and Speaking:</p> <p>Instruct students to turn to page 23 once again. Ask them to open worksheets from previous lesson too. Now,</p>

	<p>pronounce all the words one-by-one and encourage students to repeat after you. Show them flash cards of letters while pronouncing objects. The purpose here is to help students improve their pronunciation. Emphasize on the first letter of each word so students can identify the letters and their corresponding words. (15 minutes)</p> <p>Next, ask students to review the names of colours and vegetables, and correct the pronunciation. You can also ask students to come forward and name their favourite animal, its colour and favourite food. You can try this game with students' favourite fruits, favourite dress and even food. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to pronounce the words. Encourage them to repeat after you and give them a chance to pronounce the words more in front of you. Correct their pronunciation.</p> <p>Some students will be better at pronunciation than other. Ask them to help those who have some minor problems with their pronunciation.</p>
08 minutes	<p>Wrap-up:</p> <p>Ask students to repeat some words after you. Choose words that students find difficult to pronounce.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review worksheet that was done as class assignment in previous lesson.</p>

Lesson Plan 22

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 2

Unit Title: Cats in the Garden

LP: 22

Textbook Page/s: 13 – 16

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Infer that we should take care of trees, plants and all the natural surroundings around us as they are particularly important for us.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pictures of flowers, plants, cats, frog, bees, and plants

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Show them pictures of flowers, plants, cats, frog, bees, and plants and ask them to recognize these beings. Ask students to identify colours of these beings. Ask them cheerfully if they are ready to go in the garden. Create an excitement.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will take trip to the garden in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask students to form a line and take them to the garden or anywhere outside the classroom where there are plants, trees flowers, etc. Take pictures of the cats, bees, and frogs along. Take them near the tree. Encourage the, to touch it, ask them questions like: What is the colour of the tree? What is the colour of its bark? What does a tree do? Why are trees important?</p> <p>Next take students near the flowers. Encourage them to touch the plant/flowers. Ask them questions like: What is the colour of this flower? Why are flowers important? What do flowers do for the bees?</p> <p>Then show them the pictures of bees. Ask them to recognize the being? Ask them questions like: What do bees do? Why are bees important for us? What do they collect from the flowers?</p> <p>Ask students to line up for a race. Ask them: Who ran on the running tracks? Ask them: What kind of shoes does one put on when they are running on tracks?</p> <p>Make students do racing with each other. The whole idea of this lesson is to familiarize students with their surroundings and beings. Let them observe, play, touch, and experiment.</p> <p>Differentiated Plan:</p> <p>Some students might be shy. Encourage them to play and run around. Sit with them and ask them to identify colours and plants.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students: What did they do in the garden today? What did they learn? Did they run? Who won?</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read chapter 2, pages 13-16 once again.</p>

Lesson Plan 23 – Unit Review

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 2	Unit Title: Cats in the Garden
LP: 23	Textbook Page/s: 13 – 23	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use this, these, that and those in a negative sentence as demonstrative pronouns and adjectives.
- Use is, am, are, was, were and will be as main verbs of a negative sentence.

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so that students may feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 3 – A Red Rose

Unit Overview

Unit 3 encourages children to take care of trees and plants because they are so much important for us. The unit discusses garden manners as to what we do in a garden (or a park) and what we do not do. It discusses colours of flowers and plants and how they make us feel. The unit tells us that Allah has created everything with a purpose. We should praising Allah by saying سبحان الله and thank Him by saying الحمد لله.

Model Answers

Exercise A

Answer 1 – The rose is red in colour.

Answer 2 – The leaf is green in colour.

Answer 3 – The twig is green in colour.

Exercise B

1 – Green, lean, clean, queen

2 – Art, smart, heart

3 – Sad, glad

Exercise C

Line 1 – 8

Line 2 – 8

Line 3 – 8

Line 4 – 8

Line 5 – 8

Line 6 – 8

Line 7 – 8

Exercise D

First, help students recall the vowels and consonants. Then, help them join vowels with consonants and pronounce the words given in exercise D.

Exercise E

Help students recall the concept of is, are, was, were and will be. This exercise reiterates these concepts and how to use them in everyday life. Recall the use of “not” as well in certain situations. Then, write the questions mentioned in the textbook on the board and show pictures as drawn in the book. Ask

students to think of answers. Later, tell students to check if their answers were correct. Looking at the textbook, read the questions and answers with your students.

Exercise F

Encourage students to solve exercise F on their own. Give it as pair or group work.

Lesson Plan 24

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 3	Unit Title: A Red Rose
LP: 24	Textbook Page/s: 24 – 25	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Analyze how to take care of trees and plants because they are so much important.
- Learn garden manners (what we do in a garden and what we do not do).

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A red rose or roses with twig/s
- Pictures of a garden, bush, tree

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up: Game time!</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Tell them that you will play a game. Give them two minutes and ask them to notice all red objects in their surroundings. Take one minute to take feedback from students. Then, repeat the game with another colour, say green or yellow, etc.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn about gardens and beautiful flowers in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking: Take the students out into the garden. If that is not possible, then show them a picture of the garden. Encourage them to look and play around for a bit, then ask them to tell you colours of various things around. For example, ask them:</p>

	<ul style="list-style-type: none"> • What is the colour of this flower? (Point at a flower) • What is the colour of this plant? (Point at a plant) • What is colour of the twig of this flower? (Point at the twig. Explain students which part is called a twig.) <p>Ask students how they are feeling in the garden. Explain to them that different flowers bloom in different seasons. Roses bloom in summer. Show them a rose and encourage them to touch, feel and smell it. Ask them to carefully observe the arrangement and delicacy of its petals. Tell students roses are called queen of all flowers. Encourage them to think:</p> <ul style="list-style-type: none"> • On which occasions do we see lots of roses? • Have you tried on a garland of roses? • How do roses look and feel? <p style="text-align: right;">(15 minutes)</p> <p>Reading: Take students back to class. Ask students to turn to pages 24-25. Encourage them to read in pairs. Once done, ask them to read aloud and find the rhymes in the text. Ask students to tell you the words that rhyme with each other. (05 minutes)</p> <p>Writing: Give the worksheet to fill in. (05 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to remember the colours. While others are busy with the worksheet, call such students aside and with the help of different coloured objects, help them identify colours. You can even encourage these students to touch and smell different objects (like rose, coloured clay, crayons, different coloured blocks, etc.).</p> <p>Some students might complete the worksheet earlier. Ask them to think of at least two words that rhyme with green, art and sad.</p>
08 minutes	<p>Wrap-up:</p> <p>Repeat the rhyming words with students. Read the words aloud so students can pronounce them well. Encourage them to practice sounds of different words.</p>
02 minutes	<p>Homework:</p>

	Assignment: Review worksheet that was done as class assignment in previous lesson and read pages 24 and 25.
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Lesson Plan 25

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 3	Unit Title: A Red Rose
LP: 25	Textbook Page/s: 26	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Analyse how to take care of trees and plants because they are so much important.
- Learn garden manners (what we do in a garden and what we do not do).

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A red rose with a twig
- Pictures of a garden, bush, tree, honey bee

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Show students a red rose and ask them: What it is? Point to the twig of rose and ask its colour.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Topic: Tell students that they will do group work in today's lesson.</p> <p>Listening and Speaking:</p> <p>Divide the class into separate groups. Instruct students that you will give each group a word and they will need to consider themselves to be that thing. They will have to think how they feel being that object. Encourage students to express themselves however they want, either write a word or two</p>

	<p>expressing their feeling (if they want to) or through actions and body language.</p> <p>For example: Give one group the word “rose”. Give them a rose. Encourage them to think that they are rose in a garden as they did earlier. Ask them how they would feel to be a rose. Do people like them (roses) and why?</p> <p>Similarly, give second group the word “tree”. Give them a picture of a tree or ask them to look out of the window at a tree. Ask students to think they are a tree in a garden. How do they feel? What do they do the entire day? Do people like them?</p> <p>Third group could be a “bush” in the garden. Give them a picture of a bush or ask them to look out of the window at a bush. Ask student how they feel to be a bush. What is their colour and what do they do the entire day? Do people like them?</p> <p>Fourth group could be “honey bee”. Give them a picture of a honey bee. Ask students to think they are a honey bee. What is their colour? What do they do the entire day? Do people like them?</p> <p>Once done, ask the entire group to come forward and tell the whole class about themselves. Don’t expect perfect answers from students. Let them say whatever they have in their minds. Encourage all students to speak in front of the class. You might have to guide students more while they are doing this activity.</p> <p>Reading and Writing: Tell students that they will answer question 1-3 given on page 26 of their textbook. Discuss the answers first. Encourage students to answer these questions themselves. Help them look for answers. (Note: It is alright if students answer in only one word.)</p> <p>Answer 1 – Red Answer 2 – Green Answer 3 – Green</p> <p>Students are only beginning to write. Therefore, we can’t expect them to answer in complete sentences.</p> <p>Differentiated Plan:</p>
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	<p>Some students might find it difficult to speak in front of the class. Encourage them to speak up. Clap for them and praise them so that they may gain confidence to speak.</p> <p>Some students might speak more during the presentation. Subtly balance their talk time with others.</p>
08 minutes	<p>Wrap-up:</p> <p>Discuss the answers.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read pages 24 and 25 again.</p>

Lesson Plan 26

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 3

Unit Title: A Red Rose

LP: 26

Textbook Page/s: 26 – 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify and enjoy the rhyming words at the end of the lines of a poem.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A red rose or roses with twig/s
- Pictures of a garden, bush, tree

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up: Game Time!</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Tell students that you will recite a poem for them. Hold the rose twig in your hand and start reciting with actions, “This rose is red, that leaf is green. Its smell is sweet, its twig is lean.” Point to the twig.</p> <p>Ask students if they could identify the rhyming pattern. Help them identify the rhyming words.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will rhyme words in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p>

	<p>Divide the class into groups. Ask them to read the poem on pages 24 – 25 and identify all the rhyming words. Take rounds and guide students while they work. (10 minutes)</p> <p>Listening and Speaking: Start taking feedback from the groups. Guide them if rhyming words are not correct. Tell them that green rhymes with lean, clean, queen. Call rhymes with small. Art rhymes with smart and sad with glad. (05 minutes)</p> <p>Next, ask the groups to turn to page 26 – 27, Exercise B and count the number of words in each line. Show them an example by counting the words in the first line.</p> <p>All 7 lines have 8 words.</p> <p>Take feedback from diverse groups. (05 minutes)</p> <p>Writing: Encourage students to turn to page 26 and complete exercise B and C. Answers have already been discussed. Tell students they can refer to pages 24 – 25 for rhyming words and number of words. (05 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to write the rhyming words. Gather them on one table while others are busy in their written task, and read out the first stanza again. With mouth movements, help them realize that green rhymes with lean, clean and queen. All the words have same tune to them.</p> <p>Some students might quickly finish their work. Ask them to recite the poem while stressing on the words written in pink colour. Ask them to make a mental note of the poem’s tune.</p>
08 minutes	<p>Wrap-up:</p> <p>Repeat the rhyming words with students. Encourage them to say the words with you. And count the number of words in each line with students again.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read the poem on pages 26 – 27 stressing on the words in pink colour. Bring a red rose for the next lesson.</p>

Lesson Plan 27

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 3	Unit Title: A Red Rose
LP: 27	Textbook Page/s: 26 – 27	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify and enjoy the rhyming words at the end of the lines of a poem.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Red rose, colour pencils, plain white sheets

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Show them a beautiful red rose and ask if they have brought one from home. Ask them to observe their rose and see what they can tell you about it. Encourage them to think about adjectives like red, soft, fresh, clean, etc.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Writing:</p> <p>Distribute plain white sheets amongst the students. Ask them to stick the rose on the plain white paper, and then draw its stick and a leaf. Ask them to write all around it all the adjectives they can think of. Encourage them to write down all the adjectives they have thought of and discussed a while back. Ask them to take help from the poem if they want. (10 minutes)</p> <p>Presentation:</p>

	<p>Once students are done, ask at least five students to come forward and present their work to the class. Encourage them to be confident, use body language and correctly pronounce the adjectives. If time allows and others want to present, then please give them a chance too. Spend more time on presentation as it is particularly important. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might be shy in presenting their work. Encourage them. Tell them to be confident and not to be shy as they are amongst friends. Show them that your classroom is a learning space where everyone is valued.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students what they learnt in today’s session. Their learning could be regarding the poem/adjectives or regarding the presentation.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Exercise D, page 27 (Unit 3).</p>

Lesson Plan 28

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 3	Unit Title: A Red Rose
LP: 28	Textbook Page/s: 28	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Join a vowel and a consonant to make a two-letter (VC) word like if, in and on.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Vowels and consonants chart
- Blocks of vowels and consonants
- Strips of coloured papers
- Five sets of sticky notes with vowels and consonants written on them
- Blank sheets of white paper

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up: Game time!</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them casually if they remember the vowels. Ask them to recite vowels song. Then, spread the letter chart on board and ask them to identify consonants for you. Stick a coloured paper on each correct consonant that they tell you.</p>
25 minutes	<p>Lesson Structure:</p>

	<p>Topic: Tell students that they will make and pronounce different words.</p> <p>Instructions:</p> <p>Listening and Speaking: Divide the class into groups as in the previous lesson. Give each group one set of sticky notes with vowels and consonants written on each note (separately). Encourage students to form two-letter words using one vowel and one consonant. Give them an example: A (vowel) N (consonant) = AN.</p> <p>Take rounds and supervise their work. If you want, you can write a few two-letter words on the board, but do not specifically point to them. Some students might refer to them, some might not. (10 minutes)</p> <p>Reading, Listening and Speaking: Start taking feedback from the groups. Write each two-letter word they have formed on the board (of it is already there, then point to it). Ensure that you have all two-letter words on the board.</p> <p>Take time to pronounce the words correctly. Stress on the vowels sounds. Underline the vowel as you pronounce the words with students.</p> <p>Once done, read the poem on pages 26-27, Exercise C stressing on words in pink with students. Help them recognize the rhyming sounds and vowel sounds. (15 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to pronounce words starting with vowels. Help them more during the session. Ask to pronounce the words with you, so they get the hang of different vowel sounds and feel confident. Encourage them. Clap for them when they pronounce words correctly.</p> <p>Some students might try to dominate the session. Subtly manage their energy level. Ask them to pronounce only when it is their turn. Give them enough chance to speak too.</p>
08 minutes	<p>Wrap-up:</p> <p>Read words from page 27, Exercise D of textbook with students. Help them recognize vowel sounds at the beginning of two-letter words.</p>

02 minutes	Homework: Assignment: Read words in Exercise D on page 27.

Lesson Plan 29

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 3	Unit Title: A Red Rose
LP: 29	Textbook Page/s: 27 – 29	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use a question mark and give answers.
- Use this, that, those, and these in interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash card of question mark and full stop
- Flash cards of this, that, those, these
- Fresh fruits like banana, apple, orange, etc. (or any fruits available)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Hold up flash card of question mark and ask them to identify it. Ask them where question mark is used.</p> <p>Next, hold up a flash card of full stop. Ask them to identify it and where is it used.</p> <p>Show flash cards of this, that, those, and these and ask students to say these words with you using body language (pointing at far away objects while saying these and those.)</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will practice asking questions and giving answers using “not” and “yes” in this lesson.</p>

	<p>Instructions:</p> <p>Listening and Speaking: Hold up an apple and ask students, “Is this a banana?” Let students reply. Encourage them to use “not” in their answers. Guide them to say, “No, it is not.”</p> <p>Ask, “What is it?” Encourage them to say, “This is an apple.” Use body language to emphasize on “this”. Next, hold up a banana. Ask students, “Is this an apple?” Encourage students to reply, “No, it is not.” Ask them to identify the fruit. Next, hold up an orange. Ask, “Are these oranges?” Encourage students to use “yes” in their answer. Students will reply, “Yes, they are.” Use body language to point and emphasize on “these” and “they”.</p> <p>Ask questions about orange like, “Is it tasty?” Students will reply, “Yes, it is.” Ask, “Does it taste bitter?” Students will reply, “No, it tastes sweet.”</p> <p>Perform similar exercises with other fruits. Ask different questions regarding fruits. Ask questions about their colour, size, taste, quantity, etc. which involve students using “not” and “yes” in their answers. Some sample questions are:</p> <ul style="list-style-type: none"> • Is it _____ in colour? • Do I have _____ apricots in my hand? <p>Use “those” and “these” with more than one fruit. And make active use of body language. (10 minutes)</p> <p>Reading: In pairs, ask students to read Exercise E on pages 27-29. Encourage them to discuss the colour and quantity of fruits shown in the pictures of their textbooks. Encourage one partner to ask questions and the other to reply. Tell them to do actions while asking and answering “these” and “those” questions. (10 minutes)</p> <p>Writing: Ask students to fill in the worksheet. (05 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to answer questions using “not” and “yes”. Call them over and explain that “yes” is used when they mean to reply in positive. For example, “Are you hungry?” If they are hungry, they should say, “Yes, I am</p>
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	<p>hungry.” If they are not, they should say, “No, I am not. Thank you.” “No” is used to reply in negative.</p> <p>Some students might complete their worksheets earlier. Ask them to count the number of fruits shown in Exercise E on pages 27-29.</p>
08 minutes	<p>Wrap-up:</p> <p>Quickly recap the uses of question mark and full stop. Show flash card of question mark and full stop again.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read words in Exercise E, pages 27-29.</p>

Lesson Plan 30

Subject: English

Grade: 1

Term: 1st

Week:

Unit: 3

Unit Title: A Red Rose

LP: 30

Textbook Page/s: 27 – 28

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use a question mark and give answers.
- Use this, that, those, and these in interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Plain white sheets

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them to complete the sentences (use gestures here so that students can know what you are talking about):</p> <ul style="list-style-type: none"> • This is _____. • That is _____. • Those are _____. • These are _____.
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will make sentences using this, that, these, and those and is, are, will and was.</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

	<p>Divide students into groups. Ask them to discuss and think of sentences containing this, that, these, and those. Encourage them to discuss questions amongst themselves; however each student must make his/her own sentences. Take rounds and listen to the discussion of each group.</p> <p>Writing:</p> <p>Ask students to write their sentences on the plain white sheet that they have been provided with. (10 minutes)</p> <p>Presentation:</p> <p>Once students have completed their work, ask who would like to come to present their work to the class. Encourage at least three to four students to present their work to the class. Encourage others to ask these students (who are presenting their work to the class) any questions they would like. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might be hesitant or lost in the group work. Change their place. Ask them to look at the words this, that, these, those, is, are and will on the board and make sentences. Make a few sample sentences for them. Write the sentences for them if possible. But encourage them to make sentences of one or two words if not all.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students what they learnt in today’s lesson. Ask them to think where they can use these words and sentences – this, that, those, and these, is, are and will.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read pages 27-28 Exercise E again.</p>

Lesson Plan 31

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 3	Unit Title: A Red Rose
LP: 31	Textbook Page/s: 29 – 30	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Read and write sight words and numbers in words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Number blocks
- 1 Book/books
- 1 toy/toys

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Hold up a toy/toys in your hand and ask students, “How many toys?” Next, hold a book/books in your hand and ask, “How many book/books?”</p> <p>Ask students to count numbers from 1 till 10 as a whole class. Then, ask them to spell numbers in words from 1 till 10.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will practice numbers in this lesson.</p> <p>Instructions:</p> <p>Reading and Writing:</p>

	<p>In pairs, ask students to turn to page 29-30, Exercise F. Encourage them to match numbers with petal pictures. (15 minutes)</p> <p>Listening and Speaking: Once students have completed the exercise, discuss answers one-by-one. Give all students an equal chance to tell answers. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to match petal pictures with numbers. Gather them on one desk and recap numbers. Use number block or number flash cards to help them recognize and learn numbers. Some students might complete their work early. Ask them to write numbers from 1 to 10 in their notebooks so that they may stay busy.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Ask students to close their textbooks. Write a number (between 1 and 10) on the board. By show of hands, ask, “Who can spell the number?” Try this with all the numbers and take answers from different students.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read words in Exercise F, page 29-30.</p>

Lesson Plan 32 – Unit Review

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 3	Unit Title: A Red Rose
LP: 32	Textbook Page/s: 24 – 30	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use this, these, that and those in an interrogative sentence as demonstrative pronouns and adjectives.
- Use is, am, are, was, were and will be as main verbs of an interrogative sentence.
- Understand and enjoy the rhythm.

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so that students may feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 4 – Let Us Play Together

Unit Overview

Unit 4 helps students learn and use greetings appropriately. In this unit, students will learn to play together, share things with one another and take turns. Students will learn not to take things without asking first and to keep their hands to themselves. This unit also teaches students to respect personal and cultural differences. The importance of the colour green in the life of a Muslim and a Pakistani has been touched upon in this unit.

Model Answers

Exercise A

Answer 1 – Salman, Talha and Umar want to make a house.

Answer 2 – The boys like green colour the best.

Answer 3 – Kate has a book.

Exercise B

Revise vowels and consonants with the students. Then, give students consonants and encourage them to form three-letter words using vowels. This exercise can be done as a class activity as executed in the lesson plan.

Exercise C

Help students identify the masculine and feminine. You can perform this activity using flash cards or pictures of different people. It is important that students identify genders. Also, this exercise will help students learn different spellings.

Exercise D

Revise personal pronouns with students before attempting this exercise. It teaches students how and when to use which pronouns. Different sentences and situations require the use of different pronouns.

Lesson Plan 33

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 33	Textbook Page/s: 31	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use greetings appropriately.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them about their evening yesterday. Smile broadly and encourage students to answer you energetically.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will practice greeting others appropriately.</p> <p>Instructions:</p> <p>Listening and Speaking: Ask students if they know how to greet someone. Students might give different replies. Don't be shocked.</p> <p>Tell students when someone says "Assalam-u-Alaikum", they should respond with (let them answer first) "Wa-Alaikum-us-Salam". Practice saying Salam a few times with the students.</p> <p>Next, ask them if they know how to introduce themselves to someone new. Tell them that you introduce yourself by telling them your name and asking them theirs. For example, "My name is XYZ. What is your name?" Practice this a few times with different students.</p>

	<p>Next, tell them to enquire after each other. Tell to ask simple questions like, “How are you? How have you been?” And answer politely with “I am fine, thank you.” Practice this a few times with students.</p> <p>Next, ask them if they can guess what else they can say when they meet someone for the first time. Take different suggestions. Then, give them an idea that they can say things like, “It is nice meeting you” or “Nice to meet you”. Practice this a few times with students. (10 minutes)</p> <p>Reading: Ask students to turn to page 31 of their textbooks. Read the dialogues with actions and encourage students to repeat after you. (05 minutes)</p> <p>Performance: In pairs, ask students to perform the dialogues with actions. (10 minutes)</p> <p>Differentiate Plan: Some students may be shy in performing dialogues with their peers. Encourage them. Help them read sentences from the textbook. You can perform dialogues with these students if you want.</p> <p>Some students may finish performing dialogues earlier. Ask them to repeat the performance with their peers without looking at the textbook.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end, ask students to reply to your greetings.</p> <ul style="list-style-type: none"> • You say, “Assalam-u-Alaikum”. Students will reply. • Then tell one student, “My name is xyz. What is your name?” Student will reply. • Next, ask another student, “How are you, (name of student)?” Student will reply. • Say (to another student), “It was a pleasure meeting you today.” Student will reply. <p>Play this question/answer game with different students.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read page 31 (Unit 4) of the textbook.</p>

Lesson Plan 34

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 34	Textbook Page/s: 32	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Share things with one another and take turns while playing together.
- Tell the importance of the colour green in the life of a Muslim and a Pakistani.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Wooden play blocks or plastic blocks

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Saying Salams and letting students reply would also serve as a recap for students. Next, ask them how they are doing today. Let different students reply. Ask students what their favourite colour is. Let all students tell you their favourite colour.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read a story in today's lesson.</p> <p>Instructions:</p> <p>Show wooden play blocks to students and ask them if they know what they are. If not, hold the blocks in your hands and</p>

	<p>tell them these are called wooden blocks and they can make wonderful things from them like a house, castle, wall, etc.</p> <p>Next, divide the class into groups and distribute a few blocks to all the groups. Let students touch the blocks and play for a few minutes. Observe if they are sharing and taking turn while playing with the blocks. (05 minutes)</p> <p>Reading: Next, ask students to open their textbooks to page 32. In groups, encourage them to read the story themselves. Let students read themselves as it would develop their reading habits. (10 minutes)</p> <p>Listening and Speaking: Ask students to tell you what they have read in the story. Read the story out yourself and encourage students to read after you. Help them pronounce difficult words. Pronounce the words clearly. Tell them the three children are building a house from wooden blocks and their favourite colour is green.</p> <p>Explain to the students that they must take turns while playing and share their toys with their siblings and friends. Explain to them using the example of three children in the story. The moral is to share things, and take turn while playing. This is the key here.</p> <p>Also, ask students if they know the colour of our national flag. When they tell you green and white, tell them the importance of green and white colours with reference to Islam and Pakistan.</p> <p>Ask them what they would make out of the blocks. Take answers. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to read the story. Help them repeat after you specifically. Give more attention to these students while you are reading aloud and ensure they repeat after you clearly. Listen to the pronunciation especially and help them correct it.</p> <p>Some students might try to speak out of their turn during the session. You must manage their energies. Ask these students to make something wonderful from the blocks you supplied them at the beginning of the session.</p>
08 minutes	Wrap-up: Quiz Time!

	<p>Do a quick recap of all the difficult words in the lesson. Make students repeat after you. Help students improve their pronunciation. You can even encourage students to underline difficult words in their textbooks for revision later at home.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read page 32 (Unit 4) of the textbook.</p>

Lesson Plan 35

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 35	Textbook Page/s: 33	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Avoid taking things without asking first.
- Keep their hands to themselves.
- Understand and acknowledge personal and cultural differences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of “please” and “thank you”

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recap:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are doing today. Ask about their day so far at school.</p> <p>Ask them if they remember what they learnt yesterday. Ask if they shared their toys (or anything) with their siblings/friends at home. Ask them if they waited for their turn in the playground. Reiterate that waiting for one's turn patiently is indeed a very polite and kind thing to do. Next, ask students if it is a good habit to take things without asking for permission. Take answers from different students.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will perform dialogues in today's lesson.</p> <p>Instructions:</p>

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 33. Students might need help in reading the dialogues. Ask the class, “What do the dialogues mean?” Take answers from students.

Explain to students that it’s important to take permission first before taking anything from anyone. Ask students, “How would it feel if someone takes your things without your permission?” Encourage them to give responses. (The whole idea is to help students realize that taking things without permission would hurt or disappoint the other person.)

Also, it is important to use courteous words like please and thank you so that you may come across as a polite child. Show flash cards of thank you and please. Stick the two flash cards on board. Encourage children to use these polite words frequently and abundantly. They must not take anything without asking for permission.

Besides this, help students understand they must always keep their hands to themselves. They should not touch each other. The other person (irrespective of being their friend) might not like it. Give some examples. Like, say with actions, “I feel uncomfortable when someone touches me.” “Touching is not good” and they should inform an adult about it.

Reading, Listening and Speaking:

In pairs, ask students to perform the dialogues on page 33 with action. Encourage them to perform with actions. Take rounds, listen to their dialogues, and ask them to emphasize on the words please and thank you while taking permission to use someone’s things.

Differentiated Plan:

Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so that he may provide peer support. Also, provide extra support to such learners in reading dialogues. You might have to make them repeat sentences after you. However, help these learners understand the concept of taking permission, “please” and “thank you”.

Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.

08 minutes	Wrap-up: Quiz Time! At the end of the class, ask questions like: “Students, what do you think we should do if we wish to borrow someone’s things?” Encourage them to reply, “We should ask their permission.” Next, ask them, “What polite words should we use?” Encourage them to reply, “We should use words like thank you and please.” Point to the flash cards of “please” and “thank you”. Also, ask them if we must keep our hands to ourselves or not. Ask them the reason for their reply.
02 minutes	Homework: Assignment: Read page 33 (Unit 4) of the textbook.

Lesson Plan 36

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 36	Textbook Page/s: 34	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Share things with one another and take turns while playing together.
- Avoid taking things without asking first.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of “please” and “thank you”.

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recap:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Students will respond to your Salam. Ask them how they are doing today. Let them answer. Tell them, “It is nice to see you.” Let students answer you.</p> <p>Hold up the wooden blocks and ask them if they remember what they made from the wooden blocks. Lastly, point to the flash cards of “thank you” and “please” and ask them to read the two courtesy words. Ask if they should take someone’s thing without telling them or not and why.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will answer questions in today’s lesson.</p> <p>Instructions:</p>

	<p>Reading, Listening and Speaking: Ask students to turn to page 34 Exercise A of their textbook. Read the first question. Ask students if they know the answer. Discuss the answer with students.</p> <p>Do the same with the other two questions. Discuss answers with students. (05 minutes)</p> <p>Writing: Now, encourage them to write answers in their notebooks. Walk around and check their answers. You can even help students write answers from the chapter; however discourage direct copying. Give students sufficient time to write answers as this would be the first time they would answer in complete sentences. (20 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to answer questions. They may be slow at writing. Encourage them to write answers in complete sentences. Sit with them and help them find answers in the textbook. Give students enough time to write answers.</p> <p>Some students might quickly answer the questions. Ask them to read pages 31-33 again and underline difficult words.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the session, ask students to quickly tell you two courtesy words. Next, ask them what they should do before taking someone’s things. And, ask them if taking things without permission is a clever idea or not and why.</p> <p>Lastly before the class end, tell them that it was a pleasure meeting them today. Let them answer you (as they have learnt how to reply appropriately).</p>
02 minutes	<p>Homework:</p> <p>Assignment: Write and learn spellings of the following words:</p> <ul style="list-style-type: none"> • Together • Window • Favourite

	<ul style="list-style-type: none">• Paint• Green
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Lesson Plan 37

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 37	Textbook Page/s: 31 – 33	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Share things with one another and take turns while playing together.
- Avoid taking things without asking first.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them if they remember what they learnt in the lesson, “Let Us Play Together”.</p> <p>Ask them if it’s a good habit to play together. Also, if they should ask permission before taking someone is belonging or not. Ask them the reason.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do a role play in today's lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to look at the dialogues on pages 31 and 33. Explain them that dialogues on page 31 are about introducing themselves to someone else and dialogues on page 33 are about asking permission before taking someone’s belongings.</p>

	<p>In pairs, ask students to read dialogues on pages 31 and 33 together. Once they are done, ask students to prepare dialogues similar to page 31 or page 33 themselves. Explain them that they can prepare dialogues introducing themselves to others like on page 31 or prepare dialogues asking permission from someone like on page 33. Encourage them to write and prepare their own dialogues. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done, encourage two or three pairs to perform their dialogues in front of the class. Do not expect their performance to be perfect. However, their effort should be visible. Their dialogues should be based on their introductions of each other or asking permission before taking someone’s things.</p> <p>Appreciate the students heartily for their efforts. (20 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to think of dialogues. Encourage them by presenting different scenarios. Tell them to imagine meeting a new kid in their community. How would they introduce themselves?</p> <p>Some students might overshadow their pair mate. Manage their energies and ask them to give their pair mate a chance to think of and write dialogues.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students what they learnt from the performance of the pairs. Ask them how the pairs introduced themselves, which words they used, and which words they used to ask for permission.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read pages 31-33 again.</p>

Lesson Plan 38

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 38	Textbook Page/s: 34	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Join two consonants and a vowel to make a three-letter (CVC) word like map, cup, and fin.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- 4 sets of sticky notes (with *consonant* __ *consonant* mentioned on them, e.g. *b* __ *d*)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is nice to see them today. Let students reply. Next ask students if they remember vowels. Ask what they are. Next ask them about consonants.</p>
25 minutes	<p>Lesson Structure</p> <p>Topic: Tell students that they will make words in today's lesson.</p> <p>Instructions:</p> <p>Writing, Listening and Speaking: Divide the class into groups. Give each group a set of sticky notes with <i>consonant</i> __ <i>consonant</i> mentioned on them. Encourage them to fill in an appropriate vowel. Encourage students to have a group discussion and exchange ideas. Take</p>

	<p>rounds and keep guiding students. You can write the following words on the sticky notes:</p> <ul style="list-style-type: none"> • b ___ d • h ___ t • p ___ n • m ___ n • b ___ t • b ___ s • t ___ n • j ___ g • c ___ p • d ___ g • f ___ n • l ___ g • n ___ t • r ___ t • s ___ n • v ___ n • z ___ p <p style="text-align: right;">(15 minutes)</p> <p>Reading: Once done, ask each group to tell their words one-by-one. There might be different options and a variety of vowels can fit in between the consonants. Correct pronunciation and stress on vowels.</p> <p>Write the words on the board as students tell you. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to think of vowels to fill in the blanks. Ask their group members to help them. Also, take rounds and help these students yourself. You can write the 5 vowels on the board for their convenience.</p> <p>Some students might be writing more answers than others. Manage their energy levels. Subtly tell them to give others a chance to complete words too. This will teach them to be patient and wait for their turns.</p>
08 minutes	Wrap-up:

	Ask students to turn to page 34, Exercise B of Unit 4 of their textbook. Read the words and ask them to repeat after you. Stress on vowel sound.
02 minutes	Homework: Assignment: Read Exercise B on page 34 (Unit 4) of textbook.

Lesson Plan 39

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 39	Textbook Page/s: 34 – 35	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Understand that we combine letters to make words, words to make sentences and sentences to make paragraphs.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is nice to see them today. Let students reply. Next ask students if they know all the letters of English alphabet. Ask them to sing the alphabet song.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn about words, sentences, and paragraphs in today’s lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking: Write a word “cake” on the board. Do a quick session on letters and words. Point to each letter and say, “These four letters make one ‘word’ cake.”</p> <p>Now, write: “I love chocolate cake because it is delicious.”</p>

Ask the students, “What happens when many, many words come together? What do they make?” Let students guess. Tell them that many words make a sentence. Point to the sentence you’ve written above and tell them, “It is a ‘sentence’. It has eight words.”

Write on the board: “I love chocolate cake because it is delicious. My mother made a chocolate cake on my birthday. I tasted wonderful. My friends and I enjoyed the cake a lot. My mother will make me another cake soon.”

Next, ask, “When many sentences come together what do they make?” Point to the sentences. Take guesses from students. Tell them that many sentences make a “paragraph”.

(15 minutes)

Reading and Writing:

This entire task is to be done individually. Ask students to count the number of letters in the word “Ocean”.

Next, ask students to count the number of words in this sentence, “I like to read books in my free time.” Next, ask students to count the number of sentences in the small paragraph given above (birthday chocolate cake paragraph). Give students a plain white sheet and ask them to count and write numbers on that sheet. Format of the plain white sheet:

- Letters in a word: _____
- Words in a sentence: _____
- Sentences in a paragraph: _____

(10 minutes)

Differentiated Plan:

Some students might find it difficult to understand the concept of words, sentences, and paragraphs. Call them over to your desk. Refer to the word “cake” and count letters with them. Next, count words in a sentence and sentences in a paragraph. This exercise will help them understand the concept. Do the class exercise with them while others are working individually.

Some students might complete the class assignment quickly. Ask them to think of a word, write it down in their notebooks and count the letters in it.

08 minutes	Wrap-up: Ask students, “What do letters make? And words and sentences?” Encourage differently-abled students to answer.
02 minutes	Homework: Assignment: Read Activity given on page 35 (Unit 4) of textbook.

Lesson Plan 40

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 40	Textbook Page/s: 35 – 36	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify masculine and feminine.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pictures of boy, girl, man, woman, mother, father, brother, sister, grandfather, grandmother, son, daughter, uncle, aunty, sir, madam, nephew, niece (give names to all family members)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is nice to see them today. Let students reply.</p> <p>Show a picture of a boy and a girl to the students. Tell them while indicating towards the picture of the boy, “This is Talha. He is a boy.” Then, indicating towards the picture of the girl, say, “This is Hina. She is a girl.” And, then say, “Talha is a boy. Hina is a girl.”</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students they will learn about genders in today’s lesson.</p>

Instructions:**Reading, Listening and Speaking:**

Stick the pictures of male and female members (boy, girl, man, woman, father, mother, brother, sister, grandfather, grandmother, son, daughter, uncle, aunty, sir, madam, nephew, niece) on the board – males on one side, females on the other. Ensure their names and relationship are written underneath each member. For example, Ali – son, Saima – daughter, etc.

Then, divide the class into groups. Ask them to come near the board and observe the pictures. Their task is to read the names and relationship and identify if they are a male or a female.

The groups can spend 05 minutes near the board and discuss about genders for the next 05 minutes in their groups. If you want, you can read aloud the names and relationships for the students.

Speaking and Listening:

Now ask the group one-by-one to tell if the person in a certain picture is a male or female. For example, point at the picture of Ali, son and ask students if he is a male or female, in their opinion. Next, point to Saima, daughter, and ask if she is a male or a female. Do this with all the pictures.

Do explain the relationship role too. If you want, you can translate the relationship in Urdu for students to understand. For example, daughter is *beti*, son is *beta*, grandmother is *dadi* or *nani* and is old. Aunty is *khala* or *phuppo*.

Ask students to read Exercise C, Unit 4 page 35 in pairs.

Writing:

Distribute the worksheets for students to solve individually.

Differentiated Plan:

Some students might find it difficult to match the pictures with genders roles correctly. Sit with them and help them understand there are two genders – males and females. Explain roles in Urdu if convenient.

	Some students might complete the worksheet early. Ask them to read pages 35 and 36 Exercise C of Unit 4.
08 minutes	Wrap-up: Discuss the worksheet with students. Take answers from them and encourage their correct answers.
02 minutes	Homework: Assignment: Read Exercise C on pages 35-36 (Unit 4) of textbook.

Lesson Plan 41

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 41	Textbook Page/s: 35	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify masculine and feminine.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pictures of boy, girl, man, woman, mother, father, brother, sister, grandfather, grandmother, son, daughter, uncle, aunty, sir, madam, nephew, niece (give names to all family members)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Show the pictures of different family members and ask students to identify them by their gender.</p> <p>Ask students who their favourite person is at home and why. Ask if they are friends with their siblings.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will use genders in their daily conversations.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Divide the class into groups. Ask each group to write a paragraph about what they see their mothers, father, brothers and sisters, and grandparents (grandfather and grandmother) doing at home daily. Instruct students to write about the daily activities of these people. Encourage them to use pronouns he, she, him, her, his for their relatives.</p> <p>Instruct students to discuss the roles of different people first in their groups so there is an exchange of ideas, and then write the paragraph in their notebooks.</p> <p>Ask students to write a paragraph of at least 5 to 6 lines.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to write a paragraph on their own, Help and support them. Else you can give them a worksheet on genders to fill in. Make them identify gender at this stage and they can later write a paragraph.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, give students an exit slip. Ask them to write about their learning from this lesson. You can also ask them to write about what they liked and didn't like in today's lesson.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read page 35 of Unit 4, Exercise C again.</p>

Lesson Plan 42

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 42	Textbook Page/s: 35 – 36	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify masculine and feminine.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pictures of boy, girl, man, woman, mother, father, brother, sister, grandfather, grandmother, son, daughter, uncle, aunty, sir, madam, nephew, niece (give names to all family members)
- 5 sets of slips (each slip would contain one gender, for example, one slip would contain uncle, the other would contain aunty, etc.)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them if they remember what they did in the last session.</p> <p>Ask them what the meaning of masculine and feminine is. Point to the pictures and ask them to tell you who is male and who is female.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do activities based on masculine and feminine.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Divide the class into groups. Give each group one set of slips containing different genders.</p> <p>Tell students that they need to draw masculine and feminine columns in their notebook, and then find out feminine and masculine from the set. Arrange the slip according to their gender and its opposite.</p> <p>For example, if they pick a slip and find brother written on it, then they should open all the other slips and find sister. Then place brother and sister slips next to each other on the table. Note siblings in their notebooks too.</p> <p>This is group work. Tell students that they need to find genders in group but each student will note genders in his/her notebook individually. No help is to be taken from the textbook.</p> <p>Differentiated Plan:</p> <p>Some students find it difficult to sort out the genders. Sit in that group and help students. Ask them to take help from their textbooks too.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask two or three students to read their masculine and feminine. Ask the rest of the class to comment on their work.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read page 36, Exercise D of Unit 4.</p>

Lesson Plan 43

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 43	Textbook Page/s: 36 – 37	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use personal subjective pronouns: I, we, you, he, she, it and they, personal objective pronouns me, us, you, him, her, it and them and personal possessive adjectives my, our, your, his, her, its and their in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of pronouns I, my, me, you, your, you, she, her, her, we, our, us, he, his, him, they, their, them

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is a pleasure meeting them today. Let students answer your salutations.</p> <p>Hold out the cut-out of pronouns and one-by-one ask students to read them. If you want, you can read the pronouns and students can repeat after you.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn to make sentences about people in today's lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

Ask students to open the textbook to page 36 of Unit 4, Exercise D. Point to the first exercise in the textbook and say with actions, “I am a student.” Hold out “I” cut-out. Point to yourself while saying this. Ask students to repeat after you.

Next say, “It is my book.” Hold out “my” cut-out and point to yourself while saying this sentence. Ask students to repeat after you.

Next say, “Please give it to me.” Point to “please” flash cards as used in previous lessons and hold out “me” cut out. Point to yourself. Ask students to repeat after you.

Now, ask students to open page 36, Exercise D of Unit 4. Show the exercise to them. Ask them, “Who is the boy shown in the picture, with a hockey in hand?” Hold the cut out of “I” and wave it so students get the hint. Say, “I am a hockey player.”

Next, hold “my” cut-out in hand and read the sentence, “It is my hockey.” Encourage students to fill in the blank before you answer.

Next, hold “me” cut-out and read the sentence, “Please give it to _____.” Ask students to fill the blank for you. Wave the cut-out to guide students.

After this, point to the next exercise. Hold “you” cut-out and ask students to complete the sentence. Wave “you” hand out to guide the students. Next, hold “your” hand out and ask students to complete the sentence, “It is your stick.” Then, hold “you” cut-out and ask students to complete the sentence, “I will give it you.” **(20 minutes)**

Reading:

Ask students to turn to page 36 and read short sentences of pronouns given in Exercise D. Keep cut-outs at a place where all students can look and read them. **(05 minutes)**

Differentiated Plan:

Some students might find it difficult to use pronouns correctly. Guide them more during the session about when to use which pronoun. Tell the class the correct pronoun and help slow learners understand where to use which pronoun.

	<p>Some students might be more energetic than the rest. Manage their energies. Let them answer but first give other a chance to answer. Fast learners can answer at the end since they know most of the answers.</p>
08 minutes	<p>Wrap-up:</p> <p>Hold up all the cut-outs and ask students to read them for you. Revise all the pronouns. Then, ask students to make sentences of the pronouns I, you, me and your.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read page 36, Exercise D of Unit 4. Write pronouns, I, you, your and me in your notebooks.</p>

Lesson Plan 44

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 44	Textbook Page/s: 37 – 38	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use personal subjective pronouns: I, we, you, he, she, it and they, personal objective pronouns me, us, you, him, her, it and them and personal possessive adjectives my, our, your, his, her, its and their in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of pronouns I, my, me, you, your, you, she, her, her, we, our, us, he, his, him, they, their, them

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Tell them that it is a pleasure seeing them all today class. Hold up the cut-outs of pronouns you used in the last session. Ask them if they remember the pronouns. Do a quick recap of all the pronouns using cut-outs and actions.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn to make sentences about people in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking: Ask students to open the textbook to page 37, Exercise D of Unit 4. Point to the first paragraph in the textbook and say with actions, “We were playing.” Hold up the cut-out of “we”. You can explain that “we” mean two people. Point at a student and then explain the concept of “we”.</p> <p>Next, hold cut-out of “our” and ask students to fill in the second sentence: It was our toy. Explain that “our” show belonging to someone. Do examples like our toy, our book, our table, etc.</p> <p>Next, hold the cut-out of “us” and ask students to fill in the sentence: Please give it to us. Explain that “us” show belonging as well. Do examples like – give it to us, send it to us, etc. “Us” refers to two or more.</p> <p>Reading and Writing: Now, in pairs, ask students to complete the second paragraph on page 37 – _____ are reading. These were _____ books. Please give them to _____. Stick cut-outs of “we”, “our” and “us” on board so that students can take help. Discuss the answers once they have completed the work.</p> <p>Listening and Speaking: Next, point to the third paragraph on the same page. Hold cut-outs of “you” and “your”. Read the first sentence and ask students to fill it. Do the same with the rest of the sentences and hold up the cut-outs.</p> <p>Reading and Writing: Now, in pairs, ask students to read and fill in the blanks of the fourth paragraph of Exercise D on page 37. Keep cut-outs of “you” and “your” near the board so that students can take help. Discuss the answers once they have completed the work.</p> <p>Listening and Speaking:</p>
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	<p>Next, hold up the cut-outs of “she” and “her”. Read fifth, seventh and ninth paragraphs. Hold up cut-outs of “they”, “their” and “them”, and ask students to use “she” and “her” in the paragraphs with actions.</p> <p>Reading and Writing: In pairs, ask students to fill in the blanks in sixth, eighth and tenth paragraphs. Keep cut-outs of “she” and “my” on the board for help.</p> <p>Differentiated Plan: Some students might find it difficult to use pronouns correctly. Guide them more during the session about when to use which pronoun. Tell the class the correct pronoun and help slow learners understand where to use which pronoun.</p> <p>Some students might be more energetic than the rest. Manage their energies. Let them answer but first give other a chance to answer. Fast learners can answer at the end since they know most of the answers.</p>
08 minutes	<p>Wrap-up:</p> <p>Hold up all the cut-outs and ask students to read them for you. Revise all the pronouns. Then, ask students to make sentences of the pronouns we, our, us, she, her, they, them, and theirs.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read pages 36-38, Exercise D of Unit 4. Write pronouns we, our, us, she, her, they, their and them in your notebooks.</p>

Lesson Plan 45

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 45	Textbook Page/s: 36 – 38	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use personal subjective pronouns: I, we, you, he, she, it and they, personal objective pronouns me, us, you, him, her, it and them and personal possessive adjectives my, our, your, his, her, its and their in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of pronouns I, my, me, you, your, you, she, her, her, we, our, us, he, his, him, they, their, them

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them if they remember what they learnt about pronouns in the previous lessons.</p> <p>Ask students to quickly tell you all the pronouns they've learnt in the previous lessons.</p> <p>Stick the cut-outs of pronouns on the board.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do a role-play in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to read pages 36-38. Tell them that now since they know about pronouns, they should be able to read different paragraphs quickly with a better understanding. This is pair work.</p> <p>Listening and Speaking:</p> <p>Once they’ve read, instruct students to choose any two paragraphs and prepare them to act out in front of the class in pairs. Tell students they should act out the paragraphs with actions and they can use the cut-outs too. Instruct students to be loud and clear especially when using pronouns.</p> <p>Choose at least three pairs to act out two paragraphs each.</p> <p>Differentiated Plan:</p> <p>Some students might be shy in acting out the paragraphs. Encourage them to read them aloud in front of the class. Build their confidence.</p> <p>Some students might be over-enthusiastic. Manage their energies and ask them to give others a chance to speak and act too.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask the entire class if they can remember all the pronouns that different pairs mentioned in their acts. Write those pronouns on the board.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read pages 36-38 again.</p>

Lesson Plan 46

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 46	Textbook Page/s: 36 – 38	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use personal subjective pronouns: I, we, you, he, she, it and they, personal objective pronouns me, us, you, him, her, it and them and personal possessive adjectives my, our, your, his, her, its and their in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of pronouns I, my, me, you, your, you, she, her, her, we, our, us, he, his, him, they, their, them

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them to tell you if its morning or afternoon now. Make small talk with the students.</p> <p>Show them cut-outs of pronouns and ask them to quickly read all of them together.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will make sentences using pronouns.</p> <p>Instructions:</p> <p>Writing:</p> <p>Divide students into groups. Ask them to make sentences of any eight pronouns. Encourage them to discuss pronouns and their sentences amongst themselves and then write them down in their notebooks.</p> <p>Listening and Speaking:</p> <p>Once students are done with their written work, ask at least four to five students to read their sentences aloud to the entire class. Encourage students in the class to offer constructive feedback on the presenter’s work. Appreciate the presenter’s sentences and encourage others to follow suit.</p> <p>Differentiated Plan:</p> <p>Some students might not feel comfortable in making sentences in groups. Ask them to change their seats. Else, you can help them in the group by making a few sample sentences for them. You can encourage these students to take help from the book and make sentences of only five words.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students what they learnt today. Ask them to re-read their sentences and think of the situations where they can use these pronouns in real life.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Exercise D pages 36-38 again.</p>

Lesson Plan 47 – Unit Review

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Play Together
LP: 47	Textbook Page/s: 31 – 38	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use personal subjective pronouns, I, we, you, he, she, it and they, personal objective pronouns me, us, you, him, her, it and them and personal possessive adjectives my, our, your, his, her, its and their in a sentence.
- Identify masculine and feminine.

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so that students may feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

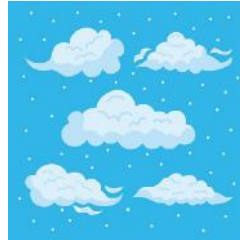
Unit 1 – Allah is with Me — Worksheet 1

Lesson Plan 4

Make the correct plural forms.



1 – These are _____.



2 – These are _____.



3 – These are _____.



4 – This is an _____.



5 – These are _____.



6 – These are _____.

Unit 1 – Allah is with Me — Worksheet 1

Lesson Plan 5

Match the following correctly.

- 1) Wolf lives
- 2) Elf dishes
- 3) Cloth benches
- 4) Calf brushes
- 5) Dish Elves
- 6) Loaf clothes
- 7) Brush calves
- 8) Life loaves

Unit 1 – Allah is with Me — Worksheet 1**Lesson Plan 6****Choose the correct plural forms.**

- | | | | | |
|-----|--------|---------|---------|---------|
| 1. | Person | persons | people | peoples |
| 2. | Fish | fishies | fish | foosh |
| 3. | Foot | feet | foots | footes |
| 4. | Man | men | mens | mans |
| 5. | Woman | womans | womens | women |
| 6. | Ox | oxen | ox | oxes |
| 7. | Goose | geese | gooses | goose |
| 8. | Deer | deer | deers | deeres |
| 9. | Leaf | leaves | leaf | leavies |
| 10. | Sheep | sheeps | sheepes | sheep |
| 11. | Mouse | mouses | mice | mousves |
| 12. | Series | series | serives | seriess |

Unit 1 – Allah is with Me — Worksheet 2

Lesson Plan 6

Choose the correct plural forms.

- | | | | | |
|----|-------|---------|---------|---------|
| 1. | Locus | loci | locuses | locuves |
| 2. | Focus | foci | focuses | focuves |
| 3. | Quiz | quizzes | quiz | quizves |
| 4. | Tuna | tuna | tunaes | tunaves |

Unit 1 – Allah is with Me — Worksheet 3

Lesson Plan 6

Write plurals of the following words.

1. Man
2. Woman
3. Children
4. Shelf
5. Bag
6. Shop
7. Shoe
8. Cup
9. Sock
10. Foot
11. Tooth
12. Mouse

Unit 1 – Allah is with Me — Worksheet 1

Lesson Plan 9

Circle and write the correct word.

1. This (Scene: A woman holding a book in her hands)

That _____ is a book.

These

Those

2. That (Scene: Three boys talking at a distance)

This _____ are boys.

Those

These

3. Those (Scene: A girl holding a bunch of flowers)

That _____ are flowers.

These

This

4. That (Scene: A door)

These _____ is a door.

This

Those

5. This (Scene: Six cups kept nearby)

That _____ are cups.

These

Those

6. That (Scene: Five cars)

Those _____ are cars.

These

This

Unit 1 – Allah is with Me — Worksheet 1

Lesson Plan 10

Fill in the blank with the correct verb.

1. These _____ bananas. (is, are, am)
2. This _____ a jug. (are, is, am)
3. I _____ wearing a hat. (are, is, am)
4. That _____ a mango tree. (are, is, am)
5. I _____ a boy. (is, are, am)
6. These _____ boys. (is, are, am)
7. Those _____ caps. (is, are, am)
8. That _____ a fountain. (are, is, am)
9. This _____ my house. (are, is, am)
10. I _____ studying now. (are, is, am)

Unit 1 – Allah is with Me — Worksheet 1

Lesson Plan 13

Circle capital letters and full stops.

1. I have a beautiful dress.
2. I love to read books. I have plenty of them at home.
3. Green is my favourite colour. What is yours?
4. There are many shelves in my classroom.
5. Saad, Ali and Farhan are doing their homework. They will complete it soon.
6. I have heard that Zain will go to visit his uncle soon.
7. I will call Faizan when I get free.

Unit 1 – Allah is with Me — Worksheet 2

Lesson Plan 13

Differentiation

1. Ali and Danish are coming to see me tomorrow.
2. The girls are playing in the ground.
3. Those sweets are mine.
4. These pens are hers.

Unit 2 – Cats in the Garden — Worksheet 1

Lesson Plan 15

Identify and write the names.



1. What am I?

I am a _____.



2. What am I?

I am a _____.



3. What is this?

This is _____.



4. What am I?

I am a _____.



5. What is this?

This is a _____.

Unit 2 – Cats in the Garden — Worksheet 1**Lesson Plan 20****Match the letters with corresponding words.**

- | | |
|--------|-----------|
| 1. Aa | Cat |
| 2. Bb | Doll |
| 3. Cc | Elephant |
| 4. Dd | Ball |
| 5. Ee | Apricot |
| 6. Ff | Giraffe |
| 7. Gg | Fish |
| 8. Hh | Jam |
| 9. Ii | Hat |
| 10. Jj | Kite |
| 11. Kk | Ice cream |
| 12. Ll | Mango |
| 13. Mm | Ladder |
| 14. Nn | Ostrich |
| 15. Oo | Parrot |
| 16. Pp | Napkin |
| 17. Qq | Rug |
| 18. Rr | Tea |
| 19. Ss | Quilt |
| 20. Tt | Sand |
| 21. Uu | Watch |
| 22. Vv | Umbrella |
| 23. Ww | X-ray |
| 24. Xx | Vase |
| 25. Yy | Zebra |
| 26. Zz | Yoghurt |

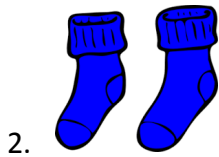
Unit 3 – A Red Rose — Worksheet 1

Lesson Plan 24

Match the objects with colours.



Blue



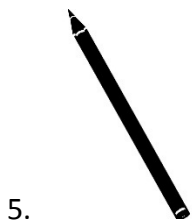
Yellow



Red



Black

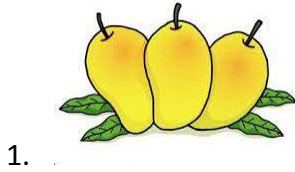


Green

Unit 3 – A Red Rose — Worksheet 1

Lesson Plan 29

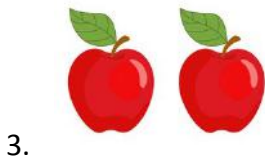
Match fruits with colours and quantities.



2 and Green



3 and Yellow



1 and Orange



1 and Brown



2 and Red

Unit 4 – Let Us Play Together — Worksheet 1

Lesson Plan 40

Match the following correctly.



Boy



Grandmother



Girl



Grandfather



Aunty



Uncle

Unit 1 – Allah is with Me**Unit Wise Assessment****1- Write answers of the following questions. (9)**

- a. Whom do we pray to when we need something? (3)
- b. Who takes care of us all the time? (3)
- c. Do you know the names of five prayers that we offer every day? (3)

2- Fill in the blanks with the correct letters. (4)

A, B, C, _ _ , F, _ , H, _ , J, K, _ _ , N, _ , P, _ . (2)

r, s, t, _ _ _ , x, y, _ . (2)

3- Match the following with the correct plurals. (3)

- | | |
|----------|----------|
| a. Box | fish |
| b. Pen | feet |
| c. Foot | pens |
| d. Bus | children |
| e. Child | boxes |
| f. Fish | buses |

4- Circle if opposites are true or false.

(3)

- a. Big-Clean True or false?
- b. In-Out True or false?
- c. Dirty-Clean True or false?
- d. Near-Far True or false?
- e. Full-Up True or false?
- f. Push-Pull True or false?

5- Correct the sentences given below. Add punctuation marks where needed. (6)

- a. This are a pen
- b. These is girls
- c. There are two cat in the garden.
- d. they is very happy today
- e. asma, is you feeling better today?
- f. kamran is a good boys

Unit 2 – Cats in the Garden**Unit Wise Assessment****1- Answer the following questions. (10)**

- a. What do you do on the track in a garden? (3)
- b. What do bees give us? (3)
- c. Can you tell why trees are important for us? (4)

2- Choose the best answer to fill in the blanks. (4)

- a. “Take off your _____ and sit on the _____,” said the Mother Cat. (shoes, laces, grass)
- b. Frogs eat _____. (bees, bugs, plants)
- c. Dogs run after _____. (sun, stars, cats)
- d. Trees give us _____. (sight, money, shade)

3- Use are and is to complete the sentences. (7)

- a. This _____ a table.
- b. That _____ a book.
- c. Those _____ oranges.
- d. These _____ grapes.
- e. This _____ a basket.
- f. That _____ a cupboard.
- g. Those _____ bananas.

5- Fill in the blanks.

(4)



J _ _



V _ _



C _ _



G _ _ _

Unit 3 – A Red Rose**Unit Wise Assessment****1- Answer the following questions. (9)**

- a. In which month does the rose bloom? (3)
- b. How does a rose make us feel? (3)
- c. What is a young rose called? (3)

2- Fill in the blank with the words that rhyme. (6)

- a. It swells in the sun and looks so much _____. (happy, fun, sad)
- b. The rose smells sweet and its twig looks _____. (happy, worried, green)
- c. Its bud is smart, and it looks like a piece of _____. (art, leaves, rose)

3- Answer the question using yes, no, not, it, this, and they. (4)

- a. Are they pineapples?

_____, _____ are not pineapples.

_____, they are _____.

_____ are strawberries.



- b. Is this a bicycle?

_____, it is _____.

_____ is a car.



- c. Are the apples green in colour?

_____, they are green in colour.

d. Were the apples tasty?

_____, they were _____ tasty.

_____ were not ripe.

4- Match the following correctly.

(6)

- | | |
|----------|----|
| a. One | 3 |
| b. Five | 10 |
| c. Eight | 5 |
| d. Ten | 2 |
| e. Two | 1 |
| f. Three | 8 |

Unit 4 – Let Us Play Together**Unit Wise Assessment****1- Answer the following questions. (3)**

- a. What is the boys' favourite colour? (1)
- b. What are the names of the three boys who were playing together? (1)
- c. Should you ask permission before taking someone's things? (1)

2- Use any vowel and complete the word correctly. Use all 5 vowels. Pronounce them. (6)

- a. M _ t.
- b. P _ t.
- c. S _ t
- d. D _ d.
- e. C _ t
- f. P _ t

3- Choose the correct opposite gender from the box. (6)

woman, grandmother, daughter, aunty, niece, madam

- a. The opposite gender of man is _____.
- b. The opposite gender of uncle is _____.
- c. The opposite gender of son is _____.
- d. The opposite gender of nephew is _____.
- e. The opposite gender of grandfather is _____.
- f. The opposite gender of sir is _____.

4- Use the correct word.**(10)**

I, my, you, she, he, we, your, her, they, us
--

- a. _____ am a good student.
- b. _____ is a girl who plays piano well.
- c. You are hurt. _____ must see a doctor immediately.
- d. Do not disturb us. _____ are reading a book.
- e. This is _____ book.
- f. Please give _____ our toys.
- g. _____ mother cooks delicious food.
- h. Ali is here. _____ has come to meet us.
- i. _____ pencil box is big.
- j. The boys have gotten into trouble. _____ will answer the principal.

Terminal Assessment Paper

First Term

Objectives

Total Marks: 50

Students should be able to:

- Analyse and answer the questions.
- Use this, these, that and those in a sentence.
- Use singular nouns and their regular and irregular plural forms.
- Use the opposite of a word.
- Use is, am, and are as main verbs of a negative sentence.
- Use personal subjective pronouns we, you, he, she, her, his and they in a sentence.
- Identify masculine and feminine.
- Identify vowels in three-letter (VC) word.

1- Answer the following questions. (10)

- Whom do we pray to when we need something? (2)
- What did the Mother cat teach her kitten about the trees? (2)
- In your opinion, why are roses called the king and queens of the garden? (2)
- How do roses make us feel? (2)
- Should we take permission before taking someone's things? Why or why not? Give reasons for your answer. (2)

2- Fill in the blanks with correct answers. (5)

- Honey bees give us _____.
- Frogs eat _____.
- Roses bloom in _____.
- Roses swell in _____ and look _____.
- Salman, Talha and Umar painted their house _____.

3- Choose the correct word from the box given below. You can use one word twice. (10)

thev. we. am. her. his. me. vour. he. she. mv. is. are
--

- a. Farha and Aliya _____ reading a book. _____ find the story quite interesting.
- b. I _____ not going to Ahad's house today.
- c. _____ are expecting a guest today. We should get dressed now.
- d. Is he _____ grandson? He's very intelligent.
- e. I am Hina's mother. _____ is ill so she can't come to school tomorrow.
- f. I will not drop Ahmed's books at _____ house.
- g. Sana is sad about losing _____ water bottle.
- h. Sara drinks milk regularly. _____ likes it very much.
- i. Ali _____ the monitor of the class. _____ is good at studies.
- j. _____ mother cooks delicious food.

4- Tell the opposite gender. (5)

- a. Man
- b. Father
- c. Grandmother
- d. Niece
- e. Aunty
- f. Boy
- g. Sister
- h. Son
- i. Sir
- j. Headmistress

5- Underline the vowel/s in the words given below.

(5)

- a. Up
- b. Bag
- c. Down
- d. Jam
- e. Men
- f. Hot
- g. Pipe
- h. Wig
- i. Bus
- j. Red

6- Tell the opposites of the words.

(5)

- a. Wet
- b. Out
- c. Clean
- d. Hot
- e. Black
- f. Far
- g. Empty
- h. Happy
- i. Big
- j. Pull

7- Fill in the blanks with the plurals.**(5)**

There were two _____ (book) lying on the table. The _____ (boy) picked them up and found a quiet corner to read. They had _____ (pen) in their _____ (hand) and wrote difficult words in their _____ (notebook). There were five _____ (box) kept in the same corner where they were sitting and reading. The _____ (child) were playing not very far from that corner and _____ (bus) were passing by too. Some _____ (girl) were waiting for their _____ (car) to arrive.

8- Use this, that, those and these in the sentences given below.**(5)**

- a. _____ are apples. They are fresh and clean. (*Apples are kept nearby.*)
- b. _____ boys are going to school. (*Three boys are going to school from far.*)
- c. _____ clothes are clean. You can wear them. (*A girl is giving clothes to another girl.*)
- d. _____ water bottle is mine. (*A girl is pointing at water bottle.*)
- e. _____ trees will give flowers in winters. (*There are some trees nearby.*)

Key**2- Fill in the blanks with correct answers.**

- a. Honey
- b. Bugs
- c. May
- d. Sun and smart
- e. Green

3- Choose the correct word from the box given below. You can use one word twice.

- a. Farha and Aliya **are** reading a book. **They** find the story quite interesting.
- b. I **am** not going to Ahad's house today.
- c. **We** are expecting a guest today. We should get dressed now.
- d. Is he **your** grandson? He's very intelligent.
- e. I am Gina's mother. **She** is ill so she can't come to school tomorrow.
- f. I will not drop Peter's books at **his** house.
- g. Sana is sad about losing **her** water bottle.
- h. Sara drinks milk regularly. **She** likes it very much.
- i. Ali **is** the monitor of the class. **He** is good at studies.
- j. **My** mother cooks delicious food.

4- Tell the opposite gender.

- a. Woman
- b. Mother
- c. Grandfather
- d. Nephew
- e. Uncle
- f. Girl
- g. Brother
- h. Daughter
- i. Madam
- j. Headmaster

5- Underline the vowel/s in the words given below.

- a. Up
- b. Bag
- c. Down
- d. Jam
- e. Men
- f. Hot
- g. Pipe
- h. Wig
- i. Bus
- j. Red

6- Tell the opposites of the words.

- a. Dry
- b. In
- c. Dirty
- d. Cold
- e. White
- f. Near
- g. Full
- h. Sad
- i. Small
- j. Push

7- Fill in the blanks with the plurals.

There were two **books** lying on the table. The **boys** picked them up and found a quiet corner to read. They had **pens** in their **hands** and wrote difficult words in their **notebooks**. There were five **boxes** kept in the same corner where they were sitting and reading. The **children** were playing not very far from that corner and **buses** were passing by too. Some **girls** were waiting for their **cars** to arrive.

8- Use this, that, those and these in the sentences given below.

- a. **These** are apples. They are fresh and clean.
- b. **Those** boys are going to school.
- c. **These** clothes are clean. You can wear them.
- d. **That** water bottle is mine.
- e. **These** trees will give flowers in winters.

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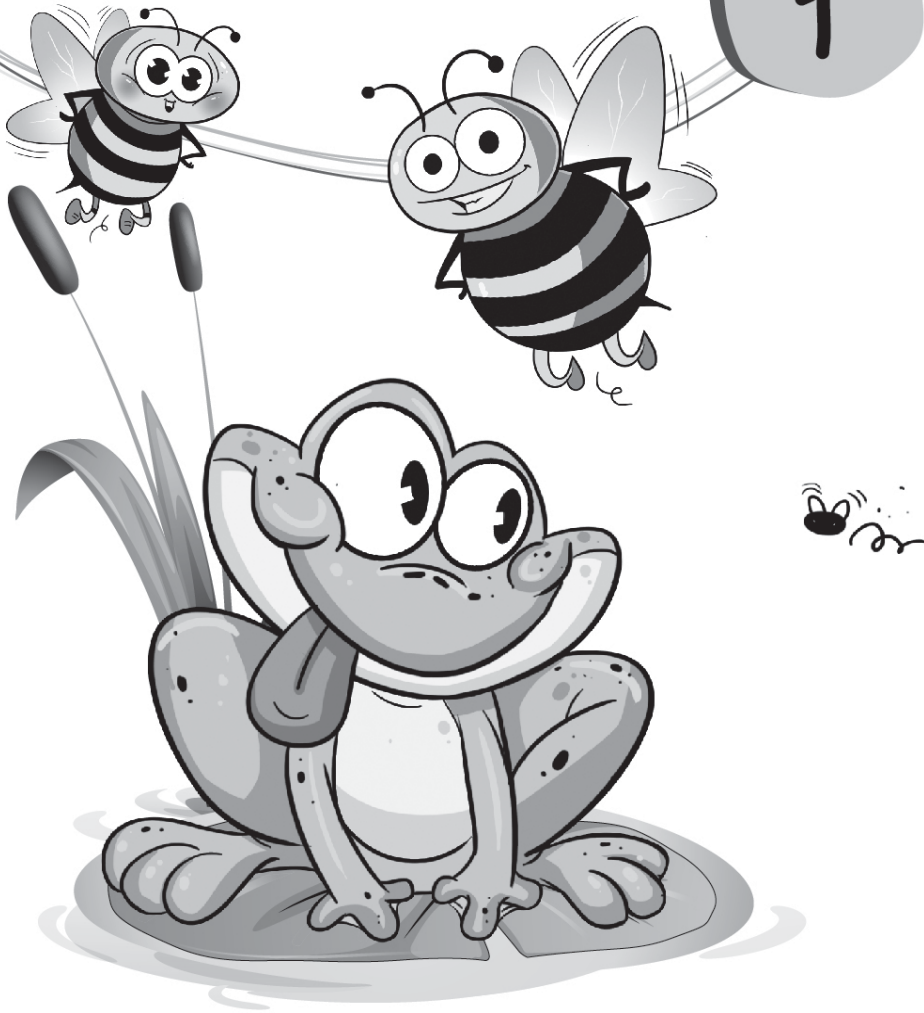
In the Name of Allah, the Most Gracious, the Most Merciful

SPECTRUM ENGLISH

SECOND TERM

TEACHING GUIDE

1



Prepared by:
Mariam Naeem Khan

Reviewer:
Sharjeel Ahmed Khan


Spectrum
Enlightening Generations

Spectrum English Grade 1

Teaching Guide

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Introduction to Spectrum English Series Books 1-5

Spectrum English series Books 1- 5 aim to develop and strengthen English language skills of the children in Pakistan. The series is specifically designed for Elementary and Primary students and focuses on modern ELT practices and allows teachers to practice latest teaching pedagogies through a variety of texts, exercises, and project-based activities.

By the time students complete this series in Grade 5, they will be familiar with different genres of text, various levels of questions, assessment techniques and popular language development methods such as role plays, small skits and listening and speaking activities.

Each unit is divided into several sections: Reading comprehension, vocabulary enhancement, grammar, phonics, and communication. Each reading comprehension is based on a different genre and difficulty level. Special care has been taken to ensure there is progression in each book (from Book 1 – 5) along with a smooth progression between reading exercises, vocabulary, and grammatical activities in each unit.

Reading comprehensions are theme-based and subsequent questions are based on diverse levels of Blooms Taxonomy which encourage children to use their critical and analytical skills. Formative assessments and project-based activities form an essential element of each comprehension passage. Project-based activities motivate students to relate situations given in stories to real-life scenarios and develop problem-solving skills. Formative assessments will help instructors evaluate each student's comprehension skills.

Vocabulary is one component where students in Pakistan face a lot of difficulty. They can learn the meanings of difficult words but are unable to use these words on their own. Vocabulary enhancement section in Spectrum series will help students not only learn difficult words but also use them in different contexts and literature.

Most institutions want their students to acquire a strong grammatical foundation by reading different texts and books. Spectrum series explains grammatical concepts in great detail using a number of examples and practice exercises. The thought behind this approach is to help students gain familiarity and apply grammatical concepts in various contexts.

Phonics have been discussed in each level because pronunciation is an important of language – without it a language cannot be spoken well. Students should be able to pronounce single and double letter words correctly. Similarly, teaching digraphs and trigraphs, contractions as a part of phonics are essential to acquire correct pronunciation skills.

Each unit of Spectrum series contains an oral communication part which is mostly based on role-plays. It is encouraged that students get into a character's shoes and perform the role accordingly. Such an activity will help students improve their listening and speaking skills as well as enable them to express their emotions and feelings positively.

It is important to note that Spectrum English series follows progression according to the Single National Curriculum (SNC) 2020. Theme chosen for each chapter are according to the ones mentioned in SNC. Grammar, phonics, and oral communication also closely follow the standard mentioned the SNC document.

The Instructional Strategies of the Course

Spectrum English series Book 1 – 5 does not support memorization. Students are expected to apply critical and analytical skills to solve questions and work on projects to gain a clearer understanding of facts. While working on projects, students will need to form homogenous and heterogenous groups to gather information. Similarly, oral communication activities will work best when students work in pairs and take turns to perform roles. Teachers are requested to help students build connections with situations given in the units with real-life circumstances and adopt a problem-solving attitude.

Themes and sub-themes in this series have been chosen according to SNC bearing in mind Islamic integration in each unit. The units aim to instill Islamic values in students.

Spectrum English series Book 4 Teaching Guide

Spectrum English series Book 4 Teaching Guide contains 151 lesson plans along with differentiated learning, 12 reviews (for each chapter), and 3 assessment papers with marking keys.

The lesson plans contain many student-centered classroom activities, which will build on the students' prior knowledge, keep them engaged and will make learning interesting. Teachers can choose a variety of these activities bearing in mind the structure of their lesson, student groups and appropriateness of the activity in relation to the concept being discussed.

Each lesson plan has six key elements:

- Student Learning Objectives
- Warm up
- Instructions
- Differentiation
- Wrap Up
- Homework

1- Student Learning Objectives (SLOs):

SLOs are carefully planned goals for what students will learn over a given time. They specify what students will know, be able to do or be able to demonstrate when they have completed or participated in an activity. Teaching instructions are devised keeping in mind the SLOs – in other words we can state that various instructional strategies are used to achieve the specific SLOs.

2- Warm Up:

Warm up activities are ice breakers. These are performed to develop students' interest in the topic and create engagement. Warm up activities are usually used as energizers; they introduce the topic lightly and

lay the foundation for the entire teaching block. In a student-centered classroom, further lesson instructions are based on the warm up activities because responses elicited during the warm up session will decide the direction and tone of the lesson.

The following activities have been used in warm up session. Teachers can create their own warm up activities as well.

- Play a game (for Elementary and Primary levels):

This is the most exciting warm up activity. Teachers can design and play a variety of games with the students. Games are particularly quite popular with grade 4-5 students because they have a lot of energy and require movement.

Teachers can play a variety of games like hang man, treasure hunt, determine my position (to teach prepositions), you and I (to teach pronouns), etc. Teachers can devise their own games based on their understanding of their students.

- Start with an image/video/object:

This warm up activity immediately grasps each student's attention. Stick an image or as many images as you want on the board and let students guess what they are. Generate a discussion around these images and let every student participate.

Similarly, show a video or an object and generate a discussion around it.

- Draw on board:

In this activity, invite a student to draw an image related to the topic on the board. The rest of the class can help this student. Alternatively, teachers can draw an image too and encourage students to help.

- Ask for predictions:

Before starting the new topic or a sub topic, ask students their predictions about it. This warm up is particularly helpful in literature, language, and science activities. Ask students to keep the list of their prediction handy and they can tally how correct their guesses were later, after the lesson has been taught to them.

- Make Something (Elementary and Primary levels):

Teachers can provide stationery items like glaze papers, sticks, colourful sheets and encourage students to make objects. This warm up can be used to set the tone for science lessons. Also, objects can be further refined in the arts and crafts block, creating an integration of subjects.

- Thought Experiment:

Thought experiments are performed in the imagination. We set up some situation, we observe what happens, and then we try to draw appropriate conclusions. In this way, thought experiments resemble real experiments, except that they are experiments in the mind. Teachers can use this warm up in science lessons. In some cases, thought experiment can also be used in Mathematics and Social Studies lesson plans.

- **Observe Nature:**

Teachers can take students outdoors and encourage them to observe nature around them which is also related to the topic. For example, shadows can be observed outdoor. Similarly, plants, weather, clouds, sky, sun, etc. can be observed outdoors. This warm up will automatically infuse enthusiasm in students and will serve as a refreshing activity with a purpose; teachers can then take their entire lesson outdoors. This is ideal for Elementary students.

- **Define Key Terms:**

Teachers can write key terms on the board and ask students to guess what each means. The lesson can be taken forward using the definitions of key terms. This warm up can be used for Elementary level too.

- **Make a list:**

Teachers can present an imaginary situation to the students related to the concept and ask then devise a list related to the topic and situation. For example, while teaching science unit 'Plants,' teachers can ask students to list various parts of the plant and explain what each does. This activity will immediately get students engaged in writing, creating a peaceful learning environment in classrooms.

- **Entrance slips:**

Entrance slips are given to students as they are entering the classroom and should be completed within the first two or three minutes of class time. Students may list one or two key pieces of information from yesterday's lesson or reading, recall something personal that relates to the lesson's topic of the day (for example, if today's poem is about basketball, ask students to name a favourite hobby and how it makes them feel) or write down something related to a previous lesson that they would like to learn more about.

These can be used for Primary level and above. Teachers can develop their own questions as needed.

Some sample questions are:

- Write one thing you already know about the topic...
- Tell me 3 things that help you learn in my class....
- What are you looking forward to finding out about in today's lesson and why?

3- Teaching Instructions

The third element of lesson plan is instructions. This is the most crucial element of the lesson plan as teachers will devise and implement their teaching strategies here. It lasts for about 25 mins but teachers can alter time limit according to their needs.

Facilitation in classrooms focuses on the four skills of the learners: reading, writing, listening, and speaking. Each lesson plan incorporates the four skills carefully for holistic learning to take place in student-centered classrooms. The four skills are defined as:

- **Reading:**

Always engage students in a reading task so the teaching doesn't get monotonous. Reading will help students understand written instructions, improve their comprehension skills, and help them become familiar with different vocabulary words.

Reading doesn't always need to be in the form of a comprehension passage, reading anything as simple as a rubric written in Math textbook will also suffice. Ideally, Math, Science and Social Studies teachers are requested to provide students extra reading resources to improve their understanding. Alternatively, teachers can give research projects to hone reading skills of their students.

- **Writing:**

This will immediately engage all the students in the class. Writing is a gem to pick. An individual with explicit writing skills is always victorious at expressing oneself. The writing skill is the 'hard copy' of your intellectual level or the level of your expression. Writing as much as a few sentences in every class will bring about a positive change in students.

- **Listening:**

Listening is an important part of all the subjects. Listening is not merely hearing: it is a state of receptivity that permits understanding of what is heard and grants the listener full partnership in the communication process. Teachers must encourage students to listen to each other and respond appropriately, not react.

- **Speaking:**

Speaking is special; this skill is as important as the others. When students have read and heard ideas - all they need now is to express themselves through their speaking skill. What they speak will determine their expressiveness.

Students must be encouraged to speak their minds in a safe classroom environment. It is important that all teachers emphasize on using English as the medium of communication in all their classes.

4- Differentiated learning:

Differentiated learning is an integral part of every lesson plan. The lesson plans given Spectrum English series Book 4 Teaching Guide contain differentiation activities as well as relevant worksheets so each learner can gain at least a basic understanding of the SLO and is able to relate to it. Differentiation can be done in several ways in classrooms. Teachers can use the following strategies to execute effective differentiated learning in their classrooms.

- **Flexible grouping:**

Flexible grouping is a data-driven teaching practice. With this practice, you put students into temporary groups to work together for as long as they are needed to develop an identified skill or to complete a

learning activity. The groups can be heterogeneous (made up of varying skill levels) or homogeneous (made up of the same skill level). The groups change often based on the learning objective and students' needs or interests.

- Cooperative learning with varied tasks:

Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn.

Within a heterogeneous cooperative group, differentiate tasks by complexity and quantity. A cooperatively structured lesson where everyone performs the same activity barely hints at cooperative learning's potential. Students in a cooperative learning group can engage in tasks with distinct levels of complexity and learn different amounts of material. Every student learns something that he or she doesn't already know; all students contribute to a common goal.

- Adjust questioning:

Give varied questions to students based on their understanding of the concept and abilities. Less challenging question will help slow learner gain confidence and will enable them to learn the same concepts as the rest of the class.

- Choice provided:

Give learners with different abilities multiple choice questions, cross words and worksheets which can help them understand the concepts better.

- Peer support

Students can participate in peer support activities that can further strengthen their academic engagement and class participation. Peer support increases their opportunities to receive and provide social support. It helps them acquire added support and advocacy skills

- Think-pair-share:

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer.

This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response.

Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning.

Think-Pair-Share can also be used as in information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

5- Wrap up

Wrap up can be done in several ways. Teachers can use the following strategies to perform an engaging and meaningful wrap of classroom learning.

Exit Slips:

Exit Slips provide teachers with an informal measure of how well students have understood a topic or lesson. They help students reflect on what they have learned. They allow students to express what or how they are thinking about current information.

Some questions teachers can ask in exit slips are:

- Write one thing you learned today.
- Discuss how today lesson could be implemented in the real world.
- I didn't understand...
- Write one question you have about today's lesson.
- Did you enjoy working in small groups today?
- I would like to learn more about...
- Please explain more about...
- The thing that surprised me the most today was...
- I wish...
- Beat the clock:

Teacher poses a question regarding the lesson at the end of the class. Students can either quickly write answers in their notebooks or think of the answers. Teachers must time each activity. Usually, a minute is given to think of the answer and another minute is given to verbally answer the question. In case, teacher decides to ask students to write the answer, then 2 minutes are given to the students to complete the task.

- How to use it?

Teachers encourage the students to apply the knowledge they have gained during the lesson in their daily lives. This wrap is ideal for Urdu and Islamiyat subjects as it involves the application/implementation of concepts, ideas, and learning.

- Teach your junior:

This wrap up involves teachers encouraging students to form groups in class and instruct students in junior grades. The teaching and learning needs to take place before the next lesson. Ideally, students teach in groups to their junior students. Teachers in higher grades (3 onwards) can use this wrap up strategy.

- Review it

Teachers give a few minutes to the students to review the lesson and ask any questions. Review helps students to reflect on their learning. Once done, the teacher can ask students different questions to check their understanding.

6- Homework

Homework is given as and when needed. Teachers decide what is to be given as homework. Teachers are encouraged to give assignments and projects instead of simple questions and answers as homework.

Conclusion

We hope teachers and students will enjoy using Spectrum English series Books 1-5 thoroughly. The books contain modern teaching approaches and supports classrooms where students are empowered. The series will help students become efficient users of English Language. Please adapt it to the specific needs of your learners, but bear in mind that textbooks are only a resource to facilitate learning. The actual learning goals and objectives are driven by the teachers, who can never be replaced.

Remember, traditional teaching styles have become obsolete now and the young minds of today want 'learning facilitators' not typical teachers. Therefore, empower students and see how students will take charge of their own learning.

We wish all the teachers and students using Spectrum English series Books 1-5 all the best.

May Allah guide you in every step and grant you success. Ameen.

Unit 5 – Read Us a Story, Please

Unit Overview

Unit 5 revolves around a story that a grandmother tells her grandchildren about safety. The unit teaches us that we need to be careful around strangers. The stories our grandparents tell us usually have a moral lesson; therefore, we should learn from their stories. This unit also teaches us that we must listen to others carefully and patiently. We should be able to differentiate between the things that are good for us and those that are harmful. Lastly, the unit teaches children to eat healthy and hygienic food.

Model Answers

Exercise A

Answer 1 – Mr. Bunny lives in a burrow.

Answer 2 – The fox said his wife cooks very tasty food.

Answer 3 – No, Mr. Bunny doesn't go with the fox.

Exercise B

1 – We will laugh but we will be good.

2 – I want to invite you to dinner.

3 – The fox ran after the rabbit but the rabbit was faster than the fox.

4 – You are my favourite food.

5 – The rabbit hid in its burrow.

Exercise C

Ask students to pronounce each letter separately. Help them recall the sounds of letters in case they forgot. Then pronounce each word. Notice that each word has a vowel; however, it comes at different places in the words. Help students notice the pronunciation of different vowels.

Exercise D

Given in the exercise are words that start with ch, sh and th. Help students pronounce each word separately. Encourage them to identify how the beginning of each word that starts with ch sounds the same. Ch produces the same sound at the beginning of each word. Sh produces the same sound at the beginning of each word. Th however has two specific sounds when it comes at the beginning of words. It is important that students understand this difference in pronunciation of th words.

Exercise E

This exercise involves using ch, sh and th at the end of words. Let students know that ch produces different sounds when it comes at the end and in the middle of words. For example, such sounds quite different from rich and teacher. Sounds made by ch at the end and in the middle of the word aren't

always the same. Similarly, sh and th also make different sounds when they come at the end and in the middle of the words. Read the word with students to help them recognize different sounds of words.

Exercise F

This exercise introduces students to prepositions. Refer to the pictures given in the textbook to explain different positions of the frog. You can also make students stand in different positions in the classroom to help them understand the concept.

Exercise G

This exercise enables students to apply the concept of positions they learnt in the previous exercise. Help them fill in the blanks.

1 – Under

2 – On

3 – Behind

4 – Next to

5 – In front of

6 – In

7 – Between

Exercise H

Students should be familiar with numbers in words and digits. Quickly, revise the concept. You can either use the picture given in the textbook to explain different positions or practically make students stand in different positions for better understanding.

Lesson Plan 48

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 5	Unit Title: Read Us a Story, Please
LP: 48	Textbook Page/s: 39 – 41	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Learn about being safe in their communities.
- Show interest in listening to stories from their parents and grandparents.
- Learn to listen to others attentively and patiently.
- Tell the importance of eating healthy food and avoiding unhealthy one.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of grandmother, grandchildren (children), fox and bunny

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are doing today. Tell them that it is a pleasure meeting them today. Let students reply.</p> <p>Ask if they have listened to a story told by their grandparents recently. Ask them what the story was about. Ask them how often their grandparents tell them stories.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will listen to a story told by a grandmother to her grandchildren in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking: Show cut-outs of grandmother and the two children to the students. Hold up grandmother’s cut-out and explain that grandmother will tell a story to her grandchildren (show their cut-outs).</p> <p>Ask children to open their textbooks to page 39. You hold cut-outs of the two grandchildren. Now, with actions make a request to the grandmother to a story. (If you want, you may sound like children too). Make grandmother’s voice and agree to tell the story. Start with once upon a time....</p> <p>Next, hold cut-out of a fox and bunny. Make the two talk to each other and voice their dialogues. You can make especial sounds if you want. You can make the cut-outs perform actions. Tell the story in a very lively and cheerful manner.</p> <p>After the story ends, come back to the cut-outs of grandmother and grandchildren. Hold up grandmother’s cut-out and making her voice ask the grandchildren, “What did you learn from this story?” Ask students if they can tell you the answer.</p> <p>Discuss lessons like not trusting everyone, being concerned about one’s safety. Always listening to others carefully and patiently. Realizing that not everyone is a friend. Discuss how fox was pretending to bunny’s friend, but it wanted to eat the bunny. This means fox wasn’t a faithful friend as real friends do not harm. (10 minutes)</p> <p>Reading: Now, ask students to open page 39 of their textbooks. Read the chapter and encourage students to repeat after you. Explain the chapter with the help of cut-outs. While reading, ask students to identify different colours in the pictures and cut-outs. Identify different objects shown in the background of the pictures in the unit. (10 minutes)</p>
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	<p>Writing: Distribute the worksheet to the students. (05 minutes)</p> <p>Differentiated Plan: Some students might find the story difficult. While others are completing their worksheet, explain them the story again. Use cut-outs to explain them the story.</p> <p>Some students might complete their worksheets earlier. Ask them to read the chapter silently.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the session, ask students if they can tell you the moral of the story they have just read. Help and guide them while they are narrating the moral.</p> <p>Ask questions like, “Should Mr. Bunny have gone with the fox? What would have happened?”</p>
02 minutes	<p>Homework:</p> <p>Assignment: Look at the worksheet and write down the names of colours you have filled in the illustrations.</p>

Lesson Plan 49

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 5	Unit Title: Read Us a Story, Please
LP: 49	Textbook Page/s: 39 – 41	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Learn about being safe in their communities.
- Show interest in listening to stories from their parents and grandparents.
- Learn to listen to others attentively and patiently.
- Tell the importance of eating healthy food and avoiding unhealthy one.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of grandmother, grandchildren (a boy and girl), fox and bunny

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are doing today. Tell them that it is a pleasure meeting them today. Let students reply. Hold up the cut-outs and ask them if they remember the story they read in the last class. Ask them to recall the story for you.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will discuss that same story told by a grandmother to her grandchildren further in today’s lesson.</p> <p>Instructions:</p> <p>Reading: Ask children to open their textbooks to pages 39-41. In pairs, encourage them to read the chapter together. Stick the cut-outs of the two grandchildren, grandmother, fox, and bunny on the board so that children can see them and relate.</p> <p>Take rounds and help students read out words. Next, write these words on the board and help students pronounce them correctly. These words will help them understand the pronunciation of different words correctly.</p> <ol style="list-style-type: none"> 1. Laugh 2. Forest 3. Tasty 4. Hopping 5. Cooks 6. Faster 7. Shouted 8. Favourite 9. Catch 10. Burrow 11. Hid 12. Angry <p>Listening and Speaking (Role-Play): Call two students in front of the class. Ask them to role play. One student can be a fox and the other can be bunny. Ask them to say dialogues with actions. Help and guide the students.</p> <p>Once done, discuss the chapter again and lessons like not trusting everyone, being concerned about one’s safety. Always listening to others carefully and patiently. Realizing that not everyone is a friend. Discuss how fox was pretending to bunny’s friend, but it wanted to eat the bunny. This means fox</p>
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	<p>wasn't a faithful friend as real friends do not harm. Ask students to tell you the moral lesson.</p> <p>Reading: Now, ask students to read pages 39-41 of their textbooks individually. Read the chapter and encourage students to repeat after you. Explain the chapter with the help of cut-outs. While reading, ask students to identify different colours in the pictures and cut outs. Identify different objects shown in the background of the pictures in the chapter.</p> <p>Writing: Encourage students to write the 12 words (written on board for pronunciation) in their textbooks and learn spellings.</p> <p>Differentiated Plan: Some students might find it difficult to write and pronounce words on the board. While other students are writing words in their notebooks, help this group of students to first pronounce these words and then write these words in the textbook.</p> <p>Some students might finish their written work early. Ask them to turn to page 42 and think of answers to questions 1-3.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the session, ask students if they can tell you the moral of the story they have just read. Help and guide them while they are narrating the moral. Ask questions like, "If you were a fox, what would you have said to Mr. Bunny? And why?"</p>
02 minutes	<p>Homework:</p> <p>Assignment: Revise words written in the notebooks for pronunciations and spellings.</p>

Lesson Plan 50

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 5	Unit Title: Read Us a Story, Please
LP: 50	Textbook Page/s: 42	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Learn about being safe in their communities.
- Show interest in listening to stories from their parents and grandparents.
- Learn to listen to others attentively and patiently.
- Tell the importance of eating healthy food and avoiding unhealthy one.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of grandmother, grandchildren (a boy and girl), fox and bunny

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are doing today. Tell them that it is a pleasure meeting them today. Let students reply. Hold up the cut-outs and ask them if they remember the story they read in the last class. Ask them to recall the story for you.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will answer questions of the story told by a grandmother to her grandchildren further in today’s lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking: Ask children to open their textbooks to page 42. Read questions 1 – 3 for students. In pairs, encourage them to discuss answers. Take rounds and guide them where required. (10 minutes)</p> <p>Listening and Speaking: Once the students are done discussing questions, ask them to tell you the answers. Take answers from different students. (05 minutes)</p> <p>Writing: Encourage students to write questions and answers in their notebooks. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to write answers on their own. Help them by sitting with them and explaining them the questions again. You might have to explain the questions in Urdu for students to understand.</p> <p>Some students might complete their work earlier. Give them the differentiation worksheet to complete.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the session, ask students if they can tell you the moral of the story they have just read. Help and guide them while they are narrating the moral. Also, tell them never to take anything to eat from strangers. Strangers are dangerous.</p> <p>Ask questions like, “If someone offers you anything to drink or eat, what would you do?” Take answers from students. Guide them never to accept anything to eat or drink from strangers.</p>

02 minutes	Homework: Assignment: Read Unit 5, pages 39-41 again.
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Lesson Plan 51

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 5

Unit Title: Read Us a Story, Please

LP: 51

Textbook Page/s: --

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Learn about being safe in their communities.
- Show interest in listening to stories from their parents and grandparents.
- Learn to listen to others attentively and patiently.
- Tell the importance of eating healthy food and avoiding unhealthy one.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of characters from the story (if teacher wants)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Show them the cut-outs of fox and bunny.</p> <p>Ask students if they remember the story that the grandmother told the kids. Ask them to tell you the moral of the story. What did they learn from it?</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that today is a story telling session!</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Invite a story teller to your class for a session. The story teller could be a parent or one of the other teachers. Give story teller a nice story book which has the same morals as your lesson’s objectives. Request the story teller to read students the book.</p> <p>The story teller can show pictures from the book to the students at intervals. Request story teller to ask questions from the students during the session, just to check how much they have understood. Help story teller in explaining the story to the students.</p> <p>You can change the setting of the classroom. Spread mats in the class and ask students to sit on mats in a semi-circle. The story teller could sit in the middle and read out the story. You can even prepare cut-outs of the characters and charts related to the story beforehand.</p> <p>Differentiated Plan:</p> <p>Some students might face difficulties in understanding the story. Help story teller to clearly explain the story.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Once the story ends, ask students what they have learnt from the story. Explain the moral clearly.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Exercise B, page 42, Unit 5.</p>

Lesson Plan 52

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 5

Unit Title: Read Us a Story, Please

LP: 52

Textbook Page/s: 42 – 43

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Fill in the blanks.
- Join a vowel and a consonant blend to make a four-letter (CCVC or CVCC) word like step, flag, best and jump

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of words: best, step, desk, swim, lift, flag, lamp, crop, milk, plan

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are doing today. Tell them that it is a pleasure meeting them today. Let students reply. Hold up the cut-outs and ask them if they remember the story they read in the last class. Ask them to recall the story for you.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will fill in some blanks and pronounce some words in today’s lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking: Ask students to turn to page 42. Read Exercise B with the students. Leave the blanks empty for students to fill in. Ask students to look for answers in the chapter. (05 minutes)</p> <p>Writing: Once the students tell you the answer, tell them that if they are correct or not. Discuss answers with them. After discussion, ask students to write answers in their notebooks. (05 minutes)</p> <p>Listening and Speaking: Once done, show the flash card of “best” to the students. Ask them to pronounce the word. Next show the word “desk”. Ask students to pronounce the word. Now, stick both the flash cards on the board and ask students to read them one by one. Help them recognize the difference between the sounds of two words. Best and desk. Tell them the two words have different consonants b and d which make the sounds.</p> <p>Next, show the flash cards of lift, milk, and swim. Ask students to pronounce the three words a few times. Encourage them to repeat after you and help them understand that different consonants make different sounds. All three words have the vowel “i” in them.</p> <p>Next, show flash cards of flag, lamp, and plan. Ask students to pronounce the three words a few times. Help them recognize that different sounds are produced by different consonants. All three words have “a” in them.</p> <p>Lastly, ask students to pronounce the word “crop”. Help them identify the sound of “o” in crops.</p> <p>The purpose of this exercise is to help students recognize how different words are pronounced. Focus on the vowel sound while pronouncing the words.</p>
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	<p>Note that all these words serve as sight words too. (15 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to write answers of fill-in-the-blanks. Sit with them and help them identify the correct answers in the chapter. You can even ask fast learners to give some peer support to these students in filling the blanks.</p> <p>If some students find it difficult to pronounce words, give them special attention and focus during the session. Encourage them to repeat the words after you along with the whole class. You can ask these students to individually repeat words after you a few times too. This will indeed improve their pronunciation.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Lastly, ask students to pronounce some sight words individually. Remove all the flash cards. Hold only one of them for example, flash card of 'flag'. Pick anyone student to pronounce the word for you.</p> <p>Repeat this with all the words in this exercise and ask different students to pronounce words. This way you can check their pronunciation too.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Exercise C of Unit 5, pages 42-43.</p>

Lesson Plan 53

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 5

Unit Title: Read Us a Story, Please

LP: 53

Textbook Page/s: 42 – 43

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Join a vowel and a consonant blend to make a four-letter (CCVC or CVCC) word like step, flag, best and jump

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of vowels: a,e,i,o,u
- Exit slips

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them a few questions like:</p> <ul style="list-style-type: none"> • Why do you think Bunny did not go with the Fox? • Did Bunny make the right decision? Why? <p>Ask students if they know vowels. Ask them to tell you vowels as a class.</p>
25 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Writing:</p> <p>Divide class into groups. In groups, give students the task of producing words that have four letters – 3 consonants and 1 vowel.</p>

	<p>Ask them to think of two words containing each vowel, meaning 2 four-letters words containing a, 2 four-letter words containing e, 2 four-letter words containing i, 2 four-letters words containing o, and 2 four-letter words containing u.</p> <p>Encourage students to discuss words amongst themselves and then write them in their notebooks.</p> <p>Presentation:</p> <p>Once students are done, ask each student to tell two words they have written. You tell them the vowel and they will tell you their words. Appreciate them. If their words need correction, then correct them gently.</p> <p>Differentiated Plan:</p> <p>Some students might face difficulty in forming words in a group. Help them by giving them examples. Encourage these students to take help from their textbooks. You can even tell these students to form one word, instead of two, to lessen their workload.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, give each student an exit slip to write one thing they have learnt during the lesson. Collect these slips before leaving the class.</p>
02 minutes	<p>Homework assignment:</p> <p>Read Exercise C, pages 42-43, Unit 5.</p>

Lesson Plan 54

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 5

Unit Title: Read Us a Story, Please

LP: 54

Textbook Page/s: 43

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify basic sounds of the digraphs ch, sh and th as in words like chair, shoes, three and that
- Read and write sight words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of words ch, sh and th

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how their day was and how are they doing today. Let them answer you about their day.</p> <p>Show students flash cards of ch, sh and th. Ask them if they can recall sounds of these. Take different guesses from students. Then, pronounce the digraphs for them and encourage them to repeat after you.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn sight words and their sounds in today’s lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking: Stick flash cards of ch, sh and th on board. Now write chat, chin, chop on the board. Ask students if they can read the words for you. Take guesses from students. Pronounce the three words for students clearly and encourage them to repeat the words thrice after you. Tell them that all three words starting with ch have the same sound.</p> <p>Instruct the students to open textbook to page 43. Read the words starting with ch and encourage them to pronounce thrice after you. Help them identify that all words have the same starting ch sound.</p> <p>Next, write ship, shed and shop on the board. Ask students if they can pronounce these words for you. Encourage them if their pronunciation is correct. Then, pronounce the words for them and encourage them to repeat them thrice after you.</p> <p>Instruct students to open the textbook to page 43 again. Read all the words starting with sh. Help students realize that words in the textbooks starting with sh have the same sound. Encourage students to repeat words thrice after you.</p> <p>Now, write thin, thick and three on the board. Ask students to pronounce them for you. Encourage them if their pronunciation is correct. Then read th words for students and ask them to repeat thrice after you.</p> <p>Instruct students to open their textbook to page 43. Read th words (in the first list) once (students are to repeat after you) and help students understand that these words have a specific th sound.</p> <p>Th sounds can differ. Tell them there are two th sounds.</p> <p>Now, write this, these and that on the board. Ask students to pronounce them for you. Students should be able to</p>
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	<p>pronounce these three words thrice as they should be familiar with them by now.</p> <p>Immediately after, ask them to pronounce thin, thick and three. Ask them if they noticed the difference in th sounds. Thin, thick and three sounds are different from this, that and these. Practice contrast in th sounds thrice with the students. Help them notice the difference. (You might have to pronounce the words yourself first and students could repeat.)</p> <p>Now, read the last list of th words. Pronounce the words and students can repeat after you thrice.</p> <p>By now, students should be quite familiar with ch, sh and th sounds. These words also serve as sight words.</p> <p>Reading: In pairs, ask students to pronounce all the ch, sh and th words given in Exercise D on page 43. Take rounds and check their pronunciation.</p> <p>Differentiated Plan: Some students might find it difficult to pronounce words with ch, sh and th. Pair them with fast learners for peer support. Secondly, sit at their desk and help in saying these words. These are sight words for students to recognize and use in everyday life. Some students might dominate more during pair work and class discussion. Manage their energies by explaining them to wait for their turn to speak. Also, engage these students in helping slow learners.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Lastly, ask students to pronounce some sight words individually. Remove all words from the board and write any one ch, sh and th word taken from the textbook page 43, Exercise D. Pick any one student to pronounce the word for you. Repeat this with all the words in this exercise and ask different students to pronounce words. This way you can check their pronunciation too.</p> <p>If you want, you can encourage slow learners to participate more in this exercise. This will serve as a practice session for them.</p>

02 minutes	Homework: Assignment: Read all ch, sh and th words from Exercise D of Unit 5, page 43.

Lesson Plan 55

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 5

Unit Title: Read Us a Story, Please

LP: 55

Textbook Page/s: 43

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify basic sounds of the diagraphs ch, sh and th as in words like chair, shoes, three and that
- Read and write ab sight words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of words ch, sh and th

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how their day was and how are they doing today. Let them answer you about their day.</p> <p>Show students flash cards of ch, sh and th. Ask them if they can recall sounds of these. Help them recall sounds of ch, sh, th. Ask students to think of at least two words starting with ch, sh and th. They did it in the previous session so it should be easy for them.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn some more sight words in today's lesson.</p> <p>Instructions:</p> <p>Reading, Writing, Listening and Speaking:</p>

	<p>Stick flash cards of ch, sh and th on board. Next, ask them to turn to page 43 Exercise E. Refer to the first CH row (in blue colour) and ask them if they can complete the words. In pairs, encourage students to complete the words.</p> <p>Once done, ask students to tell you complete words. Write answers on the board during the discussion. Pronounce the words for students and ask them to repeat after you. These are sight words for students to recognize and use in everyday life.</p> <p>Similarly, now ask students to attempt the next row – SH words (in orange). Tell them to discuss and complete the words in pairs. Once they are done, ask them the answers and write words on the board. Pronounce the words yourself and encourage students to repeat after you. These are sight words for students to recognize and use in everyday life.</p> <p>Do this exercise for both the rows of TH words. Remember to always take answers from students first, then pronounce the words. This way you can check how much they have understood ch, sh and th sounds.</p> <p>Differentiated Plan: Some students might find it difficult to complete the words using ch, sh and th. Pair them with fast learners for peer support. Secondly, sit at their desk and help in completing words. Ask them to use ch in words like such, much. Sh in words like fish, dish and th in words like mother and father. These are sight words for students to recognize and use in everyday life. Some students might dominate more during pair work and class discussion. Manage their energies by explaining them to wait for their turn to speak. Also, engage these students in helping slow learners.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Lastly, ask students to pronounce some sight words individually. Remove all words from the board and write one new ch, sh and th word taken from the textbook page 43, Exercise E. Pick anyone student to pronounce the word for you. Repeat this with all the words in this exercise and ask different students to pronounce words. This way you can check their pronunciation too. If you want, you can encourage</p>

	slow learners to participate more in this exercise. This will serve as a practice session for them.
02 minutes	Homework: Assignment: Read all CH, SH and TH words from Exercise E of Unit 5, page 43.

Lesson Plan 56

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 5

Unit Title: Read Us a Story, Please

LP: 56

Textbook Page/s: 44

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use prepositions in, on, under, behind, in front of, next to and between in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A bowl of water, a small plastic ball, flash cards of in, on, under, behind, in front of, next to and between

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how their day was and how are they doing today. Let them answer you about their day.</p> <p>Now ask students if they can tell you where they are sitting. Encourage them to answer they are sitting on the chair. Then, ask them, “What are you sitting next to?” Encourage students to look at what is next to them. It could be a table or their classmate. Encourage them to answer what is next to them.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn about positions in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking: Keep a bowl of water on a table in the middle of the classroom. Gather students around it in such a way that everyone can see the bowl clearly. Hold the plastic ball in your hands and ask students, “What is it?”</p> <p>Let students answer you. Then drop the ball in the water. Since it a light plastic ball, it will float on the water. Ask students what has happened with the ball. Let them answer. Explain them that the ball is floating on the water. Explain the position of ball is on the water, just like they were sitting on the chair. Ask them to repeat after you “The ball is floating on the water” two times. Show the flash card ON here. Give students a blank paper and ask them to write ON on it.</p> <p>Next, forcefully sink the ball. Hold it down with a pen or stick. Now ask the position of the ball from students. Let them answer first. Explain them that the ball is in the water. Explain them that in is a position. Ask them to repeat after you “The ball is in the water” two times. Show the flash card IN here. Give students a blank paper and ask them to write IN on it.</p> <p>Next, hold the bowl up and hold the ball under it. Ask students the position of the ball now. Let them answer. Explain them that the ball is under the bowl. Explain that under is a position. Ask them to repeat after you, “The ball is under the bowl” two times. Show the flash card UNDER here. Give students a blank paper and ask them to write UNDER on it.</p> <p>Then put the bowl on the table and keep the ball behind the bowl. Ask students the position of the ball. Let them answer. Explain them that the ball is behind the bowl. Explain them that behind is a position. Ask them to repeat “The ball is behind the bowl” two times. Show the flash card BEHIND here. Give students a blank paper and ask them to write BEHIND on it.</p>
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	<p>Next, put the ball in front of the bowl. Ask students the position of the ball. Let them answer first. Explain them that the ball is in front of the bowl. Explain that in front of is a position. Ask them to repeat after you “The ball is in front of the bowl” two times. Show the flash card IN FRONT OF here. Give students a blank paper and ask them to write IN FRONT OF on it.</p> <p>Then, put the ball next to the bowl. Ask students the position of the ball. Let them answer first. Explain them that the ball is next to the bowl. Explain that next to is a position. Ask them to repeat after you “The ball is next to the bowl” two times. Show the flash card NEXT TO here. Give students a blank paper and ask them to write NEXT TO on it.</p> <p>Then, put the ball between the bowl and a pen. Ask students the position of the ball. Let them answer first. Explain them the ball is between the bowl and pen. Explain that between is a position. Ask them to repeat after you “The ball is between the bowl and the pen” two times. Show the flash card BETWEEN here. Give students a blank paper and ask them to write BETWEEN on it. (15 minutes)</p> <p>Reading: Now ask students to open their textbooks to page 44. Show them the pictures and stick all the flash cards on the board. In pairs, ask students to read the various positions. Discuss the positions as a class. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to under the positions. Explain them again with the help of bowl and ball or discuss frog pictures with them given on page 44 of textbook. Some students might dominate more during pair work and class discussion. Manage their energies by explaining them to wait for their turn to speak. Also, engage these students in helping slow learners.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Show the flash cards one by one and ask students to read the words on it. As they read the position, place the ball according to it.</p>

02 minutes	Homework: Assignment: Read page 44, Exercise F, Unit 5.
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Lesson Plan 57

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 5

Unit Title: Read Us a Story, Please

LP: 57

Textbook Page/s: 44

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use prepositions in, on, under, behind, in front of, next to and between in a sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A bowl of water, a small plastic ball, flash cards of in, on, under, behind, in front of, next to and between

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it is a pleasure meeting them today. Ask students if they remember what they learnt yesterday. Point to the bowl and ball. Stick the flash cards on the board for reference. Encourage students to tell you that they learnt various positions yesterday.</p>

25 minutes	<p>Lesson Structure: Moving About the Room!</p> <p>Topic: Tell students that they will learn more about positions in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking: Once students read the prepositions on flash cards, tell them you will play a game. Tell them to stand up and again sit on the chair. Ask them where they are sitting. Encourage them to say they are sitting ON the chair.</p> <p>Next, ask students to form a line and move out of the classroom. Then, ask them to re-enter the classroom. Once students are in, ask them where they are standing. Encourage them to say they are in the classroom. Explain them when they entered the classroom, they came IN the classroom. Do actions of IN with the students so they remember.</p> <p>Alternatively, you can take a glass of water and put a spoon in it. Ask students where the spoon is. Encourage them to say it is IN the water.</p> <p>Next, ask one student to get under the table (Be careful the students don’t get hurt). Ask other students where this student is. Encourage them to say, he is UNDER table. Ask students to repeat UNDER the table after you.</p> <p>Then, ask all students to get behind their chairs. Ask, “Where students are standing?” Encourage them to say BEHIND the chairs. Ask students to repeat BEHIND the chairs after you.</p> <p>Next, ask students to get in front of their chairs. Now ask them where they are standing. Encourage them to say they are standing IN FRONT OF the chair. Encourage them to repeat after you.</p> <p>Next, ask them to stand next to their chairs. Ask them where they are standing. Encourage them to say they are standing NEXT TO the chair. Encourage them to repeat after you.</p>
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	<p>Ask students to now stand between their chair and the table. Ask them about their position. Encourage them to say they are standing BETWEEN their chair and table.</p> <p>Practical application of the positions will help students understand the concept better. (15 minutes)</p> <p>Reading and Writing: Complete the worksheet as class assignment. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to match the preposition correctly. Sit with them and explain them the positions again. You might need to use the textbook to help them understand the concept again.</p> <p>Some students might complete their worksheets earlier. Ask them to read page 44 of their textbooks Unit 5 again to clarify their concepts further.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Discuss the worksheet with students. Ask them to tell you the answers and you only correct them if they are wrong. Encourage them when students give you a correct answer.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review worksheet completed as class assignment.</p>

Lesson Plan 58

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 5

Unit Title: Read Us a Story, Please

LP: 58

Textbook Page/s: 44

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- Use prepositions in, on, under, behind, in front of, next to and between in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of all prepositions mentioned in the textbook

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them if they remember the positions of different things they learnt in the previous subjects.</p> <p>Ask students to recall all the different positions they have learnt about. Write them on the board.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will play a game out doors based on different positions.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask the students to form a line and take them to the play area. Show them the flash cards and ask them to read them all</p>

	<p>aloud for you. Now tell the students they will play a game, “I am...” with positions.</p> <p>Ask for a volunteer student and stand next to him/her. Say aloud, “I am standing next to Sara/Saad.” Tell students that they will play this game in pairs. Each student will choose a position and with the help of his/her pair mate, be that position and say, “I am...” Students in each pair will take turns in saying positions. They should act and say all the positions.</p> <p>Stick the flash cards of positions on the wall for students’ assistance. Tell students that they can go in a classroom or a veranda or even an alley to show the position ‘in’.</p> <p>Keep an eye on each pair as they act and say their positions. Let students physically move about the place and act positions.</p> <p>Differentiated Plan:</p> <p>Some students might be hesitant in acting the positions. Help and encourage them. Some students might be shy. Otherwise, explain them all the positions and then help them act. Act one position for them to see and learn.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students what they have learnt in today’s lesson. Ask them to repeat all the positions once again to you.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Page 45-46, Exercise G, Unit 5.</p>

Lesson Plan 59

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 5	Unit Title: Read Us a Story, Please
LP: 59	Textbook Page/s: 45 – 46	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use prepositions in, on, under, behind, in front of, next to and between in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A bowl of water, a small plastic ball, flash cards of in, on, under, behind, in front of, next to and between

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it is a pleasure meeting them today. Ask students if they remember what they learnt yesterday. Point to the bowl and ball. Stick the flash cards on the board for reference. Encourage students to tell you they learnt various positions in the previous sessions.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do an exercise about positions in today’s lesson.</p> <p>Instructions:</p> <p>Reading Listening and Speaking: Once students read the prepositions on flash cards, tell them to open their textbooks to pages 45-46. In pairs, ask them to complete Exercise G. Put all the flash cards on the board</p>

	<p>where students can see them clearly. Take continuous rounds and guide students about prepositions.</p> <p>Once done, ask students to correct all questions. Guide them only where they are wrong. All 7 exercises should be done by the students themselves to promote learning and understanding. (15 minutes)</p> <p>Writing: Ask students to write the correct preposition in the blanks. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to write the correct preposition in the blanks. Sit with them and explain them the positions again. You might need to use the textbook to help them understand the concept again.</p> <p>Some students might complete their work earlier. Ask them to help their peers complete the exercise. This will promote peer support amongst students.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Take any container and a pen. Place it in various positions – in, on, under, behind, next to, in front of and between – and ask students to tell you the various positions. Ask various students individually to know how much each student has learnt.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise G of Unit 5 again.</p>

Lesson Plan 60

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 5

Unit Title: Read Us a Story, Please

LP: 60

Textbook Page/s: 46

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Improve active vocabulary.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them it is a pleasure meeting them today.</p> <p>Ask the students if they remember the numbers from 1 to 10. Then, show them flash card “first” and ask them, “What comes next?”</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn about number positions in today’s lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking: Show flash card of first, second, third, fourth, etc. one-by-one and ask students to read them. Once done, ask 10 volunteers from students to come forward and line up in front of the</p>

	<p>class. Ask the rest of the students in the classroom (including volunteers) to figure out the position of each student. Guide students in case they are wrong. And when students tell the correct positions, give that student the flash card.</p> <p>For example, student standing first will get the flash card “first”, second will receive the flash card “second” and so on. By the end, all 10 students will have a flash card.</p> <p>Ask the class to observe the flash cards for a moment. Even volunteers should see each other's flashcards (make them stand in a semicircle). (15 minutes)</p> <p>Writing: Ask students to turn to page 46 Exercise H of Unit 5. Divide the class into groups. Instruct students to solve Exercise H in groups. Put up the alphabet chart for help. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to match positions with letters. Take them to the alphabet chart and ask them to count alphabets in numbers. For example, A – 1st, B – 2nd, C – 3rd, and so on. Now, help them match the letters in textbook.</p> <p>Some students might complete their work earlier. Ask them to help their peers complete the exercise. This will promote peer support amongst students.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Once done, discuss the answers of Exercise H individually. This will also help you understand how clear the concept amongst students is.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise H of Unit 5 again.</p>

Lesson Plan 61

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 5

Unit Title: Read Us a Story, Please

LP: 61

Textbook Page/s: 46

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Improve active vocabulary.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Sets of slips with numbers and positions
- Prize (an edible, a stationery item, a book)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them what they learnt in the last session. Write positions on the board as students tell you.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will play a game.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Divide the class into groups. Give each group a set of slips with numbers and positions.</p> <p>Ask groups to put the positions and numbers in order. Give them 5 minutes to arrange the slips. Announce that the winning group will get a prize.</p>

	<p>Presentation:</p> <p>Once 5 minutes are over and groups are done arranging the slip, ask the entire class to look at each group’s arrangement together. So, the whole class should gather around each table and see each group’s arrangement work. If there’s a mistake, then students should point it out and make corrections.</p> <p>Prize:</p> <p>Give the winning group (something educationally useful as) a prize.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to arrange the numbers and positions. Guide them in their group about the numbers and positions.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, quickly revise the numbers and positions with the whole class.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise H, page 46, Unit 5.</p>

Lesson Plan 62 – Unit Review

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 5	Unit Title: Read Us a Story, Please
LP: 62	Textbook Page/s: 39 – 46	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use prepositions in, on, under, behind, in front of, next to and between in a sentence.
- Identify basic sounds of the diagraphs ch, sh and th as in words.

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so that students may feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 6 – My Sister and I

Unit Overview

Unit 6 is a joyous rhyming poem for young students to read and enjoy. The poem revolves around a brother and sister. They have love, care and respect each other. The sister makes her brother a delicious cup of tea and he reads her a new book which she enjoys very much. The poem teaches students to become avid readers. Also, one should be kind and courteous towards their siblings. The sister in this poem is very polite to her brother and says “thank you” to him after he read her a book.

Model Answers

Exercise A

Answer 1 – The boy ate egg fried rice.

Answer 2 – The girl made tea for her brother.

Answer 3 – He read her a new book.

Exercise B

1 – Ate – Plate

2 – Rice – Twice

3 – Ran – Fan

4 – Up – Cup

5 – Tea – She, Me, See

6 – Sat – That

7 – Read – Said

8 – Sit – It

9 – You – New

10 – Heard – Word

11 – Too – You

Exercise C

I ate – 2

One plate – 2

Of egg fried rice – 4

I ate it twice – 4

I ran – 2

That fan – 2

And turned it up – 4

Then picked one cup – 4

Of tea – 2

Which she – 2

Had made for me – 4

With milk, you see – 4

I sat – 2

On that – 2

Blue chair and read – 4

My book and said – 4

Come sit – 2

Hear it – 2

I read to you – 4

This book is new – 4

She heard – 2

Each word – 2

She liked it too – 4

And said thank you – 4

Exercise D

Students have learnt a lot of sounds by now. This exercise introduces them to wh, ph and ng sounds. Pronounce the words for students and encourage them to repeat after you so that they can learn to make the correct sounds.

Exercise E

Practice wh, ph and ng sounds again with students. Then, encourage them to complete the words using wh, ph and ng themselves. Pronounce the words for them and encourage them to repeat after you.

1 – Whale

2 – White

3 – Wheel

4 – Phase

5 – Dolphin

6 – Paragraph

7 – Bring

8 – Sting

9 – Mixing

Exercise F

This exercise will help students learn to tell the time correctly. You can draw a clock and familiarize students with its hands to tell time correctly. Telling time requires practice, so ensure they get a lot of practice.

Exercise G

In this exercise, students will learn to narrate what they see in pictures. This exercise incorporates time telling element from the previous exercise. This exercise includes different times of the day as well as the usual activities people perform at different times of the day like going to school early morning, learning at school the entire day and eating dinner in the evening.

Lesson Plan 63

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 6	Unit Title: My Sister and I
LP: 63	Textbook Page/s: 47 – 48	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Understand a poem with rhyming words.
- Listen attentively and patiently.
- Inculcate respect and care for their siblings.
- Understand the importance of courteous and polite words such as “please” and “thank you”.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of a boy and a girl, toy tea cup and a book

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it is a pleasure meeting them today.</p> <p>Write “ate” on the board. Ask students if they can think of a word to rhyme with ate. Take a few guesses and write them on the board. Then, tell them words like late, plate, slate rhyme with ate!</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read a poem in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking: Ask students to open their textbooks to page 47-48, Unit 6. Read the poem for students once. Then, ask the students to repeat the poem after you. Read two lines and let students repeat after you.</p> <p>Once done, ask students what they have understood from the poem. Take a few guesses. Appreciate students if they give correct answers. Then, hold cut-outs of boy and girl and explain the poem to the students. Use toy tea cup to explain that boy drink tea which his sisters make for him and then he reads a new book for her that she likes.</p> <p>Emphasize on the use of courtesy words like please and thank you. Discuss the politeness of sister that she said thank you. Tell them that we must always say thank you when others do anything for us.</p> <p>To generate class discussion, ask them how they feel when someone says thank you to them. Also, ask them questions like, “Why should one always say please when asking for something from someone?”</p> <p>Next, focus on reading habits of the students. Ask them questions like, “The boy reads a new book to his sister. Have you read a new book recently?” “What type of books do you like to read?” “Is reading books a good habit? Why or why not?”</p> <p>These questions will generate discussion in class and will improve students’ critical thinking skills. (20 minutes)</p> <p>Reading: In pairs, ask students to read and enjoy the poem. Encourage them to observe colours and illustrations of the poem. Ask them to expressions of the sibling and how interested they are in reading a book. (05 minutes)</p>
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	<p>Differentiated Plan: Some students might find it difficult to read the poem. Encourage them to take help from their partner. Also stand and observe their reading. Help them where they get stuck.</p> <p>Some students might finish reading the poem early. Encourage them to help their partners. This will inculcate a spirit of peer support amongst the students.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Once done, ask students what they have learnt from the poem. Ask questions related to the moral of the poem like, “What is this poem teaching us?” “How should we treat our siblings?” “Which good habits are being discussed in this poem?”</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read poem, My Sister and I, page 47, Unit 6.</p>

Lesson Plan 64

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 64

Textbook Page/s: 49

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Understand a poem with rhyming words.
- Listen attentively and patiently.
- Inculcate respect and care for their siblings.
- Understand the importance of courteous and polite words such as “please” and “thank you.”

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of boy and girl, a toy tea cup and a book

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is a pleasure meeting them today. Let students reply to you.</p> <p>Ask students if they remember the poem they did in the previous class. Ask them the gist of the poem. Add to their replies that one should always be courteous to their siblings and respect them.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will answer a few questions related to the poem in today’s lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Ask students to turn to page 47-48 of Unit 6 and in pairs read the poem. Once done, ask them to turn to page 49, Exercise A. Read the three questions for them. In pairs, encourage them to discuss the answers.</p> <p>Listening and Speaking:</p> <p>Once they are done discussing answers in pairs, ask them to tell you the answers. Appreciate if their answers are correct, else guide them towards the right answers. Answers are given clearly in the poem, so guide students to find answers in the poem.</p> <p>Writing:</p> <p>Instruct students to write answers to questions 1-3 in their notebooks.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to answer questions on their own. Gather them on a table and explain the poem once again. Now, ask them to answer these questions again. Do not give them answers yourself or you will be promoting rote learning. Students should be able to look for answers in the poem themselves.</p> <p>Some students might finish their work early. Ask them to look for and underline all the rhyming words in the poem.</p>
08 minutes	<p>Wrap-up: Discussion!</p> <p>Towards the end of the lesson, ask students all the answers 1-3 that they have written in their notebooks. Also, ask questions like, “Which courtesy words should we use often?” “Have you read a book recently? Which one?” “Do you read books to your siblings? Or do they read to you?” “Which book have you or they read recently?”</p>

02 minutes	Homework: Assignment: Read poem My Sister and I on pages 47-48, Unit 6 again
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Lesson Plan 65

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 65

Textbook Page/s: 49

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify and enjoy rhyming words at the end of the lines of a poem.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of the boy and girl, a toy tea cup and a book

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is a pleasure meeting them and let them reply.</p> <p>Now ask if they know what rhyming words are. Encourage them to give you a few examples. Write their examples on the board.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that in today’s lesson they will find out all the rhyming words in the lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Ask students to turn to page 49 of their textbooks. Read them all the words given in Exercise B. Now, in pairs ask them to look for rhyming words in the poem. Do 1 as an example. Ate – plate: this is given in the first stanza of the poem.</p>

	<p>Take rounds and keep guiding students.</p> <p>Once done, ask students to tell you the rhyming words one-by-one. If they answer you correctly, appreciate them. Else, guide them to the relevant stanza and help them identify the correct rhyming word. Encourage students to say the rhyming words (make sounds) so that they can identify the words correctly. If you want, you can write the rhyming words (answers) on the board.</p> <p>Writing:</p> <p>Once you have discussed the rhyming words, ask students to write them in their notebooks. If you want, you can ask students to refer to the answers written on the board.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to find the rhyming words from the poem. Sit with them and help them find words yourself. You might have to refer to the poem again and say words in a rhythm (sounds) to help students identify the relevant rhyming words.</p> <p>Some students might complete their work early. Ask them to have a quick look at Exercise C on page 50. This should keep them busy.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, rub all the rhyming words from the board. Ask students to close their notebooks and textbooks. Ask them to tell you the rhyming words from the exercise individually.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read the poem on pages 47-48 and rhyming words on page 49 again.</p>

Lesson Plan 66

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 66

Textbook Page/s: 49

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Create more rhyming words in a poem.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Exit slips

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them if they remember what they did in the last lesson. Ask them to give you a few examples of rhyming words.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will form more rhyming words in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask students to form pairs. In pairs, ask them to open page 49 and Exercise B. Tell them that they have already found rhyming words from the poem.</p> <p>Their task in today’s lesson is to think of more words that rhyme with the words given in the exercise. Give them an example: Ate – gate, mate, slate, wait, etc. This is pair work. Once done, students will share their work with the rest of the class. (10 minutes)</p> <p>Presentation:</p> <p>Once students are done, ask each pair to present their rhyming words in front of the class. Appreciate each pair’s rhyming words. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might feel shy in speaking in front of the class. Encourage them to speak up as this is the only way to boost their confidence. Ask class to motivate their classmates to speak up.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students what they have learnt in today’s class. Ask them if they are clear about how rhymes are formed. Give each student an exit slip to write their learnings on it and hand over the slip to you.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Exercise C on pages 50-51 of Unit 6.</p>

Lesson Plan 67

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 67

Textbook Page/s: 50 – 51

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Understand and enjoy the rhythm and the metre of a poem.
- Identify and enjoy rhyming words at the end of the lines of a poem.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Number chart

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it is a pleasure meeting them. Let them answer.</p> <p>Ask students to count numbers from 1 to 10. Then, ask them to count positions from first till tenth. Now, ask them to tell you numbers in words from one to ten.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will count words in today's lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Instruct students to turn to pages 50-51 of their textbooks to Exercise C. On the board, write, I ate. Now ask students to count how many words this line contain. Help them count the</p>

	<p>words. There are 2 words. Now, write 2 in front of the words on the board.</p> <p>Show them pages 50-51 of the textbook. Hold up the book and point to the second line, One plate. Ask students to count the number of words in this second line. There are 2 words in the second line.</p> <p>Similarly, show them the third line, Of egg fried rice. Ask them to count the number of words. Take answers from the students. There are 4 words. (05 minutes)</p> <p>Writing:</p> <p>Now, in pairs ask students to count the number of words in all the lines of the poem. Ask students to write the numbers in their notebooks. Ask them to follow this format:</p> <p>1 – 2 words 2- 2 words 3- 4 words 4- 4 words and so on</p> <p>Once done, ask different pairs one-by-one the correct answers. Appreciate those who give you the correct answer. Guide students in case they give a wrong answer. Ask students to correct their answers in their notebooks too. (20 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to count the words and write numbers. There could be several reasons. They may have not understood the pattern or how to count the numbers. Sit with them and help them count words and write numbers while others are doing their written work. Do a few lines with them till they get hold of the exercise. Ask them more answer when reviewing the answers. Some pairs might complete their work early. Ask them to assist other pairs in counting the words and writing numbers. This should keep them busy and establish peer support system.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Now tell students that they will all read the poem once again, but this they will stress on the second word in the poem. Ask them to see poem on pages 50-51 and see words in red. Words in red colour are to be stressed. Read the poem</p>

	stressing on the second word in red colour and encourage them to repeat after you. Repeat this twice or as many times as time allows.
02 minutes	Homework: Assignment: Read the poem on pages 50-51 stressing on the words in red colour.

Lesson Plan 68

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 68

Textbook Page/s: 51

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify basic sounds of the digraphs wh, ph and ng as in words like what, phone and sing.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of wh, ph and ng

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is a pleasure to meet them today. Let students reply. Now, show wh, ph and ng flash cards to the students. Ask them to make sh, ph and ng sounds. Take guesses from students and then make sounds of the digraphs. Ask students to repeat after you thrice.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn about wh, ph and ng sounds in words.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Write WH words on the board: what, when, where. Ask students to pronounce them. Repeat the words thrice. Keep WH flash card right in front of the words so students know the sound of WH. Point at WH in each word.</p>

	<p>Next, write PH words on the board: Phone, paragraph, elephant. Ask students to pronounce the words. Help them. Ask students to repeat the words thrice. Help them identify the sound of PH in all the words. PH comes in different place in all the three words. Point at PH in each word and help them realize that PH sounds the same in each word. Sound does not vary. PH sounds like f in all three words.</p> <p>Next, write NG words on the board: sing, ring, wing. Ask students to pronounce these words. Help them. Ask students to repeat them thrice. Help them recognize the sound of NG in all three words. NG has the same sound. (10 minutes)</p> <p>Reading:</p> <p>In pairs, ask students to turn to page 51, Exercise D of the textbook, Unit 6. Ask students to pronounce all WH, PH and NG words. Take rounds and check if their pronunciation is correct. These words will also serve as sight words. Therefore, students should be familiar with their spellings and pronunciation.</p> <p>Now ask each pair to pronounce one word. This way, cover all WH, PH and NG words. Help students realize that WH, PH and NG sounds remain the same in all words. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to pronounce WH, PH and NG words. Sit with them and help them pronounce these words. Don't focus on digraph sounds, focus on pronouncing the words correctly as these are also sight words. Once students achieve that, then tell them each digraph's sound individually. Do this only when you are sure individually sounds will not confuse the student. Else, leave it and focus on pronouncing the sight words correctly.</p> <p>Some pair might finish pronouncing the words early. Ask them to help other pairs.</p>
05 minutes	<p>Wrap-up: Quiz Time!</p> <p>Remove all the words from the board. Choose words from the textbook (other than the ones done earlier at the start of lesson) and ask students individually to pronounce them. This way you can check if their pronunciation is correct or not. Correct them politely.</p>

05 minutes	Homework: Assignment: Read WH, PH and NG words given in Exercise D page 51, Unit 6.

Lesson Plan 69

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 69

Textbook Page/s: 51

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify basic sounds of the digraphs wh, ph and ng as in words like what, phone and sing.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of wh, ph and ng

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it is a pleasure meeting them today. Let them answer you.</p> <p>Ask, “Do you remember what we did in the last session?” Show flash cards of wh, ph and ng. Ask them to pronounce wh, ph and ng. Correct them in case they are wrong.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will make more words which have wh, ph and ng.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Ask students to open their books to page 51, Exercise E. Instruct them that they need to use flash cards of wh, ph and ng to fill in the words. Do a few examples.</p>

Write the first word in blue column on the board.

Ask students which letters – wh, ph or ng would fit in the blanks perfectly. Use all letters one by one. Tell students that whale makes a perfect. The rest do not, therefore we should use whale in the first one.

Do the next one in orange column with students. Ask them to fit the most appropriate letters. Tell students that whase is no word, similarly ngase is no sense however phase makes a lot of sense.

Now, do the next one in green column. Ask students to fill in the blanks with the most appropriate letters. Let them guess this one. They might do it wrong a few times but will get it correct eventually. Tell that briwh is no word, similarly, briph is no word, however bring makes sense. Bring is the correct answer. These are sight words, so students need to become familiar with them to get them right.

Writing:

Now that you have shown three examples, ask students to try to complete the rest of the words themselves. Divide them into groups and ask groups to complete the words. They can write answers in their notebooks or give them plain white paper sheets to write answers.

You can stick WH, PH and NG flash cards on the board and ask students to refer to them. Take rounds and guide students.

Reading:

Once students are done, discuss the answers. Complete each word one-by-one. Ask students to complete the word. Write the word on the board and underline the digraph. Help students pronounce the sight words correctly.

In case they complete the words wrongly, correct them. Ask them to make corrections in their answers.

Differentiated Plan:

Some students might find it difficult to complete the words. Sit in their group and help them complete words using different letters. Such students only need to learn these sight words better. Help them play with digraphs to get the words correctly. Help students pronounce their words as well.

	<p>Some students might dominate the group activity, so you need to manage their energy levels. Help them realize that they need to speak at their turn only and give others a chance to speak too.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Once you have discussed all the words, their spellings and pronunciation with the students, clear the board and write any one word from the textbook, Exercise E on the board. Ask one student to pronounce the word. Then, write another word and ask another student to pronounce it. Do it with all the words and different students. This way you can check pronunciation of different students.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Learn spelling of all the sight words in Exercise E, Page 51, Unit 6.</p>

Lesson Plan 70

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 70

Textbook Page/s: 51

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify basic sounds of the digraphs wh, ph and ng as in words like what, phone and sing.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Spin wheel with ph, wh and ng words written on it/flash cards
- A prize (book, stationery item, etc.)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them if they remember what they learnt in the last lesson.</p> <p>Write ph, ng and wh words that students tell you on the board.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will play a game in this lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Bring the spin wheel inside the classroom. Or you can stick flash cards backwards (white side up to hide the words) on the board. Tell students that they will play a game. Divide them into different teams. Tell students that one member from each team will be called to pick a flashcard and pronounce the word written on it. If student pronounces the word correctly, then the team gets a point. Else they will earn zero points.</p> <p>If you have a spin wheel, then ask the student to spin it and pronounce the word. Remove the word once a student has attempted it.</p> <p>Differentiated Plan:</p> <p>Some students might be hesitant in pronouncing the words. Choose those students at last when you think easier words are left to pronounce. This is so that these students should not feel shy and if they mispronounce the words, their team should not blame them. This will make them lose confidence even more.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students what they learnt today. Help them repeat the words where pronunciation was incorrect.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Page 52, Exercise F, Unit 6.</p>

Lesson Plan 71

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 71

Textbook Page/s: 51

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Tell the time by looking at a clock.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A huge cardboard clock

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are feeling and tell them that it is nice meeting them. Let students answer you.</p> <p>Now, bring the huge cardboard clock in the classroom. Ask students: What is this? What does a clock do? Ask them if they know how to tell the time looking at a clock.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn how to tell time in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask students to count how many hands the clock has. Point at both the hands, the longer and shorter one. Let students answer. Appreciate them when they give you the correct answer which is two hands.</p> <p>Now, tell them that the short hand tells the hour while the longer hand tells us the minutes.</p> <p>Show 2 o’ clock. Your focus is to help students become familiar with the clock and how it shows time. Tell them that the clock is showing 2 o’clock now. The longer hand points at 12 and the shorter at 2. Ask them to repeat the time thrice after you.</p> <p>Next, move the clock hands to five past two. Longer hand at 1 and shorter at 2. Ask them if they can tell the time now. Take a few guesses. Tell students that the clock is showing five past two. Ask them to repeat the time thrice after you.</p> <p>Next, move the clock hands to quarter past two. Longer hand at 3 and the shorter at 2. Ask students if they can guess the time. Take answers from them. Then explain students that the clock is showing quarter past two. When longer hand point at 3, it means quarter. Ask students to repeat the time thrice after you.</p> <p>Next, move the longer hand at 6 and shorter between 2 and 3. Ask students if they can guess the time. Take suggestions from students. Then tell them that the clock is showing half past two. The longer hand points at 6 and the shorter between 2 and 3. Encourage students to repeat the time thrice after you.</p> <p>(20 minutes)</p> <p>Help students become familiar with different times shown on a clock. They do not have to be perfect in telling the time.</p> <p>Reading:</p> <p>Ask students to turn to page 52 of their textbooks, Unit 6. Tell them to read the time shown in the first four clock in pairs.</p>
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	<p>Encourage them to discuss the time shown in clocks. (05 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to tell the time. Sit with such pairs and help them understand the concept of quarter and half. A clock shows quarter when longer hand points at 3, and half when longer hand points at 6. Students do not have to tell the time perfectly. Just help them get familiar with quarter and half concept.</p> <p>Some pairs might finish their discussion earlier. Ask them to help other students to encourage peer support.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the session, ask students to tell you the time in the first four pictures of the textbook page 52. Try to give every student a chance to tell the time (repetition will occur but the concept will get clearer in their minds).</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read first four clocks and time given on page 52 of the textbook, Unit 6.</p>

Lesson Plan 72

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 72

Textbook Page/s: 52

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Tell the time by looking at a clock.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A huge cardboard clock

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is a pleasure meeting them today. Let them answer you.</p> <p>Ask them if they can tell you the time by looking at the clock. Point at the classroom clock. Take guesses from students, then help them tell the correct time. Ask them to repeat thrice after you.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn to tell the time in today's session.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Bring the big card board clock in the classroom. Today point the longer hand at 9 and shorter between 2 and 3. Ask student to guess the time. Take a few answers from the students, then tell them it is quarter to 3. Ask students to repeat it thrice</p>

	<p>after you. Also, tell them that when longer hand points at 3 and 9, it is said to be quarter.</p> <p>Next, move the longer hand at 11 and shorter at 3. Ask students if they can tell what the time is. Take a few guesses from the students. Then, tell them that clock is showing five minutes to three. When longer hand point at 11 and shorter at 3, then it is 5 minutes to 3 o' clock. Ask students to repeat the time thrice after you.</p> <p>Next, move the longer hand at 12 and shorter at 3 and ask students to guess the time. They should be able to tell this time correctly as they have learnt it in the previous lesson. Take a few guesses and tell students that it is 3 o'clock. Longer hand at 12 and shorter at 3 means the clock is showing a complete hour. Ask students to repeat the time thrice after you. (20 minutes)</p> <p>Help students become familiar with different times shown on a clock. They don't have to be perfect in telling the time.</p> <p>Reading:</p> <p>Ask students to turn to page 52 of their textbooks and read the time shown in the last three watches. This is pair work and encourage students to discuss the time. (05 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to tell the time. Sit with such pairs and help them understand the concept of quarter and half. A clock shows quarter when longer hand points at 9. Students don't have to tell the time perfectly. Just help them get familiar with quarter and half concept.</p> <p>Some pairs might finish their discussion earlier. Ask them to help other students to encourage peer support.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the session, ask students to tell you the time in the last three pictures of the textbook page 52. Try to give every student a chance to tell the time (repetition will occur but the concept will get clearer in their minds).</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read the time shown in clocks shown on page 52, Exercise F, Unit 6.</p>

Lesson Plan 73

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 73

Textbook Page/s: 52

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Tell the time by looking at a clock.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A huge cardboard clock

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them if they remember what they learnt in the previous session. Point at clock's hands and ask them what they show.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will practice telling time in today’s session.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Bring the huge cardboard clock in the centre of the classroom. Point at the two hands of the clock and ask again what each does.</p> <p>Then, show the time as 12. Ask students to read the time for you. Help them understand that clock is showing 12 o’ clock.</p> <p>Similarly, show 3 o’clock. Help students read the time. Explain students that there are 24 hours in a day – 12 hours in a day and 12 at night. Day is shown by AM and night by PM.</p> <p>Show different times and help students practice how to tell time. (25 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might be hesitant in telling time. Explain again to the entire class, focusing especially on these children, how a clock works and how to tell time. Encourage them to tell time, even if they are wrong. Students will not learn unless they try.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the session, ask student what they have learnt today. Show any time for example 6 o’ clock and ask students to raise their hands if they can tell the time correctly.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read page 52, Exercise F, Unit 6, again.</p>

Lesson Plan 74

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 74

Textbook Page/s: 53

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use it and there as the provisional subject of a sentence.
- Tell the time of the day.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A huge card board clock (flash cards of IT and THEY)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it a pleasure meeting them today. Let the students answer you.</p> <p>Then ask students to look out of the classroom window or door and tell you if it is morning or noon. Take few guesses and then tell them the correct time of the day (morning is from 6 to 12. 12 is noon/mid-day).</p> <p>Then say, it is morning now (Show students the flash card of IT). There are students in the classroom (Show students the flash card of THERE).</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn to tell which part of the day it is and what different people are doing using IT and THERE.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask students to turn to page 53 of their textbooks. Bring the cardboard clock forward and show 2 o'clock on it. Then read the lines corresponding to the first picture. Ask students to repeat thrice after you. Show IT and THERE flash cards to the students. Ask students what the two lines mean. Take guesses from students. Appreciate them if their answers are correct.</p> <p>Then, further explain that the clock is showing 2 o'clock at night. Everyone sleeps at night. Point to the boy is sleeping there and emphasize on 'There'. Explain IT is used to refer to time and THERE is used to point different places and situations.</p> <p>Next, read the two lines corresponding to the second picture. Ask students to repeat after you thrice. Show 7.30 on the clock and flash cards of IT and THERE cards. Point to the clock while reading the first sentence. Point to the picture in the text book while reading the second sentence. Ask students what the two sentences mean. Appreciate if their understanding is correct. Explain the use of IT and THERE again.</p> <p>Explain further that children usually are in the school at 7.30. Ask them, "What time do they get on the school bus or get in their cars to come to school?"</p> <p>Read the next two sentences corresponding to the third picture. Ask students to repeat the sentences thrice after you. Point to the clock showing 12 o'clock. (20 minutes)</p> <p>Reading:</p> <p>In pairs, ask students to read the first 6 sentences corresponding to first three pictures on page 53, Unit 6. Ask them to discuss the pictures amongst themselves. Explain again that IT is used for time and THERE refers to the situation. (05 minutes)</p>
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	<p>Differentiated Plan:</p> <p>Some students might find it difficult to understand IT and THERE concept. Sit with them and explain the concept again. Point to the clock and use IT. Point to a situation (picture in the book) and use THERE. Help students tell the time shown in the three pictures. Students need not be perfect in time telling. Familiarize them with different parts of the clock and basic time shown on the clock.</p> <p>Some pairs might finish their discussions early. Ask them to discuss time and situations shown in the textbook with other pairs, however maintain the noise level in your class.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the session, show different times on the clock and ask students to tell you the time. You can show time explained on page 52 and in the pictures shown on page 53. Ask different students to tell you the time so that everyone can get a chance to practice.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read the first 6 sentences corresponding to first three pictures on page 53, Unit 6.</p>

Lesson Plan 75

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 75

Textbook Page/s: 53

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use IT and THERE as the provisional subject of a sentence.
- Tell the time of the day.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A big cardboard clock
- Flash cards of IT and THERE

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are feeling today and tell them that it is a pleasure meeting them.</p> <p>Ask them if they remember what they did in the previous session. Show the flash cards of IT and THERE and ask students to read the words. Ask them what time it is and what they are doing in the classroom.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn to talk more about the time of the day using there and it.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p>

	<p>Ask students to turn to page 53 of their textbooks. Read the two sentences corresponding to the fourth picture. Show quarter to four in the clock. Ask to tell what time is it. Take few guesses.</p> <p>Guide them that the longer hand is on 9 which means it is quarter and the shorter points at 4. Help them understand it is quarter to four in the afternoon and THERE are children playing in the ground. Explain the picture to them. Explain IT is used to refer to time and THERE is used to point various places and situations.</p> <p>Read the sentence again and ask students to repeat them thrice after you.</p> <p>Next, read the two sentences corresponding to the last picture and repeat the explanation process. Ask students to repeat the sentences thrice after you.</p> <p>The purpose of this exercise is to help students become familiar with the different times of the day and the use of IT and THERE. (20 minutes)</p> <p>Reading:</p> <p>Ask students to read page 53 of their textbooks, Unit 6, Exercise G. (05 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to understand IT and THERE concept. Sit with them and explain the concept again. Point to the clock and use IT. Point to a situation (picture in the book) and use THERE. Help students tell the time shown in the three pictures. Students need not be perfect in time telling. Familiarize them with different parts of the clock and basic time shown on the clock.</p> <p>Some pairs might finish their discussions early. Ask them to discuss time and situations shown in the textbook with other pairs, however maintain the noise level in your class.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the session, show different times on the clock and ask students to tell you the time. You can show time explained on page 52 and in the pictures shown on page 53.</p>

	Ask different students to tell you the time so that everyone can get a chance to practice.
02 minutes	Homework: Assignment: Read page 53, Unit 6 of the textbook.

Lesson Plan 76

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 6

Unit Title: My Sister and I

LP: 76

Textbook Page/s: 53

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use IT and THERE as the provisional subject of a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of IT and THERE

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السّلام عليكم. [Note: Always remember to say بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them if they remember what they did in the previous lesson. Ask what IT and There refer to.</p> <p>Show students flashcards of IT and THERE and quickly recap the purpose of the two words.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will make sentences containing IT and THERE including time in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 53, Exercise G and read all the sentences containing IT and THERE as well different times of the day. This is pair work. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done reading, ask them to try to use IT and THERE in their own sentences. This is pair work. Give them a few examples:</p> <ul style="list-style-type: none"> • It is ten o’clock. • There are students in the classroom. • It is five o’clock. • There is a woman in the kitchen. <p>Ask students to try and make similar sentences. Help and encourage them. This is the first time that students are making sentences on their own so be patient. (20 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to make sentences. Sit with them and explain them how to make sentences. You might have to give them more examples.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask them what they learn in today’s lesson. Let students reply. Take all answers.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read page 53, Exercise G, Unit 6 again.</p>

Lesson Plan 77 – Unit Review

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 6	Unit Title: My Sister and I
LP: 77	Textbook Page/s: 47 – 53	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify basic sounds of the diagraphs wh, ph and ng as in words.
- Use it as the provisional subject of a sentence.

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so students feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 mins.</p> <p>Collect the answer sheets exactly after 30 mins,</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 7 – Let Us Play Store

Unit Overview

Unit 7 teaches us a valuable lesson of playing together, sharing things and taking turns. It is a story of three children who play store keeping. One child becomes a store keeper and the others come to purchase things from him. The story encourages us to always be polite to others and must say “please” and “thank you”. It also teaches us to share things with others but, if possible, avoid borrowing things unnecessarily from others. In this unit, student will also learn how to buy and sell things.

Model Answers

Exercise 1

Answer 1 – Fatima is Hassan’s cousin.

Answer 2 – Hassan is in Fatima’s house.

Answer 3 – Hamza is Fatima’s brother.

Exercise B

1 – Fatima

2 – Hamza

3 – 5 rupees

Exercise C

1 – Dress

2 – Pencils

3 – Purple shirt

4 – Cars

5 – Big truck

6 – Trousers

Exercise D

Rs 50 – boat, truck, car

Exercise E

These are all sight words. Pronounce these words for students and ask them to repeat thrice after you. Help them recognize the difference that the letter “e” makes in all these words.

Exercise F

Ask students to perform a role play using the dialogues given on page 59. Two students can perform these dialogues with expressions in front of the class. Then, the rest of the class can perform these

dialogues in pairs. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Role plays boost confidence amongst students and help them become better public speakers.

Lesson Plan 78

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 78

Textbook Page/s: 54

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Learn to play together, share things and take turns.
- Learn to always be polite to others.
- Learn to say “please” and “thank you”.
- Share things with others but avoid borrowing things from others.
- Learn how to buy and sell things.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of three children, two boys and one girl. A table with pencils, caps, blue bike, big truck, chocolates and two small cars on it

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and that it is a pleasure meeting them today. Ask them, “What part of day is it?”</p> <p>Now, ask them what games they usually play when their cousins are over. Ask them how often their cousins visit.</p>
25 minutes	<p>Lesson Structure: A Show!</p> <p>Topic: Tell them that they will hear a story in today’s lesson.</p> <p>Instructions:</p>

Listening and Speaking:

Now introduce the cut-outs to the students. Hold up one boy and introduce him as Hassan. Introduce the other boy as Hamza. The girl is Fatima. You need to tell the story using cut-outs.

Tell them Hassan is Fatima’s cousin. Fatima’s brother is Hamza. Hassan is visiting their house. The children decide to play “Store”. In a shop, there is a customer and a shopkeeper. Explain them who these two are. Ask students if they have been to a store buy some things. What did they buy?

Tell students that Hassan decides to become a shopkeeper and Fatima wants to buy pencils. (Hold the cut-outs of a boy and girl while telling them the story). Hold up one pencil from the table. Hassan says it is for 5 rupees and Fatima buys it.

Ask students if they have been to a shop to buy pencils. How was their experience?

Then hold up Hamza’s cut-out and say that he now wants to become a shopkeeper. Hamza has some caps, a blue bike, two small cars and chocolates to sell. (Keep these things on the desk for students to see.)

Ask students if they have become a shopkeeper during the play time with their cousins or friends?

Fatima and Hassan come to store to buy things from him. Put Hamza’s cut-out behind the table and show cut-outs of Fatima and Hassan in front of the table.

Hold up Hassan’s cut-out and say that he asked Hamza if he had any bats. Hold up Hamza’s cut out and say he told him that he does not have bats but some balls. Then hold up Fatima’s cut-out and tell students that she asked Hamza if there are any chocolates in his shop. Hold up Hamza’s cut-out and say he told Fatima he had some. Fatima buys a chocolate and says thank you to Hamza.

Ask students to look at the table; What would they want to buy from the shop? **(15 minutes)**

Reading:

	<p>Ask students to open their textbooks to pages 54 and 55. Read the chapter and ask them to repeat after you. Pronounce words clearly for students. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might have a difficult time understanding the story. Explain them again towards the end of the lesson. Ask them questions more than others to keep them engaged.</p> <p>Some students might like the story more than others; therefore, they might answer more questions. Manage their energies and explain them that they need to give others a chance to answer too.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask them if everyone got a chance to speak in the play. Explain students that it is important to give everyone a chance to speak. We must share our things and use courteous words like “please” and “thank you”.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Unit 7, pages 54-55 of the textbook.</p>

Lesson Plan 79

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 79

Textbook Page/s: 54 – 55

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Play together, share things and take turns.
- Always be polite to others.
- Say “please” and “thank you”.
- Share things with others but avoid borrowing things from others.
- Learn how to buy and sell things.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of three children, two boys and one girl; a table with pencils, caps, blue bike, big truck, chocolates and two small cars on it

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they have been doing. Tell them that it is a pleasure meeting them. Let them answer you.</p> <p>Now, ask them if they remember what they did in the last session. Show them cut-outs of the two boys, a girl and the things. Ask students if they can name the children. Ask them, “What did the girl in the lesson buy?”</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do a role play in today’s lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Ask four students (one girl, two boys) to come in front of the class. Ask them to bring their textbooks. The students will role play the characters given in the textbook. One will be the narrator. Once again explain the concept of a shopkeeper and customer to the students.</p> <p>Ask the narrator to read the beginning of the lesson. Then each student will say his or her dialogues as given in the textbook. Ask the spectators to pay attention as the actors play their roles.</p> <p>Once the play completes, appreciate the actors and ask spectators to clap for them.</p> <p>Discuss the chapter with the students. Touch upon important moral lessons like sharing things with others, giving other a chance to speak and participate too (like Hassan gave Hamza a turn to become the shopkeeper) and never to speak out of their turns. Tell students that they must wait for their turn to come and then speak. Tell students siblings are to be kind to each other and always courteous words like thank you and please.</p> <p>Reading:</p> <p>Divide the class into groups. Tell students they can read the chapter in groups or in pairs or individually.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to read the chapter. Gather them on one table and help them read it. They can repeat after you or they can try to read it themselves and you help them.</p> <p>Some students might finish reading the chapter early. Ask them to help the other pair in reading.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p>

	Towards the end of the lesson, ask students, “What did you learn from this chapter?” “What is that thing which you will start doing differently with your sibling/s?” “What did you like the best about this chapter?”
02 minutes	Homework: Assignment: Read chapter 7, pages 54 and 55.

Lesson Plan 80

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 80

Textbook Page/s: 56

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Play together, share things and take turns.
- Always be polite to others.
- Say “please” and “thank you”.
- Share things with others but avoid borrowing things from others.
- Learn how to buy and sell things.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut outs of three children, two boys and one girl; a table with pencils, caps, blue bike, big truck, chocolates and two small cars on it

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is a pleasure meeting them today.</p> <p>Ask students to recall what they learnt in the previous session. Stick the cut-outs of the boys and girl on the board and keep store things on a table. Ask questions like, “What did Fatima buy from Hamza?” “Did Hamza have any bats? What did he have?”</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will write answers to the chapter’s questions today.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Exercise A:</p> <p>Read the first question aloud. Ask students if they know the answer. Take guesses from students. Appreciate them if their answer is correct. In case it is wrong, help them find the correct answer from the chapter.</p> <p>Exercise B:</p> <p>Explain to students that they need to put a tick in the box that is the correct answer. Read the first question and ask students if they know the answer. Take guesses from the students. Appreciate them if they are correct. Else, help them look for the correct answer in the chapter. Point to the relevant paragraph for the correct answer.</p> <p>Writing:</p> <p>Once you have discussed all the questions, ask students to write the answers in their notebooks.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to answer questions correctly. This could be because they haven’t understood the chapter clearly. Gather them on one desk and explain the lesson again. Now ask them questions from Exercise A. This exercise should be doable for them. You might need to use cut-outs and sellable items to help students understand questions in Exercise B.</p> <p>Some students might complete Exercises A and B quickly. Ask them to read and attempt Exercise C. To solve it, urge them to read the chapter again.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, put up a situation in front of the students. Tell them to suppose they are standing in a shop. They wish to buy a notebook. How would they ask the</p>

	shopkeeper to give them a notebook? Take different answers from the students.
02 minutes	Homework: Assignment: Learn the following spellings for dictation: <ol style="list-style-type: none">1. Shopkeeper2. Customer3. Rupees4. Pencil5. Chocolate6. Together7. Anything8. Please9. Thank you10. Idea

Lesson Plan 81

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 81

Textbook Page/s: 54-55

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Play together, share things and take turns.
- Always be polite to others.
- Say “please” and “thank you”.
- Share things with others but avoid borrowing things from others.
- Learn how to buy and sell things.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them if they remember what they learnt in the previous lesson.</p> <p>Ask them if they have been to a store recently. How was their experience? Who was with them and what did they buy from the store?</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will play store in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Divide the class into groups. Tell them they will play store today. Ask them to imagine they are all visiting a store. One of them could be the store keeper. They could imagine what to sell in the store. Others in the group would come to buy things from the store keeper. The store keeper would tell the price of the things and others will pay the price. This is group work. Ask students to plan the entire store keeping thing thoroughly. Give them ideas to keep different things in their shops. The group can decide what to keep in the store. They can also decide the cost of everything in the shop. Give students enough time to plan. You can ask one group to present. If possible, you can take the next period as well to present. Do not expect the play to be perfect. Students might make mistakes in calculating the price and pay it. (25 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might be hesitant or they might not understand how to plan the play. Help and support them. Sit with them and plan the store. Show them how to plan so they can see and learn.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students what they have learnt in today’s lesson. Take all answers.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Unit7, pages 54-55 again.</p>

Lesson Plan 82

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 82

Textbook Page/s: 56

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Play together, share things and take turns.
- Always be polite to others.
- Say “please” and “thank you”.
- Share things with others but avoid borrowing things from others.
- Learn how to buy and sell things.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of three children, two boys and one girl; a table with pencils, caps, blue bike, big truck, chocolates and two small cars on it

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and tell them that it is a pleasure meeting them today. Let them answer you, and ask what time of day it is and where they are sitting now.</p> <p>Ask them if they remember what they did in the last session. Ask them to tell you what they learnt in the lesson. Ask them, “What did Fatima buy from Hassan and for how much?” Ask them, “What did Fatima buy from Hamza?”</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do more exercises related to the lesson today.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Exercise C</p> <p>Ask students to turn to page 56. Read Exercise C. Explain students how example has been done. Ask them if they can tell you which objects/items shown in the picture belong to whom. You can hold up the book and show pictures to the students.</p> <p>Take guesses from the students. Ask them to read the chapter again and then tell you which objects belong to whom. Appreciate students when they give you the correct answer, else help them figure out which items belong to whom. (15 minutes)</p> <p>Writing:</p> <p>Once you’ve discussed the answers, ask students to write the correct answers in their books and match the items. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to give the answers correctly. They might have forgotten the chapter. Help them remember the chapter again and with the help of items (props) kept on the table, help them understand what Fatima bought. And all the things that Hamza had in his shop. Now, ask them to tell you which objects belong to whom.</p> <p>Some students might finish their work early. Ask them to read Exercise D and try to solve it.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students, “Which two things belong to Fatima that she bought from Hassan and Hamza?” Then, ask them to tell you the two courtesy words which they should always use.</p>
02 minutes	<p>Homework:</p>

	Assignment: Review Exercise C done as class assignment.
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Lesson Plan 83

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 83

Textbook Page/s: 57

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Buy things in a specific budget.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Notes of Rupees 5, 10, 50 and 100

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and that it is a pleasure meeting them. Let students answer you.</p> <p>Then, show them 10 rupees note. Ask them if they can identify which note is it. Then show 50 rupees and lastly 100 rupees. Show them a 5 rupees coin as well.</p> <p>Ask them if their parents have ever given them cash money (show the notes) to pay at the counter to buy toys. Some students might say yes, some might say no.</p>

25 minutes	<p>Lesson Structure: Game Time!</p> <p>Topic: Tell students that they will buy toys with money in today’s session.</p> <p>Instructions:</p> <p>Keep all items in the shelf as shown in the picture in textbook. Put the money tags clearly.</p> <p>Reading, Listening and Speaking:</p> <p>Gather students near a shelf. Ask them if they can tell you which items are kept in the top, middle and last shelves. Then, ask students to read the money tags. Then, explain them that the money tag means that each item on that shelf costs the amount of money mentioned on the tag.</p> <p>Now, show them 10, 50, 100 rupees notes and 5 rupees coin. Ask them which item/s they can buy with 50 rupees. Take guesses from students. Appreciate them if they tell the correct answer. Else, guide them.</p> <p>Next, ask them what they can buy with 25 rupees? Then say, “Oh I do not have 25 rupees, do I?” Check students’ understanding. Take guesses from them. Then, explain them that 25 rupees can be deducted from 50 or 100 rupees. Explain students they will have to pay 50 or 100 rupees for a thing that costs 25 rupees.</p> <p>Next ask students what they can buy with 100 rupees? Take guesses from students. Appreciate them when they give correct answers. Now, discuss Exercise D with students. (20 minutes)</p> <p>Writing:</p> <p>Students will solve the worksheet. (05 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find the concept of money difficult. Gather them around the shelf awhile others are solving the worksheet and explain the concept again. Ask questions like “What can you buy with 10, 25, and 100 rupees?” to check their understanding.</p> <p>Some students might complete their worksheets early. Ask them to help others in completing their worksheets.</p>
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08 minutes	Wrap-up: Quiz Time! Towards the end of the lesson, discuss answers of the worksheet with the students.
02 minutes	Homework: Assignment: Review worksheets done in the class once again.

Lesson Plan 84

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 84

Textbook Page/s: 57

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Buy things in a specific budget.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Notes of Rupees 5, 10, 50 and 100

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Show them 100, 50, and 10 rupees. Ask them to tell you how much money it is altogether.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will purchase more things with 100 and 25 rupees.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask them to look at the picture at page 57. Show them 100 and 25 rupees. In pairs, ask them to decide which items they can buy with 100 and 25 rupees. (10 minutes)</p> <p>Listening and Speaking:</p> <p>Once students have decided, ask them which items they would buy with 100 and 25 rupees.</p> <p>Take guesses from students.</p> <p>Ask students if they have bought anything recently with 100 and 25 rupees. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might face difficulty in deciding how much they should pay for which item. Sit with them and explain again. You can use the money to help them understand.</p> <p>Some students might finish their work early. Ask them to help their peers.</p>
08 minutes	<p>Wrap-up:</p> <p>Ask students that if they had 25 rupees, then what would they like to buy? Give reasons.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Tell students to ask their parents and family what they would buy with 100 rupees.</p>

Lesson Plan 85

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 85

Textbook Page/s: 57

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Understand how the magic e makes short vowels a, e, i, o and u long, as in words like make, time, joke and tube.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash card of “e”/vowel chart/vowel blocks

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is a pleasure meeting them today. Let them answer. Ask if they can tell you the time by looking at the clock. Help them read the time.</p> <p>Now, ask them recite vowels to you. Write on the board. Hold up “e” flashcard and ask students if letter e is a vowel or a consonant.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn how letter E changes words and their sounds/pronunciation.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Ask students to open their textbooks to page 58, Exercise E. Instruct them to look at the first two rows in blue. Ask them if</p>

they can identify the vowel in all the words in the two rows. Take answers from students.

Now pronounce the first word “at”. Ask students to repeat after you. Write it on the board. Add e to the word. Ask students to repeat “ate” after you.

Now, say, at/ate together and encourage students to repeat after you. Ask then they recognize the difference in both words. Say “at” and “ate” again to help students recognize the difference.

Help students understand that at become ate when e is added at the end of the word. The word and sound changes with e. Underline e in ate. Put up the flash card of E.

Similarly, write fat on the board. Pronounce it and ask students to repeat after you. Then, add e at the end and underline it. Say fate and encourage students to repeat after you. Say the two words again, fat/fate again and encourage students to repeat after you. Ask students the difference in both the words.

Complete the entire A, E, I row in this manner. Always read the word first and encourage students to repeat after you so they get the pronunciation correct. Also, these words serve as sight words, therefore it is important for students to know their correct pronunciation. **(15 minutes)**

Reading:

In pairs, ask students to read the words (one word per student). This way they will practice pronouncing words themselves. **(10 minutes)**

Differentiated Plan:

Some students might find it difficult to pronounce words. Sit with them (while others are busy in pair work), pronounce each word for them and encourage them to repeat after you. You might have to pronounce most of the words for them. Do not worry if these students do not get pronunciation of all the words correct.

Some pairs might finish their work earlier. Ask them to move to O and U row of the words on page 58. Ask them to check if they can pronounce all or some of the words given in those rows.

08 minutes	Wrap-up: Quiz Time! Once students are done with the pair work, erase all the words written on the board. Write any one word from the A, E, I (with and without e) rows and ask any one student to pronounce it for you. Do this with different students till the time allows.
02 minutes	Homework: Assignment: Pronounce all A, E, I sight words with and without e given on page 58, Exercise E, Unit 7 of the textbook.

Lesson Plan 86

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 86

Textbook Page/s: 57

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Understand how the magic e makes short vowels a, e, i, o and u long as in words like make, time, joke and tube.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash card of “e”/vowel chart/vowel blocks

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing this morning. Let them answer you.</p> <p>Point to the vowel chart and ask if they remember what they did in the previous session. Write tap on the board and ask them to pronounce it. Then add e to it and ask them to pronounce the word. Ask students which vowel is present in both the words.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn more about how e changes words and their pronunciation/sounds.</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

Ask students to open their textbooks to page 58. Instruct them to look at the last two rows in blue. Ask them if they can identify the vowel in all the words in the two rows. Take answers from students.

Now pronounce the first word “rod”. Ask students to repeat after you. Write it on the board. Add e to the word. Ask students to repeat “rode” after you.

Now, say, rod/rode together and encourage students to repeat after you. Ask them to recognize the difference in both words. Say “rod” and “rode” again to help students recognize the difference.

Help students understand that rod becomes rode when e is added at the end of the word. The word and sound changes with e. Underline e in rode. Put up the flash card of E.

Similarly, write tub on the board. Pronounce it and ask students to repeat after you. Then, add e at the end and underline it. Say tube and encourage students to repeat after you. Say the two words again, tub/tube again and encourage students to repeat after you. Ask students the difference in both the words.

Complete O, U rows in this manner. Always read the word first and encourage students to repeat after you so that they can get the pronunciation correct. Also, these words serve as sight words therefore it is important for students to know their correct pronunciation. **(15 minutes)**

Reading:

In pairs, ask students to read the words (one word per student) in the last two rows. This way they will practice pronouncing words themselves. **(10 minutes)**

Differentiated Plan:

Some students might find it difficult to pronounce words. Sit with them (while others are busy in pair work), pronounce each word for them and encourage them to repeat after you. You might have to pronounce most of the words for them. Do not worry if these students do not get pronunciation of all the words correct.

Some pairs might finish their work earlier. Ask them to read all the words on page 58.

08 minutes	Wrap-up: Quiz Time! Once students are done with the pair work, erase all the words written on the board. Write any one word from the O, U (with and without e) rows and ask any one student to pronounce it for you. Do this with different students till the time allows.
02 minutes	Homework: Assignment: Pronounce all the words given on page 58, Unit 7, Exercise E.

Lesson Plan 87

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 87

Textbook Page/s: 58

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Understand how the magic e makes short vowels a, e, i, o and u long as in words like make, time, joke and tube.
- Read and write sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash card of “e”/vowel chart/vowel blocks
- White sheet of paper

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask students how they are doing. Ask them if they remember what they learnt about magic E. Let them answer.</p> <p>Write, at and ate on the board. Ask students to pronounce the two words and ask them what makes them different. Encourage them to answer.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will write more words with magic E.</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

	<p>Divide the class into groups. Ask them to think of at least three words with magic E that changes the words. Ask students to think of three sets of words with magic (one word with E and one without E) and write them down on the white sheet.</p> <p>One student from each group will present the words to the entire class.</p> <p>Presentation:</p> <p>Once students have written their words in the groups, ask them to nominate one student who could present the words to the entire class. Encourage the student who would present the words. Politely correct the student if the word/s is/are wrong. Write all the words with magic E that students have produced on the board.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to think of words with magic E. Sit with the group and help them brainstorm. You can tell students one pair of such words.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, give students feedback on their presentation. Appreciate them and encourage them. Help them gain confidence to speak in front of class.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read all words with vowels and magic E given on page 58 Exercise E again.</p>

Lesson Plan 88

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 88

Textbook Page/s: 59

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Read a dialogue for comprehension and pleasure.
- Listen and speak to ask and answer questions and engage in a conversation.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of two boys, speech bubbles, a packed box – parcel

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and that it is a pleasure meeting them today.</p> <p>Ask them if they or anyone from their family has received a parcel. Ask them if they have seen food being delivered to their homes. How does the rider look like? Encourage them to tell his description like he wears a cap, a pink and white shirt and always has a parcel in his hand. Ask them, “What does a parcel look like?” Encourage them to say that it is always wrapped and usually has an address written on it.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn about speech bubbles in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

	<p>Ask students to open their textbooks to page 59. Show the page to them and tell them about speech bubbles. Draw a speech bubble and tell them that words said by a person are written in the speech bubble. They point at the person who is speaking. Show the cut-outs of speech bubbles. Pass them around for students to touch it.</p> <p>Then, show them the dialogues on page 59. Tell them that all these words are said by people. Speech bubbles point to the person who is speaking. (10 minutes)</p> <p>Reading:</p> <p>Show the cut-outs to the students. Tell one is the delivery boy, the other is the receiver. The two boys are talking about a parcel which is to be delivered. Now, read the dialogues and encourage students to repeat after you.</p> <p>Tell them to notice the use of question marks in questions and full stops at the end of the sentence. Also, ask them to notice that both the boys have used courtesy words like please and thank you.</p> <p>Ask students to read the dialogues silently on their own. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to read the dialogues on their own. While other students are reading the dialogues silently, ask them to gather at a table. Encourage them to repeat the sentences after you. Help them pronounce words clearly.</p> <p>Some students might finish reading the dialogues early. Ask them to help their classmates read the dialogues. You can even ask them to support a slow learner to promote peer support system.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students what the dialogues are about. Point at the speech bubble and ask them if they can tell what these are used for.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read page 59, Unit 7.</p>

Lesson Plan 89

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 7

Unit Title: Let us Play Store

LP: 89

Textbook Page/s: 59

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Read a dialogue for comprehension and pleasure.
- Listen and speak to ask and answer questions and engage in a conversation.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of two boys, speech bubbles, a packed box – parcel

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Let them answer you.</p> <p>Now, show them the cut-outs of speech bubbles. Ask them what these are. Then ask them what speech bubbles contain.</p>

25 minutes	<p>Lesson Structure</p> <p>Topic: Tell students that they will do a role play in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask students to open their textbooks to page 59. Ask two students to come in front of the class. Give both the students their roles and ask them to start reading dialogues with expressions. Read one dialogue with expressions as an example. Encourage the students who are doing the role play as well as their classmates to enjoy the performance. Role plays are supposed to be fun. Encourage students to add in a dialogue or two of their own if they want. (15 minutes)</p> <p>Reading:</p> <p>In pairs, ask students to do a role play of the dialogues. Encourage them to use expressions and body language while they are reciting dialogues. If students want, they can move away from their desks to perform the dialogues. Take rounds and keep guiding students where needed. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to read the dialogues on their own. While other students are reading the dialogues silently, ask them to gather at a table. You can ask them to come in pair, if you want. Encourage them to repeat the sentences after you. Help them pronounce words clearly. Some pairs might finish reading the dialogues early. Ask them to think how Ali would react upon receiving the parcel. Prepare those dialogues.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students to quickly tell you all they have learnt about the speech bubbles and dialogues.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read page 59, Unit 7 again. Learn the following spellings:</p> <p>Moment Parcel Please Corner Welcome</p> <p>Bring your family photograph.</p>

Lesson Plan 90 – Unit Review

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 7	Unit Title: Let us Play Store
LP: 90	Textbook Page/s: 54-59	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Understand how the magic e makes short vowels a, e, i, o and u long in words.

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so that students may feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 8 – My Aunty Zoya

Unit Overview

Unit 8 is a brief description of a family. A young boy or a girl took a picture of his/her aunt's family. The young narrator is introducing the readers to the family. Aunty Zoya's family has four members – mother, father and two children – a boy and a girl. This lesson describes people, places and things. It inculcates tolerance and respect for personal and cultural differences in children. The lesson also encourages children to develop a non-judgmental attitude towards others.

Model Answers

Exercise A

Answer 1 – There are four people in the picture.

Answer 2 – There is only one man in the picture.

Answer 3 – There is only one woman in the picture.

Answer 4 – There are two children in the picture.

Answer 5 – There is only one boy in the picture.

Answer 6 – There is only one girl in the picture.

Exercise B

1 – Family

2 – Left

3 – Right

4 – Beard

5 – Left

6 – Plaits

7 – Right

Exercise C

1 – She is Aunty Zoya.

2 – He is Uncle Rashid.

3 – She is Hira.

4 – He is Bilal.

Exercise D

1 – She is Aunty Zoya. She is my aunt. Uncle Rashid is her husband and my uncle. I like her very much because she is always genuinely nice to me.

2 – He is Uncle Rashid. Aunty Zoya is his wife and my aunty. I like him very much because he never tells a lie. He always tells the truth.

3 – Hira and Bilal are siblings. They are my cousins. Aunty Zoya is their mother and Uncle Rashid is their father. I like them very much because they never fight. We have lots of fun when we invite them to our home and they invite us to their home.

Exercise E

Pronounce EA and EE words for the students. Encourage them to repeat after you. Help them recognize the difference between EA and EE sounds. You can write these words on the board and underline EA and EE to help students differentiate between sounds. An efficient way is to make students practice as much as possible so that they can pronounce these words clearly.

Exercise F

Help students match the words with correct pictures. This exercise can be done as a group activity. It is recommended to let students complete this activity all on their own since they are well familiar with these sight words as well as their illustrations.

Exercise G

This exercise deals with tenses. Students have already learnt present, past, and future tenses in 1st and 2nd chapters; therefore, these should be easier for them to understand. Read each sentence one-by-one and discuss the tense along. Help students recognize and use the past tenses correctly. For future tense, tell students to always use “will”. There are different activities that you can do to help students identify and remember present, past, and future tenses. A few have been discussed in the lesson plans. The focus is on past tense in this exercise.

Exercise H

This exercise revolves around asking questions and giving answers. The answers are in past tenses, therefore through this exercise students will get ample practice to use past tenses in everyday life.

Lesson Plan 91

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 8

Unit Title: My Aunty Zoya

LP: 91

Textbook Page/s: 60

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Describe people, places, and things.
- Develop tolerance and respect for personal and cultural differences.
- Develop a non-judgemental attitude in children.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today and that it is a pleasure meeting them today. Let students answer.</p> <p>Now ask students to hold up their family photographs. Appreciate them. Now, ask them to keep the pictures down and look at the board. Show father, mother, sister, and brother's pictures with titles (father/mother, etc.) underneath. Ask students if they can tell who is in the picture.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read about Aunty Zoya’s family.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 60 of their textbooks. Tell them that this chapter is about Aunty Zoya’s family. In pairs, ask them to read this chapter. (10 minutes)</p> <p>Listening and Speaking:</p> <p>Once done, ask students what they have understood from the chapter. Appreciate their understanding. Then, explain that the writer of this chapter is visiting his or her Aunty Zoya’s family. She or he has a photograph of the family and is showing us Aunty Zoya’s family. There is her husband, Uncle Rashid, her daughter, Hira and her son, Bilal in the picture. The writer gives us a brief description of each person in the picture. During the lesson, ask questions like:</p> <ul style="list-style-type: none">• Who is Aunty Zoya’s daughter?• How does she wear her hair?• Who is Uncle Rashid?• What is his profession?• How is Aunty Zoya related to the writer?• Does the writer like her? <p>Take guesses from the students.</p> <p>Now, in pairs ask students to show each other their family photographs. Ask them to introduce their family members to their classmates just the way the writer has introduced us to Aunty Zoya’s family. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to understand the chapter and answer simple questions about Aunt Zoya’s family. While others are busy introducing their family members to each other, gather these students at a table and explain the chapter once again. You can use pictures of mother, father, brother, and sister to explain them the family.</p>
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	<p>Some pairs might finish introducing their family to each other. Then, ask such pair to share their family photographs with other students in the class.</p>
08 minutes	<p>Wrap-up: Discussion!</p> <p>Towards the end of the lesson, ask a few students to introduce their family to their classmates. Ask students to name the family members of Aunty Zoya’s family.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read chapter 8, page 60.</p>

Lesson Plan 92

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 8

Unit Title: My Aunty Zoya

LP: 92

Textbook Page/s: 60

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Describe people, places, and things.
- Develop tolerance and respect for personal and cultural differences.
- Develop a non-judgemental attitude in children.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing well. Ask them if they can tell you time. Help them read the time.</p> <p>Next, ask them if they remember Aunty Zoya’s family. Point to the pictures of father, mother, sister, and brother. Ask students to tell you the names of Aunty Zoya’s family.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they are going to answers some questions about Aunty Zoya’s family.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p>

	<p>Read all the questions given in Exercise A, page 61. Divide the class into groups and ask students to discuss answers to all the questions. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done discussing questions and answers, ask them to tell you the answers to all questions one by one. Appreciate them if their answers are correct. Else guide them to look for correct answers in the chapter. Try not spoon feeding the students, else you will hamper their learning process. Let students look for answers themselves, however guide them. (05 minutes)</p> <p>Writing:</p> <p>Once you have discussed answers with the students, ask them to answers in complete sentences in their notebooks. You ask them to refer to their textbooks if they want. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to answer in groups. Set them up in pairs or sit with them and help them look for answers. They have forgotten the chapter or might not have understood it all. In either case, briefly explain them the chapter again using pictures of mother, father, sister and brother. Help them understand each member’s description. After this, help these students to look for answers in the chapter.</p> <p>Some students might finish answering their questions earlier. Ask them to attempt Exercise B. Tell them they can refer to the chapter if they want.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the chapter, ask some trick questions like:</p> <ul style="list-style-type: none"> • If Aunty Zoya is the writer’s mother’s sister, what are Hira and Bilal to the writer? • Does writer like his/her cousins? Why or why not? • Do Aunty Zoya’s family visit the writer’s family? <p>This way you can check how well students have understood the chapter.</p>
02 minutes	<p>Homework:</p>

	Assignment: Ask students to review answers to questions 1 – 6, page 61, Unit 8.
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Lesson Plan 93

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 8

Unit Title: My Aunty Zoya

LP: 93

Textbook Page/s: 61

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Describe people, places and things.
- Develop tolerance and respect for personal and cultural differences.
- Develop a non-judgemental attitude in children.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them if they remember what they learnt in the previous lesson.</p> <p>Talk about your own family members. Tell students, for example, how many siblings you have, what your father or elder brother does, etc.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will tell each other more about their families.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Divide students into diverse groups. Ask them to discuss with one another about their father, mother and siblings – their names, what they do, who helps you with homework, who plays with you, etc.</p> <p>After discussion, some students will give a presentation about their family to the rest of the class.</p> <p>Once students are done discussing about their families, ask them as to who would like to present about their families to the class. Ask at least two to three students to give a presentation.</p> <p>Differentiated Plan:</p> <p>Some students might face difficulties in talking about their families. Sit with that group and ask students some specific questions about their families. Their answers would give out more information about their families to the group.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students as to how they should behave with their family members. Ask them how they should behave with their extended family members, like cousins.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Unit 8, page 60, My Aunty Zoya.</p>

Lesson Plan 94

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 8

Unit Title: My Aunty Zoya

LP: 94

Textbook Page/s: 61

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Describe people, places and things.
- Develop tolerance and respect for personal and cultural differences.
- Develop a non-judgemental attitude in children.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask students how they are doing. Tell them that it is a pleasure meeting them today. Ask them what they remember about Aunty Zoya’s family.</p> <p>Ask them questions like:</p> <ul style="list-style-type: none"> • Who are Bilal and Hira? • What does Uncle Rashid do? • Who is Aunty Zoya?

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do more exercises about Unit 8 in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 61 of their textbooks. Ask to look at Exercise B. Read them the sentences. In pairs, ask them to look for answers. Tell students that they can take reference from the chapter. (10 minutes)</p> <p>Listening and Speaking:</p> <p>Once the students are done, discuss answers with them. Give each student a chance to fill one blank. Appreciate when a student gives correct answer. (05 minutes)</p> <p>Writing:</p> <p>Ask students to write answers in the notebooks. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to fill in the blanks. Encourage them to look for answers in the chapter. Guide them to read the chapter for answers. You might have to solve one blank for them.</p> <p>Some students might complete their work early. Ask them to look at Exercise C and try to attempt it.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Take a small quiz. Ask students the following questions:</p> <ul style="list-style-type: none"> • Name the boy on the right of the picture. If you want, you can show the picture. • Name the man on the right with a beard. • Whose hair is short and short?
02 minutes	<p>Homework:</p> <p>Assignment: Ask students to learn the following spellings:</p> <ol style="list-style-type: none"> 1. Husband 2. Daughter 3. Hospital 4. Children

	5. Visited
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Lesson Plan 95

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 8	Unit Title: My Aunty Zoya
LP: 95	Textbook Page/s: 61-62	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Punctuate the sentences correctly.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards showing full stop

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them if they remember capital letters, question marks and full stops. Draw these three on the board.</p> <p>Take answers from the students.</p> <p>Do a sample sentence like: Are you busy. Ask students to punctuate this sentence appropriately.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do some punctuation exercises.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to read Exercise C and try to punctuate the sentences appropriately. Give them five minutes to punctuate sentences. (05 minutes)</p>

	<p>Listening and Speaking:</p> <p>Once students are done, discuss these four sentences with the sentences. Each sentence should start with the capital letter, names should also start with capital letters and sentences should end with a full stop. A question mark is used at the end of a sentence that is a question.</p> <p>Once done, discuss more sentences to punctuate:</p> <ol style="list-style-type: none"> 1. are you in town these days 2. is the man wearing glasses uncle rashid 3. there are two small children in the picture 4. he is bilal , the son of aunty zoya 5. where are you going right now <p style="text-align: center;">(10 minutes)</p> <p>Writing:</p> <p>Once discussion is done, ask students to write correct sentences in their notebooks. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to punctuate sentences. Sit with them and help them remember the punctuation rules. Do an example sentence with capital letters, question marks and full stops.</p> <p>Some students might finish their work earlier. Ask them to write three sentences with correct punctuation using names of people in it. For example: Ahmad is a good boy.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students to quickly recap the three punctuation rules they have worked with: Capital letters at the beginning of a sentence, capital letters for names of people, question mark and full stop.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Punctuate the following sentences using capital letters, question marks and full stops.</p> <ol style="list-style-type: none"> 1 – once upon a time there was a boy, ali ali studied in grade 1 he liked airplanes very much he wanted to fly one when he grew up. 2 – where is my favourite book kept Please tell me.

	3 – how was your exam today, asad Mine went well
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Lesson Plan 96

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 8

Unit Title: My Aunty Zoya

LP: 96

Textbook Page/s: 62

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use personal pronouns in different sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it's a pleasure meeting them today.</p> <p>Now write she, her, my, me, he, his, him, they, their, them and us on the board. Ask students to read the words and ask them where these are used. Make a few sample sentences like:</p> <ul style="list-style-type: none"> • She is a good girl. • I asked Saad if he could bring me some water.
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will use pronouns to fill in the blanks in a paragraph.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 62 to Exercise D. Read the first paragraph. In pairs ask students to fill in the blanks with correct pronouns. (05 minutes)</p>

	<p>Listening and Speaking:</p> <p>Once students are done discussing between themselves and filling in the blanks, ask them one-by-one the correct pronouns. There are 6 blanks, so ask six pairs to tell you the correct answers. Please do not tell answers (pronouns) yourself, else students will not try to fill in the blanks themselves.</p> <p>Repeat this exercise with paragraphs 2 and 3. Students must fill in the blanks in pairs themselves first. Then, you can discuss the answers with them. (10 minutes)</p> <p>Writing:</p> <p>Once all paragraphs have been discussed, ask students to write down the correct answers in their notebooks. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to fill in the blanks correctly with the pronouns. Sit with them and revisit all the pronouns given above with them again. Help them understand the use of pronouns again. You might have to fill a few blanks with them to help them understand how to use pronouns.</p> <p>Some students might complete their work earlier. Ask them to help those classmates who are struggling with their work. Create peer support system.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students to read the pronouns again that are written on the board. Ask them to make sample sentences of a few pronouns (other than the ones done before) for practice.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Exercise D with filled blanks, Unit 8, page 62 again.</p>

Lesson Plan 97

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 8	Unit Title: My Aunty Zoya
LP: 97	Textbook Page/s: 63	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify long vowels ea and ee in words like meat, leak, feet and green.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of EE and EA long vowels

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is a pleasure meeting them today and let them answer you.</p> <p>Now, stick flash cards of EE and EA on the board. Write a few EE and EA words underneath flash cards on the board. Ask students to pronounce these words. Appreciate them if they pronounce the words correctly. Guide them if their pronunciation is not correct.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn pronunciation of EE and EA words in today's lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Ask students to repeat the pronunciation of the EE and EA written on the board. Help them understand that EA and EE</p>

	<p>words rhyme. They have remarkably similar pronunciations and sounds.</p> <p>Ask students to turn to page 63 of their textbook. Divide the class into groups and ask them to read all EA and EE words again. Give them 10 minutes to read. (10 minutes)</p> <p>Listening and Speaking:</p> <p>Once all the groups are done reading, ask each group to pronounce one EA word and one EE from page 63, and tell the class what the two words mean. Ask the rest of the class to tell you if their pronunciation is correct. Now, pronounce the words yourself clearly and ask all the students to read the two EE and EA words thrice so their pronunciation improves as well. In case it is not, guide them for correct pronunciation.</p> <p>Discuss the meanings of words and how they can be used in sentences. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students in groups might find it difficult to pronounce EE and EA words. Help these students to pronounce words while they are doing the group activity. Then, ask these students to especially repeat EE and EA words after you so their pronunciation improves. Focus on these students when they are repeating EE and EA words after you. If needed, ask these students to individually pronounce the EE and EA words, so you know their pronunciation has improved or not.</p> <p>Some students might pronounce the words more than others. Manage their energies and help them understand they must not speak out of their turn, but do they give them an equal chance to pronounce words. Appreciate all students.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, erase all words written on the board. Write any one word on the board and ask one student (choose a student who was having trouble pronouncing the words) to pronounce it. This will serve as a mini quiz and will also help you recognize how well a particular student can pronounce EE and EA words. Repeat this exercise with different students and different words till time allows.</p>
02 minutes	<p>Homework:</p>

	Assignment: Read all EA and EE words given on page 63, Unit 8, Exercise E.
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Lesson Plan 98

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 8

Unit Title: My Aunty Zoya

LP: 98

Textbook Page/s: 63

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify the words and match them with correct pictures.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of EE and EA words

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and let them answer.</p> <p>Stick EE and EA flash cards on the board and write a few EA and EE words underneath the flashcards. Take words from the textbook page 63. Ask students to pronounce these words. Appreciate if their pronunciation is correct. Guide them if their pronunciation needs improvement.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will pronounce EE and EA words and match them with pictures.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 63, Exercise F. Divide students in groups and ask them to read EE and EA words and match them with the correct pictures. Give students some time to</p>

	<p>discuss the words and pictures and match them correctly. (10 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done discussing, ask each group to tell the correct answers. Ask one student from each group to show the correct match of the word and picture. You can hold up the book and the students can point at the word and the picture.</p> <p>Repeat this exercise with all the words and pictures, but choose different students from diverse groups to give answers.</p> <p>In case a student gives wrong answer, guide him/her to the correct one. (05 minutes)</p> <p>Writing:</p> <p>Ask students to match the words with pictures in their textbooks. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to match the words with pictures. Sit with them and ask them to pronounce the words after you. Explain them the meanings of the words and then ask them to match the words with correct pictures. You might have to show an example to them.</p> <p>Some students might complete the exercise quickly. Ask them to think of three EA and three EE words. Ask them to write these words in their notebooks and to tell you their pronunciations.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, write a few EA and EE words on the board. You can write words from the textbook Exercise F. Otherwise you can give new words to pronounce like:</p> <ul style="list-style-type: none"> • Sweet/Sweat • Beat/Beep • Heat/Heep • Feet/Heat

	Ask students the meanings of these words too. If they do not know, explain them the meanings.
02 minutes	Homework: Assignment: Read page 63, Exercise F of Unit 8 again.

Lesson Plan 99

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 8

Unit Title: My Aunty Zoya

LP: 99

Textbook Page/s: 64

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- Use present, past and future indefinite tenses correctly in their everyday lives.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of come, came, go, went, sit, sat, and will
- Worksheet

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask students how they are doing and tell them that it is a pleasure meeting them today. Let them answer.</p> <p>Now, stick the flash cards of come, came together. Then stick at a bit of distance go, went flashcards, then at a distance, stick sit and sat flash cards on the board. Stick the flash card of will at some distance on the board.</p> <p>Ask students to read the flash cards. Ask them if they can identify the difference between the three sets of words. Take guesses from students.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study the difference between sentences said depending on the time.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Underneath the set of come and came write two sentences:</p> <p>I come.</p> <p>I came.</p> <p>Ask students the difference. Tell that the first sentence is used when we are talking in the present that is right now.</p> <p>For example, write on the board: “I come” to school every day. This sentence means that the work is done every day in the present.</p> <p>Now, write another sentence right underneath it: I came to school yesterday. Tell that second sentence means that the work was done yesterday that is the past. Ask students to repeat the differences between the two sentences once again.</p> <p>Similarly, write:</p> <p>I go.</p> <p>I went.</p> <p>Ask students the difference. Tell them the difference. For example, write on the board: I go to school every day. Ask students what this sentence means. Take guesses from them. Tell them that this sentence shows the work is done every day in the present.</p> <p>Now, write another sentence: I went to school yesterday. Ask students what this sentence means. Take guesses from them. Tell them this sentence shows the work happened yesterday not today. It shows the past tense. Ask students to repeat the differences between the two sentences once again.</p> <p>Next, write on the board:</p> <p>I sit.</p> <p>I sat.</p>
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Ask students to tell you the difference between the two sentences. Take guesses from them. Tell that “I sit” means the work is happening right now while “I sat” means the work happened yesterday, i.e., in the past.

Write two sentences on the board: I sit on this chair every day. Ask students to tell you the meaning of this sentence. Explain them that work is happening every day, so this sentence is in the present tense.

Write another sentence: I sat on that chair yesterday. Take guesses from students and explain them that the sentence means the work took place yesterday, i.e., in the past.

Now, point at will. Ask students when do we use “will”? Take guesses from students. Now write underneath come/came set: I will come. Ask students what this sentence means. Take guesses. Explain them that “will” means the work will take place sometime tomorrow or afterwards. Remind them that “will” is for things that will happen later/in future – tomorrow, or after that.

Similarly, ask them what do the sentences, “I will go” and “I will sit” mean? Take guess.

Writing:

Ask students to solve the worksheet.

Differentiated Plan:

Some students might find it difficult to understand the concept of present, past and future. Gather them at a table while others are solving their worksheets, and explain them again. Use any one example to explain the concept. Tell them that come is used for work happening right now, came for work that happened yesterday or before that and will come for tomorrow. Try not using terms like present, past and future as they might confuse the students. Once you have explained, ask them to explain to you the other two examples given in the textbook: I go/I went/I will go and I sit/I sat/will sit.

Some students might complete their worksheet early. Ask them to read the second part of this exercise. Ask them what they have understood in the second part.

08 minutes	Wrap-up: Quiz Time! Discuss the answers of the worksheet. Ask students to tell you the answers first, before giving them the correct answer. Explain the reasons also.
02 minutes	Homework: Assignment: Review worksheet done as class assignment thoroughly.

Lesson Plan 100

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 8

Unit Title: My Aunty Zoya

LP: 100

Textbook Page/s: 64

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use present, past and future indefinite tenses in negative sentences (not) correctly.
- Use do, did and will in conversation.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of: do not, happening now, yesterday and tomorrow

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and let them answer. Ask the class if they remember what they did in the last lesson.</p> <p>Write come on the board and ask them to tell you when it is used. Similarly, write came, sat and will go on the board and ask when these are used.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they learn to use tenses in negative “do not” in present, past and future tenses.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Stick happening now, yesterday and tomorrow flash cards on the board. Write “I do not come” under happening now flash card on the board. Ask students to read the sentence and tell you its meaning.</p> <p>Explain that do not mean negative, otherwise the sentence is in present tense since come shows the work happening right now.</p> <p>Similarly, write “I do not go” under “happening now” flash card. Ask students to tell you the meaning and tense of this sentence. Explain that do not in this sentence means “negative”, and otherwise this sentence is in present tense too since go shows that the work is happening right now.</p> <p>Do “I do not sit” under happening now flash card similarly.</p> <p>Next, under the flash card “yesterday”, write “I did not come”. Ask students what the sentence means. Take guesses. Explain them that did not shows negative as well, but in the past tense. This sentence shows the work did not take place. Explain them that when we want to show something did not happen yesterday (in the past) we use “did not”.</p> <p>Tell students that did not is the past tense of do not.</p> <p>Write the next two sentences, “I did not go” and “I did not sit” and explain them in the same way.</p> <p>Next, under the flash card “tomorrow” write, “I will not come”. Ask students to explain you the meaning of this sentence. Take guesses. Explain students that will shows future and not means negative, therefore this sentence shows the person will not come tomorrow or in the future. “Will not” means the action will not take in the future.</p> <p>Similarly, discuss the other two sentences: I will not go and I will not sit.</p> <p>Reading:</p>
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	<p>Ask students to turn to page 64, Unit 8, Exercise G and read both positive and negative sentences.</p> <p>Writing:</p> <p>Ask students to do the worksheet.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to understand the concept of using not in sentences. Sit with them and explain how not is used in present, past and future tense sentences. Do explain them that do not is changed into did not in the past tense and will not in the future tense.</p> <p>Some students might finish their work earlier. Ask them to review the last part of Exercise G. Ask them what they have understood later.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Discuss the worksheet with students. Ask them to tell you the difference between “did not” and “do not”.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read “do not” sentences given on page 64, Unit 8, Exercise G.</p>

Lesson Plan 101

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 8

Unit Title: My Aunty Zoya

LP: 101

Textbook Page/s: 64

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use present, past and future indefinite tenses in question sentences correctly.
- Use do, did, will in conversation.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of happening now, yesterday, tomorrow, do, did, and will
- Worksheet

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how students are doing and tell them that it is a pleasure meeting them.</p> <p>Ask them if they remember what they did in the last lesson. Ask them, “What does the past tense of do? And which word is used to make sentences negative?”</p> <p>Write “come” on the board. Ask students to think of a negative sentence using “come” and “do”. Take suggestions from students.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do question sentences in different tenses especially future tense.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Stick happening now, yesterday and future flash cards on the board. Write “Do I come? Do I go? Do I sit?” underneath “happening now” flash card. Ask them, “What do these sentences mean?” Take guesses from students.</p> <p>Explain to them that all these sentences are question sentences in the present tense. All these have a question mark at the end, are asking a question and are in the present tense. Explain to them that do is the present tense, therefore all question sentences are in the present tense.</p> <p>Next, write “Did I come? Did I go? Did I sit?” underneath the flash card “yesterday”. Ask students to explain, “What do these sentences mean?” Take guesses.</p> <p>Explain to students that all these sentences are question sentences. In question sentences, did is always used in the beginning. Also, did is the past tense of do, so all these question sentences are in the past sentences.</p> <p>Next, write “Will I come? Will I go? Will I sit?” underneath “tomorrow” flash card. Ask students what these sentences mean. Take guesses.</p> <p>Explain that all these sentences are questions in the future tense. Will shows future/tomorrow. In question sentences which are in the future tense “will” always comes at the beginning.</p> <p>Reading:</p> <p>Ask students to read all question sentences in the three tenses – present, past and future.</p> <p>Writing:</p> <p>Ask question to solve the worksheet.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to understand the concept of question sentences. Sit with them and explain</p>
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	<p>question sentences are those that have a question in them. There is always a question mark at the end of question sentences. Do explain them that will is used in the future tense questions.</p> <p>Some students might finish their work earlier. Ask them to review the words given in blue strips of Exercise G. Ask them what they have understood later.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Discuss the worksheet with students. Ask them to tell you what question sentences are.</p> <p>Ask students, “What do will and did show when used in question sentences?”</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read all question sentences in three tenses using “will” given on page 64, Unit 8, Exercise G.</p>

Lesson Plan 102

Subject: English

Grade: 1

Term: 2nd

Week:

Unit: 8

Unit Title: My Aunty Zoya

LP: 102

Textbook Page/s: 64

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use past tenses of irregular verbs in their everyday lives.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it is a pleasure meeting them today, and wait for their answer.</p> <p>Ask students if they can tell you the past tense of do. Then, ask them the past tense of come. Guide them if their answers are wrong.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn past tenses of more words in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Write “make” on the board. Ask students if they can guess the past tense of make which is in present tense. Then write “made” on the board.</p> <p>Next, write “get” on the board. Ask students if they can guess the past tense of get which is in present tense. Then write “got” on the board.</p> <p>Next, write “write” on the board. Ask students if they can guess the past tense of write which is in present tense. Then write “wrote” on the board.</p> <p>Complete the entire exercise in this manner. Once all the words given in the textbook, Unit 8, page 64, Exercise G are done, ask students to repeat all the present and past tenses. You can make a small poem out of it too.</p> <p>For example:</p> <ul style="list-style-type: none">• Make and made• Get and got• Write and wrote• Play and played• Eat and ate• Drink and drank• Take and took• Give and gave• See and saw• Say and said• Sit and sat• Come and came• Go and went <p>Students will remember the past tenses clearly this way.</p> <p>Reading:</p> <p>Ask students to turn to page 64, read Exercise G on page 64.</p>
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	<p>Writing:</p> <p>Do the worksheet as class assignment.</p> <p>Differentiated Plan:</p> <p>Some students might find the lesson difficult. Sit with them, as others complete their worksheet, and explain to them that actions words have a past tense as well. Past tenses of action words show the work or action was done yesterday or before that. There must be words to talk about yesterday. Help them read/pronounce the present and past tenses. Ask them to refer to their textbooks to complete their worksheets.</p> <p>Some students might complete their worksheets earlier. Ask them to help others around them.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Discuss the worksheet with students. Ask different students to tell you the correct answer. In case they give you wrong answers, help them.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Learn past tenses of verbs on page 64, Unit 8, Exercise G.</p>

Lesson Plan 103

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 8	Unit Title: My Aunty Zoya
LP: 103	Textbook Page/s: 64 – 65	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Listen and speak to ask and answer questions and engage in a conversation.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them if they can tell you the time looking at the clock. Ask them where they are sitting now.</p> <p>Then, write “come” on the board. Ask students to tell you its past tense. Next, write go and ask them its past tense.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will use no and yes as well as different tenses in their conversation in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask students a simple question, “Do you speak English?” Let them answer. Observe the answers students give you. Write the question on the board.</p> <p>Then, tell students the answer to this question is: “Yes, I speak English.” Write this sentence on the board.</p> <p>Next, ask students, “Do you eat ice cream?” Let students answer. Observe their answers. Then tell them the answer. If</p>

	<p>students say, “Yes, I eat ice cream” then do accept this answer as well.</p> <p>Do all the questions in this exercise this way. Always ask students the answer then guide them to the correct answer. Encourage them to use “not” in sentences. (15 minutes)</p> <p>Reading:</p> <p>In pairs, ask students to turn to page 64, Exercise H. Ask students to practice these questions in turns. Ask them to give answers with expression. Encourage them to change answers, from yes to no or vice versa, if wish to, however do listen to their version of answer and correct it. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to read sentences and engage in a conversation with their classmates. Gather these students at a desk and help them read the sentences from their textbooks. Explain each question and answer as you go.</p> <p>Some pairs might finish their conversations quickly. Ask them to form more yes and no questions using do, did, will on their own. Their partner will answer their questions and vice versa.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students to tell you the past and future tense of the following words:</p> <ul style="list-style-type: none"> • Make • Open • Go • Eat
02 minutes	<p>Homework:</p> <p>Assignment: Read page 64-65, Unit 8, Exercise H with expressions.</p>

Lesson Plan 104

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 8	Unit Title: My Aunty Zoya
LP: 104	Textbook Page/s: 64 – 65	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Listen and speak to ask and answer questions and engage in a conversation.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them if they remember what they learnt in the last lesson. Ask them questions to in complete answers one at a time: Did you do your homework last night? Will you play in the lunch/home time? Do you eat breakfast? Encourage students to answer in complete sentences using different tenses. Write do, did and will on the board.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will practice forming sentences using different tenses in today's lesson.</p> <p>Instructions:</p> <p>Writing:</p> <p>Divide students into groups. Ask them to form sentences using do, did, and will. Encourage students to form at least two sentences for do, two for did and two for will. Tell them to discuss sentences amongst themselves first then write sentences in their notebooks individually. (10 minutes)</p>

	<p>Presentation:</p> <p>Once done, ask at least five students to come in front of the class and ask their questions from the class. The rest of the students will try to answer the student’s questions. The presenter will then confirm the class has answered correctly or not. You, as a teacher, guide the presenter and the class. Check if the questions put forth by the presenter are correct or not. If questions are not correct, then correct them politely. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might feel shy in forming sentences. Then change their seats or ask their peer to help and support them. Make these students sit with their friends if they want. Support them by forming a sample sentence for them. You can even ask these students to come in front of the class to present their question. This will boost their confidence.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson ask students to tell you what they have learnt today. Ask them to ask if they have any questions.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read questions given on page 64-65, Exercise H, Unit 8 again and see the use of do, did and will.</p>

Lesson Plan 105 – Unit Review

Subject: English	Grade: 1	Term: 2 nd
Week:	Unit: 8	Unit Title: My Aunty Zoya
LP: 105	Textbook Page/s: 60 – 65	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Use present, past and future indefinite tenses.
- Identify long vowels ea and ee in words.

Teaching Aids/Materials/Resources:

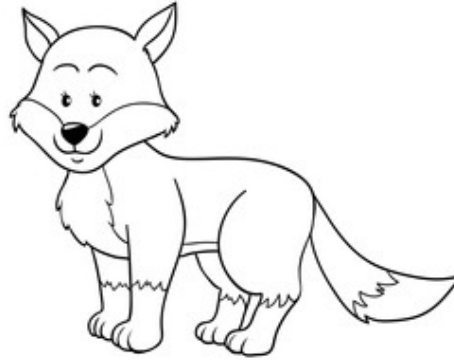
- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so students feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 5 – Read Us a Story, Please — Worksheet 1

Lesson Plan 48

Colour the following appropriately.



Unit 5 – Read Us a Story, Please — Worksheet 1

Lesson Plan 50








Put the tick (✓) or wrong (x) in front of the correct statements.

1. The fox wanted to eat the bunny.
2. The bunny was wise.
3. Bunny went to fox's house.
4. Bunny's wife cooks delicious food.
5. The fox turned away angry and hungry.

Unit 5 – Read Us a Story, Please — Worksheet 1

Lesson Plan 57

Match the following correctly.

1.  Behind
2.  On
3.  Under
4.  Next to
5.  Between
6.  In
7.  In front of

Unit 7 – Let Us Play Store — Worksheet 1

Lesson Plan 83

Match the following correctly using the money tags.

- | | |
|--------------------|---------|
| 1. A chocolate bar | Rs. 100 |
| 2. A doll | Rs. 100 |
| 3. A train | Rs. 10 |
| 4. A plane | Rs. 50 |
| 5. A mango | Rs. 25 |
| 6. A car | Rs. 10 |

Unit 8 – My Aunty Zoya — Worksheet 1

Lesson Plan 99

Fill in the blanks.

1. I _____ to school every day. (come, came)
2. I _____ to park every day. (go, went)
3. Ali _____ on this chair tomorrow. (will sit, sat)
4. Sarah _____ on that sat yesterday. (sit, sat)
5. I _____ to your house on Saturday. (came, will come)

Unit 8 – My Aunty Zoya — Worksheet 1

Lesson Plan 100

Fill in the blanks.

1. The milkman said, “I _____ tomorrow.” (will not come, came)
2. I do _____ on this chair. (sit, not sit)
3. “I did _____ to park yesterday,” Sana said. (went, not go)
4. Khalid told, “I do _____ to school on Saturday.” (came, not come)
5. I do _____ on this chair. (sat, not sit)

Unit 8 – My Aunty Zoya — Worksheet 1

Lesson Plan 101

Fill in the blanks.

1. _____ you come here every day? (do, did)

2. _____ she go to the park yesterday? (did, do)

3. _____ I sit on the stage tomorrow? (will, did)

4. _____ Ali come to school yesterday? (do, did)

5. _____ Imran go tomorrow with you guys? (will, did)

Unit 8 – My Aunty Zoya — Worksheet 1

Lesson Plan 102

Write past tenses of the following.

1. Go
2. Say
3. Drink
4. Write
5. Give
6. See
7. Play
8. Eat
9. Make
10. Get
11. Take
12. Sit

Unit 5 – Read Us a Story, Please**Unit Wise Assessment****1- Answer the following questions. (10)**

- a. Why didn't the Bunny go to Mr Fox's place? (3)
- b. Had you been in Mr Bunny's place, would you have gone with Mr Fox? Why not? Give reasons. (4)
- c. Where did the rabbit hide? (3)

2- Complete the following using sh, ch, and th. (10)

- a. __irsty
- b. __ere
- c. __op
- d. __eck
- e. __ip
- f. __eep
- g. Mou__
- h. Fa__er
- i. Wa__
- j. Di__

3- See the picture and write the correct position of the apple in the blanks given below. Use these words: next to, on, behind, in front of, between. (5)



Unit 6 – My Sister and I**Unit Wise Assessment****1- Answer the following questions. (9)**

- a. What was the boy reading to his sister? (3)
- b. What did the boy eat and drink? (3)
- c. Do you think sister liked the book? What makes you think so? Give reasons. (3)

2- Fill in the blanks with wh, ph, and ng. (12)

- a. Ele__ant
- b. __ich
- c. Gra__
- d. Wi__
- e. Ki__
- f. __oto
- g. Swi__
- h. Thi__
- i. __one
- j. __ole
- k. __ile
- l. Si__

3- Tell the time.

(4)



a.

It is _____.



b.

It is _____.



c.

It is _____.



d.

It is _____.

Unit 7 – Let Us Play Store**Unit Wise Assessment****1- Answer the following questions. (11)**

- a. What did Fatima, Hassan and Hamza play? (4)
- b. What does Fatima buy from the shop? (4)
- c. What have you recently bought from a shop? (3)

2- What can you buy using the following money? (6)

- a. Rs. 100 (A chocolate bar of Rs 10, a teddy bear of Rs 25, a bat of Rs 50, a colour box of Rs 15)
- b. Rs. 50 (A chocolate bar of Rs 10, a pencil of Rs 15, a milk carton of Rs 15)
- c. Rs. 10 (A candle of Rs 5, show a candy of Rs 5)

3- Highlight magic e in the following words. (8)

- a. Note
- b. Tube
- c. Cute
- d. Hope
- e. Fine
- f. Tape
- g. Ate
- h. Ripe

i. Duke

j. Home

k. Bone

l. Fume

m. Note

n. Pine

o. Time

p. Eve

Unit 8 – My Aunty Zoya**Unit Wise Assessment****1- Answer the following questions. (8)**

- a. Who was Aunty Zoya? (3)
- b. Was Aunty Zoya a nice lady? (3)
- c. What was Uncle Rashid’s profession? (2)

2- Correct the sentences given below. (3)

- a. Zoya is Aunty nice _____ (1)
- b. Wears Hira hair plaits her two in _____ (1)
- c. Bilal Zoya’s is son Aunty _____ (1)

3- Complete the words with correct vowels. (4)

- a. Gr__ n. (ea, ee, ou)
- b. S__ (ae, ou, ee)
- c. Dr__ m (ee, au, ea)
- d. M__ n (au, ea, ee)
- e. Tr__ t (ee, iu, ea)
- f. P__ ch (ee, ea, iu)
- g. Sh__ p (ea, ui, ee)
- h. Ice cr__ m (iu, ee, ea)

**4- Complete the paragraph using the correct word from the box given below.
You can use one-word more than twice. (4)**

him, they, his, he, them, their

Ali was a good student. _____ always stood first in _____ class. His class fellows liked _____ very much. _____ always completed his work on time and even helped _____ in completing _____ work. _____ were always looking forward to meeting him. His teachers always appreciated his work. _____ were full of praises for him.

5- Write the second form of the following verbs. (6)

1. See _____
2. Say _____
3. Give _____
4. Make _____
5. Write _____
6. Get _____

Terminal Assessment Paper

Second Term

Objectives

Total Marks: 50

Students should be able to:

- Use prepositions in, on, under, behind, in front of, next to and between in a sentence.
- Identify basic sounds of the diagraphs ch, sh, th, ea, ee, ng, ph and wh in words.
- Use it and there as the provisional subject of a sentence.
- Use present and past indefinite tenses.

1- Answer the following questions. (10)

- a. Why was Bunny considered wise? Give reasons for your answer. (2)
- b. The fox was cruel. Do you agree or not? Give at least two reasons for your answer. (2)
- c. In your opinion, why did the sister like the book her brother read her? Give reasons. (2)
- d. Had you been in Fatima's place, what would you have bought from the store?(2)
- e. In your opinion, do you think writer likes Aunty Zoya's family? What makes you think so? (2)

2- Fill in the blanks with the correct words. (5)

- a. Aunty Zoya's husband is called _____.
- b. Fatima bought a _____ from play store.
- c. The boy ate _____ twice and drank _____, before reading a book to his sister.
- d. The rabbit hid in its _____.
- e. Fox invited Mr Bunny to have _____ at his house.

3- Choose the correct position from the box.

(5)

under, in front of, between, on, behind

a. The apple is _____ the two boxes.



b. The apple is _____ the box.



c. The apple is _____ the box.



d. The apple is _____ the box.



e. The apple is _____ the box.



4- Match the sentences with the pictures.

(5)

a. It is five o' clock.



b. It is twelve o' clock.



c. It is two o' clock.



d. It is eleven o' clock.



e. It is three o' clock.



5- Fill in the blanks correctly.**(10)**

- a. T__m (ee, iu, ea)
- b. Gr__n (ee, ea, iu)
- c. __ake (ch, ng, sh)
- d. Ice cr__m (ea, ee, ui)
- e. __at (pn, ph, wh)
- f. __alk (sh, ch, ng)
- g. Ele__ant (ph, wh, ng)
- h. Thi__ (ng, ph, wh)
- i. __at (th, sh, ch)
- j. Thr__d(ea, ee, ng)
- k. __eel (wh, ph, ea)
- l. __reat (sh, th, wh)
- m. L__f (wh, ea, ee)
- n. __air (sh, ch, np)
- o. M__t (ee, ch, wh)
- p. __ank (sh, th, wh)
- q. Mu__ (ch, th, np)
- r. Pea__ (th, np, ch)
- s. Tru__ (ch, np, th)
- t. Mou__ (ch, th, np)

6- Choose the right word from the box below.**(10)**

she, her, him, he, his, they, their, us, my, me

- a. Bina is a good girl. _____ studies in Grade 1. All _____ friends like her very much. _____ take her as _____ role model.
- b. Saad was playing football. _____ kicked it with full force and it broke a window. _____ mother got angry, but his sister saved _____.
- c. Our teachers were telling _____ not to play in the playground.
- d. "I have done _____ homework. Now, may I go and play?" asked the child.
- e. "My mother told _____ to wait here," the little girl said.

7- Write past and future forms of these words.**(5)**

- a. Get
- b. Give
- c. Drink
- d. Sit
- e. See

Key**2- Fill in the blanks with the correct words.**

- Aunty Zoya's husband is called **Uncle Rashid**.
- Fatima bought a **chocolate** from play store.
- The boy ate **egg fried rice** twice and drank **tea with milk**, before reading a book to his sister.
- The rabbit hid in its **burrow**.
- Fox invited Mr Bunny to have **dinner** at his house.

3- Choose the correct position from the box.

- The man is standing **between** the chair and table.
- The girl is sitting **on** the bench.
- The ball is **under** the table.
- The dish is kept **in front** the fan.
- The man is standing **behind** the table.

5- Fill in the blanks correctly.

- Team** (ee, iu, ea)
- Green** (ee, ea, iu)
- Shake** (ch, ng, sh)
- Ice **cream** (ea, ee, ui)
- What** (pn, ph, wh)
- Chalk** (sh, ch, ng)
- Ele**phant** (ph, wh, ng)
- Thing (ng, ph, wh)
- That** (th, sh, ch)
- Thre**ad**(ea, ee, ng)
- Wheel** (wh, ph, ea)
- Threat** (sh, th, wh)
- Leaf** (wh, ea, ee)
- Chair** (sh, ch, np)
- Meet** (ee, ch, wh)
- Thank** (sh, th, wh)
- Much** (ch, th, np)
- Peach** (th, np, ch)
- Truth** (ch, np, th)
- Mouth** (ch, th, np)

6- Choose the right word from the box below.

- Bina is a good girl. **She** studies in grade 1. All **her** friends like her very much. **They** take her as **their** role model.
- Saad was playing football. **He** kicked it with full force and it broke a window. **His** mother got angry, but his sister saved **him**.

- c. Our teachers were telling **us** not to play in the playground.
- d. "I have done **my** homework. Now, may I go and play?" asked the child.
- e. "My mother told **me** to wait here," the little girl said.

7- Write past and future forms of these words.

- a. Got; Will get
- b. Gave; Will give
- c. Drank; Will drink
- d. Sat; Will sit
- e. Saw; Will see

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah, the Most Gracious, the Most Merciful

SPECTRUM ENGLISH

THIRD TERM

TEACHING GUIDE

1



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Reviewer:
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Spectrum
Enlightening Generations

Spectrum English Grade 1

Teaching Guide

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Introduction to Spectrum English Series Books 1-5

Spectrum English series Books 1- 5 aim to develop and strengthen English language skills of the children in Pakistan. The series is specifically designed for Elementary and Primary students and focuses on modern ELT practices and allows teachers to practice latest teaching pedagogies through a variety of texts, exercises, and project-based activities.

By the time students complete this series in Grade 5, they will be familiar with different genres of text, various levels of questions, assessment techniques and popular language development methods such as role plays, small skits and listening and speaking activities.

Each unit is divided into several sections: Reading comprehension, vocabulary enhancement, grammar, phonics, and communication. Each reading comprehension is based on a different genre and difficulty level. Special care has been taken to ensure there is progression in each book (from Book 1 – 5) along with a smooth progression between reading exercises, vocabulary, and grammatical activities in each unit.

Reading comprehensions are theme-based and subsequent questions are based on diverse levels of Blooms Taxonomy which encourage children to use their critical and analytical skills. Formative assessments and project-based activities form an essential element of each comprehension passage. Project-based activities motivate students to relate situations given in stories to real-life scenarios and develop problem-solving skills. Formative assessments will help instructors evaluate each student's comprehension skills.

Vocabulary is one component where students in Pakistan face a lot of difficulty. They can learn the meanings of difficult words but are unable to use these words on their own. Vocabulary enhancement section in Spectrum series will help students not only learn difficult words but also use them in different contexts and literature.

Most institutions want their students to acquire a strong grammatical foundation by reading different texts and books. Spectrum series explains grammatical concepts in great detail using a number of examples and practice exercises. The thought behind this approach is to help students gain familiarity and apply grammatical concepts in various contexts.

Phonics have been discussed in each level because pronunciation is an important of language – without it a language cannot be spoken well. Students should be able to pronounce single and double letter words correctly. Similarly, teaching digraphs and trigraphs, contractions as a part of phonics are essential to acquire correct pronunciation skills.

Each unit of Spectrum series contains an oral communication part which is mostly based on role-plays. It is encouraged that students get into a character's shoes and perform the role accordingly. Such an activity will help students improve their listening and speaking skills as well as enable them to express their emotions and feelings positively.

It is important to note that Spectrum English series follows progression according to the Single National Curriculum (SNC) 2020. Theme chosen for each chapter are according to the ones mentioned in SNC. Grammar, phonics, and oral communication also closely follow the standard mentioned the SNC document.

The Instructional Strategies of the Course

Spectrum English series Book 1 – 5 does not support memorization. Students are expected to apply critical and analytical skills to solve questions and work on projects to gain a clearer understanding of facts. While working on projects, students will need to form homogenous and heterogenous groups to gather information. Similarly, oral communication activities will work best when students work in pairs and take turns to perform roles. Teachers are requested to help students build connections with situations given in the units with real-life circumstances and adopt a problem-solving attitude.

Themes and sub-themes in this series have been chosen according to SNC bearing in mind Islamic integration in each unit. The units aim to instill Islamic values in students.

Spectrum English series Book 4 Teaching Guide

Spectrum English series Book 4 Teaching Guide contains 151 lesson plans along with differentiated learning, 12 reviews (for each chapter), and 3 assessment papers with marking keys.

The lesson plans contain many student-centered classroom activities, which will build on the students' prior knowledge, keep them engaged and will make learning interesting. Teachers can choose a variety of these activities bearing in mind the structure of their lesson, student groups and appropriateness of the activity in relation to the concept being discussed.

Each lesson plan has six key elements:

- Student Learning Objectives
- Warm up
- Instructions
- Differentiation
- Wrap Up
- Homework

1- Student Learning Objectives (SLOs):

SLOs are carefully planned goals for what students will learn over a given time. They specify what students will know, be able to do or be able to demonstrate when they have completed or participated in an activity. Teaching instructions are devised keeping in mind the SLOs – in other words we can state that various instructional strategies are used to achieve the specific SLOs.

2- Warm Up:

Warm up activities are ice breakers. These are performed to develop students' interest in the topic and create engagement. Warm up activities are usually used as energizers; they introduce the topic lightly and

lay the foundation for the entire teaching block. In a student-centered classroom, further lesson instructions are based on the warm up activities because responses elicited during the warm up session will decide the direction and tone of the lesson.

The following activities have been used in warm up session. Teachers can create their own warm up activities as well.

- Play a game (for Elementary and Primary levels):

This is the most exciting warm up activity. Teachers can design and play a variety of games with the students. Games are particularly quite popular with grade 4-5 students because they have a lot of energy and require movement.

Teachers can play a variety of games like hang man, treasure hunt, determine my position (to teach prepositions), you and I (to teach pronouns), etc. Teachers can devise their own games based on their understanding of their students.

- Start with an image/video/object:

This warm up activity immediately grasps each student's attention. Stick an image or as many images as you want on the board and let students guess what they are. Generate a discussion around these images and let every student participate.

Similarly, show a video or an object and generate a discussion around it.

- Draw on board:

In this activity, invite a student to draw an image related to the topic on the board. The rest of the class can help this student. Alternatively, teachers can draw an image too and encourage students to help.

- Ask for predictions:

Before starting the new topic or a sub topic, ask students their predictions about it. This warm up is particularly helpful in literature, language, and science activities. Ask students to keep the list of their prediction handy and they can tally how correct their guesses were later, after the lesson has been taught to them.

- Make Something (Elementary and Primary levels):

Teachers can provide stationery items like glaze papers, sticks, colourful sheets and encourage students to make objects. This warm up can be used to set the tone for science lessons. Also, objects can be further refined in the arts and crafts block, creating an integration of subjects.

- Thought Experiment:

Thought experiments are performed in the imagination. We set up some situation, we observe what happens, and then we try to draw appropriate conclusions. In this way, thought experiments resemble real experiments, except that they are experiments in the mind. Teachers can use this warm up in science lessons. In some cases, thought experiment can also be used in Mathematics and Social Studies lesson plans.

- **Observe Nature:**

Teachers can take students outdoors and encourage them to observe nature around them which is also related to the topic. For example, shadows can be observed outdoor. Similarly, plants, weather, clouds, sky, sun, etc. can be observed outdoors. This warm up will automatically infuse enthusiasm in students and will serve as a refreshing activity with a purpose; teachers can then take their entire lesson outdoors. This is ideal for Elementary students.

- **Define Key Terms:**

Teachers can write key terms on the board and ask students to guess what each means. The lesson can be taken forward using the definitions of key terms. This warm up can be used for Elementary level too.

- **Make a list:**

Teachers can present an imaginary situation to the students related to the concept and ask then devise a list related to the topic and situation. For example, while teaching science unit ‘Plants,’ teachers can ask students to list various parts of the plant and explain what each does. This activity will immediately get students engaged in writing, creating a peaceful learning environment in classrooms.

- **Entrance slips:**

Entrance slips are given to students as they are entering the classroom and should be completed within the first two or three minutes of class time. Students may list one or two key pieces of information from yesterday’s lesson or reading, recall something personal that relates to the lesson’s topic of the day (for example, if today’s poem is about basketball, ask students to name a favourite hobby and how it makes them feel) or write down something related to a previous lesson that they would like to learn more about.

These can be used for Primary level and above. Teachers can develop their own questions as needed.

Some sample questions are:

- Write one thing you already know about the topic...
- Tell me 3 things that help you learn in my class....
- What are you looking forward to finding out about in today’s lesson and why?

3- Teaching Instructions

The third element of lesson plan is instructions. This is the most crucial element of the lesson plan as teachers will devise and implement their teaching strategies here. It lasts for about 25 mins but teachers can alter time limit according to their needs.

Facilitation in classrooms focuses on the four skills of the learners: reading, writing, listening, and speaking. Each lesson plan incorporates the four skills carefully for holistic learning to take place in student-centered classrooms. The four skills are defined as:

- **Reading:**

Always engage students in a reading task so the teaching doesn't get monotonous. Reading will help students understand written instructions, improve their comprehension skills, and help them become familiar with different vocabulary words.

Reading doesn't always need to be in the form of a comprehension passage, reading anything as simple as a rubric written in Math textbook will also suffice. Ideally, Math, Science and Social Studies teachers are requested to provide students extra reading resources to improve their understanding. Alternatively, teachers can give research projects to hone reading skills of their students.

- **Writing:**

This will immediately engage all the students in the class. Writing is a gem to pick. An individual with explicit writing skills is always victorious at expressing oneself. The writing skill is the 'hard copy' of your intellectual level or the level of your expression. Writing as much as a few sentences in every class will bring about a positive change in students.

- **Listening:**

Listening is an important part of all the subjects. Listening is not merely hearing: it is a state of receptivity that permits understanding of what is heard and grants the listener full partnership in the communication process. Teachers must encourage students to listen to each other and respond appropriately, not react.

- **Speaking:**

Speaking is special; this skill is as important as the others. When students have read and heard ideas - all they need now is to express themselves through their speaking skill. What they speak will determine their expressiveness.

Students must be encouraged to speak their minds in a safe classroom environment. It is important that all teachers emphasize on using English as the medium of communication in all their classes.

4- Differentiated learning:

Differentiated learning is an integral part of every lesson plan. The lesson plans given Spectrum English series Book 4 Teaching Guide contain differentiation activities as well as relevant worksheets so each learner can gain at least a basic understanding of the SLO and is able to relate to it. Differentiation can be done in several ways in classrooms. Teachers can use the following strategies to execute effective differentiated learning in their classrooms.

- **Flexible grouping:**

Flexible grouping is a data-driven teaching practice. With this practice, you put students into temporary groups to work together for as long as they are needed to develop an identified skill or to complete a

learning activity. The groups can be heterogeneous (made up of varying skill levels) or homogeneous (made up of the same skill level). The groups change often based on the learning objective and students' needs or interests.

- Cooperative learning with varied tasks:

Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn.

Within a heterogeneous cooperative group, differentiate tasks by complexity and quantity. A cooperatively structured lesson where everyone performs the same activity barely hints at cooperative learning's potential. Students in a cooperative learning group can engage in tasks with distinct levels of complexity and learn different amounts of material. Every student learns something that he or she doesn't already know; all students contribute to a common goal.

- Adjust questioning:

Give varied questions to students based on their understanding of the concept and abilities. Less challenging question will help slow learner gain confidence and will enable them to learn the same concepts as the rest of the class.

- Choice provided:

Give learners with different abilities multiple choice questions, cross words and worksheets which can help them understand the concepts better.

- Peer support

Students can participate in peer support activities that can further strengthen their academic engagement and class participation. Peer support increases their opportunities to receive and provide social support. It helps them acquire added support and advocacy skills

- Think-pair-share:

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer.

This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response.

Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning.

Think-Pair-Share can also be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

5- Wrap up

Wrap up can be done in several ways. Teachers can use the following strategies to perform an engaging and meaningful wrap of classroom learning.

Exit Slips:

Exit Slips provide teachers with an informal measure of how well students have understood a topic or lesson. They help students reflect on what they have learned. They allow students to express what or how they are thinking about current information.

Some questions teachers can ask in exit slips are:

- Write one thing you learned today.
- Discuss how today lesson could be implemented in the real world.
- I didn't understand...
- Write one question you have about today's lesson.
- Did you enjoy working in small groups today?
- I would like to learn more about...
- Please explain more about...
- The thing that surprised me the most today was...
- I wish...
- Beat the clock:

Teacher poses a question regarding the lesson at the end of the class. Students can either quickly write answers in their notebooks or think of the answers. Teachers must time each activity. Usually, a minute is given to think of the answer and another minute is given to verbally answer the question. In case, teacher decides to ask students to write the answer, then 2 minutes are given to the students to complete the task.

- How to use it?

Teachers encourage the students to apply the knowledge they have gained during the lesson in their daily lives. This wrap is ideal for Urdu and Islamiyat subjects as it involves the application/implementation of concepts, ideas, and learning.

- Teach your junior:

This wrap up involves teachers encouraging students to form groups in class and instruct students in junior grades. The teaching and learning needs to take place before the next lesson. Ideally, students teach in groups to their junior students. Teachers in higher grades (3 onwards) can use this wrap up strategy.

- Review it

Teachers give a few minutes to the students to review the lesson and ask any questions. Review helps students to reflect on their learning. Once done, the teacher can ask students different questions to check their understanding.

6- Homework

Homework is given as and when needed. Teachers decide what is to be given as homework. Teachers are encouraged to give assignments and projects instead of simple questions and answers as homework.

Conclusion

We hope teachers and students will enjoy using Spectrum English series Books 1-5 thoroughly. The books contain modern teaching approaches and supports classrooms where students are empowered. The series will help students become efficient users of English Language. Please adapt it to the specific needs of your learners, but bear in mind that textbooks are only a resource to facilitate learning. The actual learning goals and objectives are driven by the teachers, who can never be replaced.

Remember, traditional teaching styles have become obsolete now and the young minds of today want 'learning facilitators' not typical teachers. Therefore, empower students and see how students will take charge of their own learning.

We wish all the teachers and students using Spectrum English series Books 1-5 all the best.

May Allah guide you in every step and grant you success. Ameen.

Unit 9 – A Party

Unit Overview

This unit instructs students about making, accepting and refusing invitations. It is taught in the lesson that it is important to know how to use greeting appropriately. Once we accept an invitation and make a promise, we must keep it. Also, in this unit, students will learn to plan and arrange for an event.

Model Answers

Exercise A

Answer 1 – My party is on 22nd Feb, 2022 (for example).

Answer 2 – It is on Friday.

Answer 3 – I am seven years old.

Exercise B

1 – who, phone

2 – invite

3 – have, when

4 – Friday, too

5 – happy, come

Exercise C

This exercise teaches students how to write a descriptive paragraph about an event you have recently attended. Read this paragraph with the students. Discuss with them all the details that they think are necessary should be written in the descriptive passage. It needs to be interesting and must give more information about the party/event to the reader. The descriptive passage in the textbook incorporates clock reading activity too.

Ask students to write a descriptive passage about an event they have recently attended. Encourage them to talk about the time at which the party started and when (time) all the other activities took place. Ask them to mention the time when the event ended.

Exercise D

Exercise D discusses the days of the week and months of a year. Ask students to revise the months and days. Then, ask them to mark their date of birth (day and month), Pakistan's Independence Day and Pakistan Day.

Exercise E

This is a calendar reading exercise. Show students a calendar and tell them how to read it. Discuss with students how to find the current month, day and week. Ask students to circle their date of birth, the current date, summer and winter vacations on the calendar.

Exercise F

Help students match the correct spellings with the pictures. Given below are the correct spellings:

- Yarn
- Belt
- Cube
- Cap
- Leg
- Zip
- Top
- Sheet
- Chair
- Meal

Exercise G

This is an oral communication exercise. Help students read dialogues with expressions. This exercise will help students improve their vocabulary, as it will introduce them to new words and statements to help in starting and holding a conversation.

Exercise H

In this exercise, students will write “can” for things that have a certain ability and “cannot” for things that do not have that ability. This exercise will test student’s knowledge and their abilities to express themselves using “can” and “cannot”. Help students decide where to use “can” and “cannot”.

Lesson Plan 106

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 9

Unit Title: A Party

LP: 106

Textbook Page/s: 66 – 67

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Make, accept and refuse invitations.
- Know and use greetings appropriately.
- Keep their promises.
- Know how to plan for and arrange an event.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are doing. Tell them that it is a pleasure meeting them. Ask if they have ever arranged a party at their house or been to one.</p> <p>If they arranged a party, how did they do that? Who came to the event? Did they have fun? What did they play in the party?</p> <p>Have a lively conversation with the students.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read a story about a boy who arranged a party at his home in today's lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Tell the students there was a boy, Fahad, who was 7 years old. He was in grade 1. His parents arranged a party at their house.</p>

	<p>Fahad invited all his friends and cousins to the party. The party was on Friday.</p> <p>Reading:</p> <p>Ask students to turn to pages 66-67 of Unit 9. In pairs, ask them to read the story and underline the difficult words.</p> <p>Listening and Speaking:</p> <p>Once the students are done reading, ask them about what they learnt from the chapter. Ask questions to check their understanding. Ask:</p> <ul style="list-style-type: none"> • How old was Fahad? • Why was the party planned? • Who was invited to the party? • What did Fahad plan to do on Sunday? <p>Now, read the chapter and ask students to repeat after you. Explain the chapter briefly, in case a student missed anything.</p> <p>Clearly pronounce difficult words: prepare, tomorrow, yesterday, party, promised, morning as students might find these words a bit difficult to say.</p> <p>Writing:</p> <p>Ask students to write all these difficult words in their textbooks and learn their spellings.</p> <p>Differentiated Plan:</p> <p>Some students might still have not understood the chapter. While others are writing difficult words, gather them on one table and explain the chapter again. Answer all their questions.</p> <p>Some students might finish writing difficult words earlier. Ask them to turn to page 68 and attempt Exercise A.</p>
08 minutes	<p>Wrap-up: Discussion!</p> <p>Towards the end of the lesson, ask students what they have learnt today? Ask them one thing they liked the best about this lesson. Ask if they would like to arrange a party at their home? How will they do it?</p>

02 minutes	Homework: Assignment: Learn spelling of all the difficult words written in class today.
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Lesson Plan 107

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 9

Unit Title: A Party

LP: 107

Textbook Page/s: 68

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Make, accept and refuse invitations.
- Know and use greetings appropriately.
- Keep their promises.
- Know how to plan for and arrange an event.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Let them answer you. Ask students if they remember what they did in the last lesson. Ask them, “Whose party was it was and who was invited?” Also, ask them, “How old was Fahad and when was the party?”</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will answer questions in today’s lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Ask students to turn to page 68. Read Exercise A questions 1-3. Divide students in groups and ask them to discuss answers of the three questions.</p>

	<p>Once the groups are done discussing, ask each group to tell you the answer. Appreciate them if their answer is correct. Else, guide them about the right answer. If you want, you can give more questions to the students:</p> <ul style="list-style-type: none"> • If you were to arrange a party, which day and month would you choose and why? • Whom would you have invited to your party and why? • What sort of preparations do you think Fahad would have done for the party? <p style="text-align: right;">(10 minutes)</p> <p>Writing:</p> <p>Ask students to write answers in their textbooks. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to answer questions. Their group might have figured out the answers, but these students might be facing difficulty. Sit with them while others are writing answers and help them find answers in the lesson. You might have to explain them the lesson again.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students this question:</p> <p>Fahad was excited about his party. Imagine you were a guest. How was his party? Tell us about the games you played and the food you ate?</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Unit 9 and write all the nouns in the lesson.</p>

Lesson Plan 108

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 9

Unit Title: A Party

LP: 108

Textbook Page/s: 68

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Make, accept and refuse invitations.
- Know and use greetings appropriately.
- Keep their promises.
- Know how to plan for and arrange an event.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Decoration items, etc.

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them if they have attended a party. Ask them how their experience was of the party. What did they eat? How were they invited to the party?</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will plan their own party and invite their friends to it.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Writing:</p>

	<p>In groups, ask students to plan a party for one of their group members. Ask students to prepare a party invitation (date and venue), decorate the place and decide on the menu.</p> <p>Encourage students to make the party an exciting event. Later, groups will be invited to present their party invitation in front of the class.</p> <p>Presentation:</p> <p>Once groups are done planning a party, ask them to present their party invitation in front of the class. Ask them to tell the class the date and venue of the party, who else is invited, what games they will play and the dinner menu. For presentation, give students party hats to wear.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to participate in the planning. Encourage them to give ideas to their group. Encourage the group members to listen to their ideas and appreciate their input. Such students might lack confidence.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, tell the class whose party plan was the best and why?</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Unit 9, pages 66 and 67 again.</p>

Lesson Plan 109

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 9

Unit Title: A Party

LP: 109

Textbook Page/s: 68

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Make, accept and refuse invitations.
- Know and use greetings appropriately.
- Keep their promises.
- Know how to plan for and arrange an event.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and that it is a pleasure meeting them today.</p> <p>Ask them if they remember about Fahad’s party. Ask them to tell you all the details about Fahad’s party.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do more exercises related to the chapter today.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 68 and look at Exercise B. Divide the class in to groups and ask them to fill in the blanks. Give them some time to fill in the blanks. (05 minutes)</p>

	<p>Listening and Speaking:</p> <p>Once students are done discussing, ask each group to tell you the correct answer. Appreciate them if their answer is correct. Guide them if their answer is wrong. (10 minutes)</p> <p>Writing:</p> <p>Ask students to write answers for Exercise B in their notebooks. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to choose correct answers. Ask them to refer to the chapter to choose the correct answers.</p> <p>Some students might complete their work early. Ask them to read Exercise C. After a while, ask them what they have understood from it.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students to tell you the spellings of following words: prepare, tomorrow, yesterday, party, promised, morning.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Exercise C, unit 9, pages 68-69.</p>

Lesson Plan 110

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 9

Unit Title: A Party

LP: 110

Textbook Page/s: 68 – 69

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Make, accept and refuse invitations.
- Know and use greetings appropriately.
- Keep their promises.
- Know how to plan for and arrange an event.
- Describe an event.
- Manage time when planning for an event.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Huge cardboard clock

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it a pleasure meeting them today. Ask them whether they remember how to tell time looking at a clock.</p> <p>Bring the huge cardboard clock and show 12 o' clock on it. Ask students to tell you the time.</p> <p>You can show 3 o' clock and ask students to tell you the time.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read about Fahad’s party in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>In pairs, ask students to read Exercise C, pages 68-69. Explain students that the exercise tells us more about Fahad’s party. It teaches us how to manage time efficiently when we throw a party. Games, fun activities, prayers and dinner needs to be done on time when we throw a party. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done reading, ask them what they have understood from Exercise C. Discuss with students that the exercise tells us more about Fahad’s party. The food they ate and the gifts he received from different people. Discuss that grandfather gave him the best gift of the Holy Qur’an, which he plans to read every day. Ask students:</p> <ul style="list-style-type: none"> • If they read the Holy Quran daily? • What’s their favourite dish that they’d like to eat at parties? • Have the tasted fruit chaat? How is it? Can they guess what fruit chaat contains? • Do they remember what food was served at their birthday party? <p>Then discuss the clocks shown on page 69. Ask students to tell you the time on each clock. Help them read the time. You can show the time on the huge cardboard clock. Explain students that at 7 o’ clock, the party started. Then, the guests started arriving at 7.15. Isha prayers were at 8.30 and the friends left at 9 o’ clock.</p> <p>Show each time on the huge cardboard clock so students can become familiar with reading clocks. (10 minutes)</p> <p>Writing:</p> <p>Show a different time on the huge cardboard clock and ask students to read the time and write it on the board. For example, you can show 2 o’ clock and ask one student to read and write the time on the board. Next, show 5 o’ clock and ask another student to write the time on the board. Then, show</p>
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	<p>10 o' clock and ask third student to read the time on the clock and write it on the board. Ask the rest of the class to see if the student has written the correct time on the board. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to tell the time. While explaining how to read the time to the entire class, focus on these students especially. Tell them especially how time is read on the clock.</p> <p>Some students might be more energetic than others during the lesson. Manage their energies and ask them to speak on their turns.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students to quickly tell you:</p> <ol style="list-style-type: none"> 1. What did Fahad and his friends do at half past eight (8.30)? 2. Who gave Fahad the best gift? What was the gift? 3. What did Mama cook? 4. At what time did Fahad's friends say good bye to him?
02 minutes	<p>Homework:</p> <p>Assignment: Ask students to write answers of the questions given in Quiz Time as their home assignment.</p>

Lesson Plan 111

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 9

Unit Title: A Party

LP: 111

Textbook Page/s: 69

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Read a calendar.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Current year’s calendar

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and that it’s a pleasure meeting them. Let them answer.</p> <p>Show the calendar to them and ask them what it is. Point to the months mentioned on the calendar and ask them what they are. Show any month and point at the weeks. Ask students what they are.</p> <p>Ask them if they would like to do some calendar reading today.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they would read calendar in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask students to tell you all the months in a year. Count months on the fingers. Now, show them the calendar. Ask them to help you find today’s date and month. Do as students tell you. See if they are guiding you correctly to the current month and date.</p> <p>Then, ask students to help you find out Pakistan’s Independence Day on the calendar. Do as they instruct you. See if students are guiding you correctly.</p> <p>Next, ask whose date of birth is in the current month or was in the last month. Also, ask students to tell you from where they should read the current year.</p> <p>Then, ask them to tell you the days of the week. Ask them, “What day is today and on which days do the weekend fall?” (10 minutes)</p> <p>Reading:</p> <p>Ask students to turn to pages 69-70 and read the days of the week and the months of the year, Exercise D. (05 minutes)</p> <p>Writing:</p> <p>Ask students to write the days of the week and months of the year in their notebooks. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to read the calendar. Sit with them and while others are busy writing, explain them again how to read a calendar, months and days of the week. Use the calendar to explain them.</p> <p>Some students might finish their work earlier. Ask them to read and attempt exercise E.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Ask students to tell you the following spellings:</p> <ul style="list-style-type: none"> • February

	<ul style="list-style-type: none">• March• September• January• December• October• November <p>Ask different students to tell you the spellings. You can even ask them to write the spellings on the board.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Attempt Exercise E, page 70, Unit 9. Bring a calendar for next lesson.</p>

Lesson Plan 112

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 9

Unit Title: A Party

LP: 112

Textbook Page/s: 69-70

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Read calendar (dates, days, weeks and months).

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- A calendar

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them the current day, date, month and year. Write them on the board.</p> <p>Show students a calendar and point at any date/month. Ask students to read the date, month and year.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will look at the calendar and mark all the notable events in the calendar.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Tell students that it is important to mark all notable events and days in a calendar so we don't forget them. Ask students to take out their calendars. In groups, ask them to find and mark notable events like:</p> <ul style="list-style-type: none"> - 1st Term - Mid Term - Final Term - Summer Vacations - Winter Vacations - Independence Day - Pakistan Resolution Day - Their own dates of birth <p>Presentation:</p> <p>Once students are done, ask two to three groups to come and present their markings to the rest of the class. Ask others to check if their markings are correct or not. (25 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might face difficulty in marking the dates on calendar. Sit with that group and help them look for dates. Point at calendar and tell them where to find weeks, months and the current year.</p>
08 minutes	<p>Wrap-up:</p> <p>Once all groups are done with their presentations, tell which group was the best. Give each group brief feedback. Encourage and appreciate all the groups.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Revise vowels and consonants.</p>

Lesson Plan 113

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 9

Unit Title: A Party

LP: 113

Textbook Page/s: 70-71

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Know spellings of common sight words and match them correctly with pictures.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of A, E, I, O, U

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how their day was. Tell them that it is a pleasure meeting them today. Let them answer.</p> <p>Ask students to tell you the vowels. Stick flash cards on the board.</p> <p>Ask students to tell you all the consonants and write them on the board.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will match pictures with correct words.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to pages 70-71 and read Exercise F. In groups, ask them to match the correct words with pictures. Give them time to discuss.</p> <p>Listening and Speaking: Game Time!</p> <p>Once students are done discussing, ask each group to tell you the correct answer. You can play a small game here. Draw columns on the board for each group and give them each a point when they give you correct answer. This way, develop a friendly, healthy competition between groups. Give a small gift, like a stationery item, an edible to the winning team.</p> <p>Writing:</p> <p>Ask students to match the correct words with pictures in their textbooks.</p> <p>Differentiated Plan:</p> <p>Some students in the groups might find it difficult to identify the correct spellings. Help those students by pronouncing the words for them. Also, you might want to help them more with spellings while others are busy doing their written work.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Ask students to close their textbooks. Pronounce a word for example, leg. Ask anyone student to help you spell it. Write the spelling on the board.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Learn spellings of all the correct words given on pages 70-71, Exercise F.</p>

Lesson Plan 114

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 9	Unit Title: A Party
LP: 114	Textbook Page/s: 72	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use the possessive verb have in affirmative, negative and interrogative sentences.
- Use the modal verb can in affirmative, negative and interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of words “have” and “can”

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask how they are doing. Tell them that it a pleasure meeting them today. Let them answer.</p> <p>Write the sentence: I have a pencil. Ask students to explain what it means. Explain to them that have means to own something. The sentence shows that I own a pencil.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn the use of have and can in daily life conversation.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Ask students to turn to page 72, Exercise G of their textbooks. Read the first dialogues, “Excuse me, do you have a pencil?” and ask students to repeat it after you. Ask them, “What does it mean?” Take guesses from students.</p> <p>Explain to them that “have” in this sentence means ownership. In this dialogue a girl is asking another girl if she owns a pencil. Show them the cut-out of “HAVE”. Explain to students that do not means a person does not own a pencil.</p> <p>Pick two students to read the other dialogues with expressions. There are three sets of dialogues/conversations. You can pick different students to read each set, so altogether 6 students could get a chance to read and express dialogues.</p> <p>Can means the ability to do something. Show the cut-out of “CAN”. When students are expressing the last set of dialogues, explain that can shows ability. The boys do not have fun. They can play tag, however. Can shows the boys have the ability to play tag. Explain that cannot shows one does not have the ability. Tell students that have and can are used in positive, negative and question sentences. (15 minutes)</p> <p>Writing:</p> <p>Ask students to use have and can in the following sentences:</p> <p>1 – I _____ a car. (have, can)</p> <p>2 – I _____ play football well. (have, can)</p> <p>3 – Do you _____ an extra marker? (have, can)</p> <p>4 – How _____ I help you? (have, can)</p> <p>5 – Do you think we _____ play tag? (can, have)</p> <p style="text-align: right;">(10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to use have and can. While others are doing their written work, explain to them the</p>
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	<p>use of have and can again. Read the dialogues with them again and explain the use of have and can. Some students might complete their work earlier. Ask them to help their classmates who are finding it difficult to fill in the blank.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson ask students what can and have mean. Say: I have a teddy bear. Ask them, “What does this sentence mean?”</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read pages 72-73 Unit, 9 Exercise G again.</p>

Lesson Plan 115

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 9

Unit Title: A Party

LP: 115

Textbook Page/s: 73

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use the modal verb can in affirmative, negative and interrogative sentences.
- Listen and speak to ask and answer questions and engage in a conversation.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of can and cannot

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and tell them that it is a pleasure meeting them. Show them cut-outs of can and cannot. Ask them the difference between the two.</p> <p>Ask students to use can in a sentence. Next ask them to use cannot in a sentence. Write both the sentences on the board.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will use can and cannot in sentences</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask students to look at the both the sentences that they have made and tell you the difference between the two. Explain to them that can shows an ability to do something while cannot</p>

	<p>shows an inability to do something. Do a few more examples. (10 minutes)</p> <p>Reading:</p> <p>Ask students to read Exercise H in pairs and fill in the blanks. Once students are done discussing, ask them to tell you the correct answers one-by-one. Guide them in case they are unable to give the correct answer. (10 minutes)</p> <p>Writing:</p> <p>Ask students to write the correct answers in the blanks in their textbooks. (05 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to fill in the sentences with can and cannot. While others are busy doing their written work, explain them the difference between can and cannot again. Then, help them fill in the blanks.</p> <p>Some students finish their work earlier. Ask them to find their classmates and create a peer support environment.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students to tell you two more sentences that contain can and two that contain cannot.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise H on page 73, Unit 9 again.</p>

Lesson Plan 116

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 9

Unit Title: A Party

LP: 116

Textbook Page/s: 73

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use the modal verb can in affirmative, negative and interrogative sentences.
- Listen and speak to ask and answer questions and engage in a conversation.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them what they did in the last lesson. Ask them: What does can and cannot mean/show? In which situations, would they use can and cannot? Take different answers.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will use can and cannot in their own sentences in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Make groups in the class. Tell students that they will play a game today “I Can and Cannot”. Instruct each student in the group to think of one thing they can do and one thing they cannot do. Each student will tell the group about the thing they can do and cannot do. The group will listen to each student and think if they can do that thing or not.</p>

	<p>For example, one student says, “I can speak English, I cannot fly a kite.” Others in the group will think if they can speak English or not and whether they can fly a kite or not. This way each student will have a few can do and cannot do.</p> <p>Writing:</p> <p>Ask students to write their own and their group’s can and cannot sentences in their notebooks.</p> <p>Presentation:</p> <p>Once students are done with the game, ask at least five students to present their groups can and cannot do. Ask others in the class if they have anything to add or comment.</p> <p>Differentiated Plan:</p> <p>Some students might feel shy in telling others what they can and cannot do. Make them sit in the group with which they are the most comfortable. If these students still are not comfortable, then ask them to write can and cannot sentences in their notebooks without telling others. They can tell only you.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, provide students will exit slips. Ask them to write one thing they liked about today’s game and one thing they did not like. Collect exit slips at the end of the lesson.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review can and cannot sentences formed in the class as home assignment.</p>

Lesson Plan 117 – Unit Review

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 9	Unit Title: A Party
LP: 117	Textbook Page/s: 66-73	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use the modal verb can in affirmative, negative and interrogative sentences.

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so that students may feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 10 – Good Morning

Unit Overview

This unit describes all the good habits and good manners we should inculcate in young children. The unit encourages children to sleep early at night and wake up early in the morning. It outlines important morning routines like offering the Fajr prayer, doing the exercise, cleaning our teeth, taking a shower, dressing up for school and taking a healthy breakfast.

It is important to be neat, clean and active all the time and everywhere we go. Besides this, we always remember to thank Allah.

Model Answers

Exercise A

Answer 1 – I go to bed at 9 o’ clock at night.

Answer 2 – I wake up at 6 o’ clock in the morning.

Answer 3 – I exercise at 4 o’ clock in the afternoon.

Exercise B

This exercise contains a poem. Sing it with the students stressing on the words in red colour. Stressing certain words will produce a certain effect of sounds. Ask students to practice singing the poem on in pairs and on their own too.

Exercise C

Pronounce all the words with the students. Stress of the all, ell and ill sounds. Help students identify words by their sounds.

Exercise D

This exercise focuses on introducing students to simple connecting words also called conjunctions. Students have been introduced to three conjunctions through a small paragraph – and, but, because. Help students read the paragraph and identify the conjunctions. Help them recognize how conjunctions have been used to connect sentences and construct a paragraph.

Exercise E

This exercise will help students practice using conjunctions to join sentences.

Lesson Plan 118

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 10	Unit Title: Good Morning
LP: 118	Textbook Page/s: 74 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Develop good habits and good manners.
- Recognize the importance of morning rituals and routines.
- Keep themselves neat, clean and active all the time.
- Remember to thank Allah always.
- Understand and acknowledge the differences (diversity) among themselves.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pictures of a boy waking up early morning, brushing his teeth, cracking a smile, dressing up for school, eating his breakfast, and thanking Allah (all these six pictures can be put in one on A3 sheet)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today and tell them that it is a pleasure meeting them. Let them answer.</p> <p>Ask students about their morning rituals and daily routine. When do they wake up? What do they eat for breakfast? When do they go to play? Their dinner and sleep time.</p> <p>Encourage and appreciate good habits and guide them if any routine sounds inappropriate.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read a poem about good manners in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 74-75. In pairs ask them to read the poem and discuss what has been said in it. Write difficult words on the board like breathe, stretch, crack a smile and tell student meanings of these words. Let students discuss the poem for a few minutes. (10 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done discussing, ask them what they have understood from the poem. Discuss about all the good things that we have been encouraged to do like waking up early, cracking a smile, brushing our teeth, taking a bath and dressing up for school looking fresh and cool. Point to the pictures of good habits while explaining to the students.</p> <p>Explain to students that we must never leave for school without eating our breakfast. It is the most important meal of the day. Once we have had our meal, we must thank Allah. We must thank Allah all the time. (10 minutes)</p> <p>Writing:</p> <p>Ask students to write the difficult words in their textbooks and learn their spellings. You can also prepare uncoloured versions of the six pictures you are using as resource materials. Students can colour these pictures. (05 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to understand the poem. While others are busy writing difficult words and completing worksheets, gather these students at a table and explain them the poem again. Explain them all the good habits and how important good habits and manners are. Some students might finish learning their spellings earlier. Ask them to do colouring in their worksheets.</p>
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08 minutes	Wrap-up: Quiz Time! Towards the end of the lesson, ask students to quickly tell you about the good habits they have learnt in this poem. Ask them to tell you without looking at their textbooks. Ask them why breakfast is considered an important meal of the day.
02 minutes	Homework: Assignment: Read pages 74-75 of Unit 10, poem “Good Morning”, again.

Lesson Plan 119

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 10	Unit Title: Good Morning
LP: 119	Textbook Page/s: 76	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Develop good habits and good manners.
- Recognize the importance of morning routines and rituals.
- Keep themselves neat, clean and active all the time.
- Remember to thank Allah always.
- Understand and acknowledge the differences (diversity) among themselves.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pictures of a boy waking up early morning, brushing his teeth, cracking a smile, dressing up for school, eating his breakfast, and thanking Allah (all these six pictures can be put in one on A3 sheet)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and tell them that it is a pleasure meeting them today.</p> <p>Show the six pictures to the students and ask them about the good manners they learnt in the previous lesson.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will answer questions about the poem in today's lesson.</p> <p>Instructions:</p>

	<p>Listening and Speaking:</p> <p>Ask students to turn to page 76 and read Exercise A. Write the following questions on board and tell them to answer these as well:</p> <ul style="list-style-type: none"> • What are the good morning routines that one must practice? • What should we do once we have eaten our breakfast and at all other times? • Why is it important to exercise every day? <p>Once students are done discussing amongst themselves, ask them to discuss the answers with you. Appreciate them if their answers are correct, guide them if their answers are not appropriate. (05 minutes)</p> <p>Writing:</p> <p>Ask students to write answers in their notebooks. (20 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might face difficulties in answering the questions. While others are writing answers, gather them at a table and explain them the chapter again. Now, ask them to answer questions.</p> <p>Some students might complete their work earlier. Ask them to read Exercise B and enjoy the poem.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students to quickly answer:</p> <ul style="list-style-type: none"> • Which good habit (that you have learnt in the lesson) will you adopt in their daily lives? • How many times should you brush your teeth in a day? <p>Appreciate them for their correct answers, and guide them if they need assistance.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Exercise B, page 76 of Unit 10.</p>

Lesson Plan 120

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 10	Unit Title: Good Morning
LP: 120	Textbook Page/s: 74 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Develop good habits and good manners.
- Recognize the importance of morning routines and rituals.
- Keep themselves neat, clean and active all the time.
- Remember to thank Allah always.
- Understand and acknowledge the differences (diversity) among themselves.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pictures of a boy waking up early morning, brushing his teeth, cracking a smile, dressing up for school, eating his breakfast, and thanking Allah (all these six pictures can be put in one on A3 sheet)
- Coloured chart sheets for each student

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them if they remember the six good manners they learnt about in the last session. Do a quick review of those with the students, using the six pictures.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do a presentation in today's lesson.</p> <p>Instructions:</p>

	<p>Listening and Speaking:</p> <p>In pairs, ask students to discuss their personal morning routines with each other honestly. Tell students to be honest with each other. If they do not take a shower, then they need to be honest about it. Then, once both the students in a pair have discussed their morning routines, they should write them on the coloured sheet (give each student one). They can draw pictures and make their sheets as colourful as possible.</p> <p>Presentation:</p> <p>Once students are done with their discussions and have filled their sheets, ask two to three students to present their coloured sheets in front of the whole class. When students are presenting, tell them to be confident, maintain eye contact and speak in English.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to discuss or write about their daily routines. Sit them and ask questions like: What time do you wake up? Do you take a shower? Do you brush your teeth? At what time do you take your breakfast? Once students are comfortable answering these questions, ask them to write the answers on coloured sheets.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, tell students whose presentation was the best.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read, Exercise B, page 76, Unit 10</p>

Lesson Plan 121

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 10	Unit Title: Good Morning
LP: 121	Textbook Page/s: 74 – 76	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Understand and enjoy the rhythm and the metre of a poem.
- Identify and enjoy rhyming words at the end of the lines of a poem.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and that it is a pleasure meeting them today. Let them answer.</p> <p>Ask students what they like the best about poems. There may be different answers but at least one student will say rhyming words. Pick on that and tell them that rhyming words create a melodious tune in a poem.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read a poem in today's lesson.</p> <p>Instructions:</p> <p>Reading:</p>

	<p>Ask students to turn to page 76 and read the poem given in Exercise B. They can read it individually or in pairs. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done reading the poem, ask them what they have understood in it. Explain to them that the poem gives us a good morning routine. It encourages us to wake up early, stretch a bit, take a shower, brush our teeth, take our breakfast and say thanks to Allah for everything He has provided us.</p> <p>Then, ask them if they know why some words are in red. Tell them that we need to put stress on these words. Read the poem aloud stressing on the words in red. Encourage students to repeat after you. Read this poem at least three times, stressing on words in red. (10 minutes)</p> <p>Writing:</p> <p>In pairs, ask students to find the rhyming words and underline them in their textbooks. Discuss all the rhyming words once students are done finding them. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to pronounce words in the poem. While others are finding rhyming words, ask these students to repeat the poem once more after you. Help them say the difficult words individually so they improve their pronunciation.</p> <p>Some students might complete their work earlier. Ask them to read the poem once more individually.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students all the rhyming words they have found in the poem.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read the poem in Exercise B once again and review all the rhyming words.</p>

Lesson Plan 122

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 10	Unit Title: Good Morning
LP: 122	Textbook Page/s: 77	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify words of -all, -ell and -ill word families (e.g., small, well and will)

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of -all, -ell and -ill

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Let them answer. Ask them if they can tell you the day of the week, month, year and the current time.</p> <p>Next, show them the three flash cards. Ask them to pronounce the words for you. Help them improve their pronunciation.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read words that have all, ell, ill in them in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 77 and read all the words given in Exercise C in pairs. Ask them to pronounce words to each other so their pronunciation improves. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done discussing the words amongst themselves, say each word aloud and ask students to repeat after you. Say each word clearly especially pronouncing all, ell and ill so students should get the correct pronunciation. (10 minutes)</p> <p>Writing:</p> <p>Ask students to complete the worksheet. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to pronounce and match the words correctly. While others are completing their worksheet, gather them aside and help them pronounce words correctly. It is important to improve their pronunciation at this stage. You might need to spend some extra time with them.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, write some all, ell and ill words on the board. Ask students to pronounce these words. Correct their pronunciation if needed.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Colour the objects given in the worksheet (done as class assignment). Read all the words given in Exercise C.</p>

Lesson Plan 123

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 10	Unit Title: Good Morning
LP: 123	Textbook Page/s: 77-78	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use the conjunctions and, but and because in a compound sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of and, but and because

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing and that it is a pleasure meeting them today. Let them answer.</p> <p>Stick the flash card on the board and ask students to read the words. Now, write this sentence on the board:</p> <p>Salma and Fatima went to the park.</p> <p>Ask students if they can identify what “and” is doing in this sentence. Take guesses from students.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study three joining words in today’s lesson – and, but, because.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Tell students that “and” in this sentence is joining two words or sentences. Salma and Fatima. It is adding to the meaning of</p>

	<p>the sentence. So, “and” is connecting two words with each other. Explain to them that joining words join two words or sentences together.</p> <p>Next, write another sentence: I wanted to go to the park but I had homework to complete.</p> <p>Ask them if they know the function of “but” in this sentence. Take guesses from students. Explain to them that “but” is joining two parts of a sentence together. Underline part 1 (I wanted to go to the park) and part 2 (I had homework to do) of the sentence. Help them see that these two parts are joined by word but. But means “لیکن” in Urdu. It is telling us why the person did not go the park.</p> <p>Next, write the third sentence: I slept early because I had to wake up early.</p> <p>Ask students if they can guess the function of “because” in this sentence. Take guesses from the students. Explain to them that because is also joining two parts of the sentence (I slept early – I had to wake up early) however, because tells us the reason a work was done. Because is “کیوں کہ” in Urdu. It gives us the reasons.</p> <p>Repeat the meanings of three joining words – and, but and because once again. (20 minutes)</p> <p>Writing:</p> <p>Ask students to write all the three sentences in their notebooks and underline the joining words. (05 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might have difficulty in understanding the function of conjunctions. While others are busy in writing sentences, explain the concept again to these students. You might have to switch to Urdu but do explain them that and joins words, but joins two sentences telling us about a difference, because joins two sentences and gives us a reason.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students the functions of three joining words – and, because, but. You might have to translate these words in Urdu for students’ better understanding.</p>

02 minutes	Homework: Assignment: Review the three sentences containing joining words- and, but, because.
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Lesson Plan 124

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 10	Unit Title: Good Morning
LP: 124	Textbook Page/s: 77-78	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use the conjunctions and, but and because in a compound sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of and, because, but

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today and tell them that it a pleasure meeting them today.</p> <p>Ask students if they remember what they did in the last lesson. Stick the three flashcards on the board and ask students the function of each joining word. Guide them wherever required.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do more exercises about the joining words in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to pages 77-78 and read Exercise D in pairs. Give them some time to read.</p> <p>Once students have read, ask them what they have understood from the passage. Explain to them the passage is</p>

	<p>about two friends Mac and Ben who are quite different from each other. Discuss differences with students.</p> <p>Reading and Writing:</p> <p>Next, in pairs ask students to underline all three joining words – and, because, but in the passage. Once done, ask students to tell you all the joining words.</p> <p>Listening and Speaking:</p> <p>Now, ask students what each joining word is doing. Discuss with them that but is pointing to a difference, because is giving a reason while and is joining two words or two sentences.</p> <p>If you want you can either discuss each joining word in this lesson or use another lesson too.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to find and underline the joining words or they might be confused as to how joining words are joining two sentences. While discussing joining words with the class, focus your attention to these students and explain to them the function of different joining words. Ask them questions so that you can know if they have understood the concept or not.</p> <p>Some students might be over enthusiastic in giving answers. Please manage their energies. Give them an equal chance to answer questions, and help them understand that they need to speak at their turn only.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students these questions to check their understanding:</p> <p>Why “but” has been used in “Ben’s hair is brown but Mac’s hair is grey”?</p> <p>Why “because” has been used in “Mac eats limes because he like sour foods”?</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read pages 77-78 of Unit 10, Exercise D again and review the underlined joining words.</p>

Lesson Plan 125

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 10	Unit Title: Good Morning
LP: 125	Textbook Page/s: 78	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use the conjunctions and, but and because in a compound sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of and, but, because

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is a pleasure meeting them today.</p> <p>Show them three flashcards and ask them to read the words. Tell them that these are joining words used to join words and sentences.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do more exercises about joining words in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 78 and read Exercise E. In pairs ask them to use appropriate joining words – and, but, because. Remind them that and is use to join words and sentences to add more meaning to the sentence. But points to a difference and because points to a reason.</p>

	<p>Give them some time to fill in the blanks.</p> <p>Listening and Speaking:</p> <p>Once students are done discussing, ask them the correct answers one-by-one. Appreciate them if their answer is correct. Guide them to the correct answer. Do not worry if students are not able to give the correct answer. The purpose here is to introduce them to the joining words and their use. Don't expect students to be perfect currently.</p> <p>Writing:</p> <p>Once you are discussing the correct answers, ask students to write the correct answers in their textbooks.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to fill in the blanks correctly. Sit with them while others are doing their written word and explain to them joining words again. And is used to join two words or sentences adding more meaning to the sentence. But is used to point to the difference, and because is used to point at the reason. Some students might finish their work earlier. Ask them to help others – peer support system.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, revise the use of and, but and because again. Quiz them when to use and, but, because.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Revise Exercise E, Unit 10.</p>

Lesson Plan 126

Subject: English

Grade: 1

Term: 3rd

Week:

Unit: 10

Unit Title: Good Morning

LP: 126

Textbook Page/s: 78

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Use the conjunctions and, but and because in a compound sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of and, but, because

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them if they remember what conjunctions are. Ask them where and when to use and, but, because.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will use conjunctions in their own written work in today’s lesson.</p> <p>Instructions:</p> <p>Writing:</p> <p>Divide students into groups and ask them to use these three conjunctions in their own sentences. Encourage students to discuss sentences with each other before writing them in their notebooks. (10 minutes)</p> <p>Presentation:</p> <p>Once students are done writing, ask at least five students to read out their sentences to the entire class. Encourage others to give constructive feedback to the presenter. Appreciate their sentences. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to make sentences in a group setting. Ask them to sit where they are comfortable. Sit with them and help them think of sentences using conjunctions. Form a few sentences for them so that they can learn how it is done. You can even ask these students to present their work to the class so that they can build courage and confidence.</p>
08 minutes	<p>Wrap-up:</p> <p>Ask students what they have learnt from this exercise. Provide them slips of paper and ask them to write a few words about what they have learnt in today’s lesson. Collect the slips from them at the end of the period. These slips are called exit slips and will help you assess what and how much each student has learnt.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise E of Unit 10 again.</p>

Lesson Plan 127

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 10	Unit Title: Good Morning
LP: 127	Textbook Page/s: 74 – 78	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify and learn some common sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of some common sight words

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Engage students in a bit of chitchat. Ask them what they learnt yesterday.</p> <p>Now, stick the phrases on the board and ask students to read them one by one.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they are going to perform some phrases in the class together.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Divide the class into groups. Give each group at least two phrases to perform. Give students at least 10 minutes to prepare performance of the phrases. Each group will then come in front of the class to perform the phrases given to them. The rest of the class will guess which phrase they are performing.</p> <p>Preparation Time: 05 minutes</p> <p>Performance time for each group: 02 to 03 minutes (extend if necessary)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to understand and perform the phrases. Help them while others are preparing for their performance.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students what they learnt in today’s session. On the board, write what they learnt so that they could see and add on to the points.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review the phrases once again and discuss their meanings with your family members.</p>

Lesson Plan 128 – Unit Review

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 10	Unit Title: Good Morning
LP: 128	Textbook Page/s: 74 – 78	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use the conjunctions and, but and because in a compound sentence.
- Identify -all, -ell and -ill word families.

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so that students may feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 11 – No, No, Sara

Unit Overview

Unit 11 instructs students about good habits and good manners. It encourages them not to eat with dirty hands. Everyone must always wash their hands before eating. Also, one should not sneeze or cough carelessly. In fact, one must cover up carefully when they sneeze or cough.

The unit tells students to never litter and that they must keep their surroundings clean and tidy to stay fit and healthy. It further discusses that if they have made a mistake, they must admit their mistakes honestly and also forgive others' mistakes generously. Making excuses for mistakes is not a good habit.

This unit also talks about one's personal space. It teaches students that they must never touch others or take their things without asking first. It is important to always keep their hands to themselves.

Model Answers

Exercise A

Answer 1 – We wash our hands before we eat.

Answer 2 – We always cover our mouths and sneeze or cough into our elbow or a tissue.

Answer 3 – We put the litter in the dustbin.

Answer 4 – We admit our mistakes honestly.

Answer 5 – We forgive others generously.

Answer 6 – We take permission first.

Exercise B

1 – I eat with clean hands.

2 – I cover my mouth when I cough.

3 – I drop litter in the dustbin.

4 – I forgive when someone makes a mistake.

5 – I always keep my hands to myself.

Exercise C

This exercise introduces students to words with double letters. Encourage them to think of more words that have double letters in them. Pronounce these words for students so their pronunciation improves.

Exercise D

This exercise deals with tenses that students have already studied. Without going into the details of the tenses, encourage students to make as many sentences as they can choosing one word from each column. Later, once students have tried making different sentences, explain to them the tenses (as they have already studied the three tenses before).

Exercise E

This is a slightly complicated exercise. Simple sentences are given and students are to make questions from them. Explain to students to use helping verbs at the beginning of the question, followed by the subject. Every question must end with a question mark. Show students how to change the order of the words in a sentence to change it into a question.

1. Am I riding a bike?
2. Were we talking?
3. Are you sweeping the floor?
4. Will he be telling a story?
5. Was she making tea?
6. Are they going to school?
7. Is Usman drinking water?
8. Will Sara be growing plants?
9. Is Talha setting the table?
10. Were Maryam and Ayesha waiting?

Exercise F

This exercise will help students improve their oral communication. There are different everyday questions with answers. Students should practice them to improve their language skills. Also, help students notice how questions are formed (since they have done question forming exercise earlier) along with their answers.

Lesson Plan 129

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 129	Textbook Page/s: 79 – 81	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Analyse and implement all good habits and good manners in their daily lives.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of a boy washing hands, sneezing in sleeves or a tissue, throwing litter in the trash bin, being apologetic, taking permission to touch someone's things, etc.
- Slips with one good habit written on it: washing hands before eating, coughing or sneezing in a tissue, throwing litter in dustbin, asking for forgiveness, forgiving others, asking permission before taking things, etc.

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that it is a pleasure meeting them today. Let them answer.</p> <p>Show all the cut-outs of the boy one by one. Ask students if they can guess what the boy is doing in each cut-out. Take guesses from the students.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn about good manners and good habits in today's lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

Once the students guess what the boy in each cut-out is doing, take the discussion forward by talking about good manners and good habits. When students tell you that the boy is washing hands, ask them about the instances when we should wash our hands. Explain to them that we should wash hands before eating or drinking anything. Also, we must wash our hands thoroughly after using the washroom.

Now, ask them what happens if we eat with dirty hands. Take guesses. Explain that we might fall ill if we eat with dirty hands.

Similarly, pick the second cut-out of the boy sneezing into a tissue or sleeves. Ask students, “Why should we sneeze into a tissue?” Take guesses from students. Explain to them that this is to contain germs from spreading to other people. Once you have coughed or sneezed into a tissue, throw the tissue in the dust bin so that germs do not spread around.

Next, ask students the reason for throwing garbage into dustbin. Ask them what happens when we do not throw the garbage into litter bins. Ask them if they have seen areas where garbage is piled on roads or in an open ground.

After this, show the cut-out where a boy is apologizing for his mistakes. Ask students if they can tell you about the words one uses to apologize to someone about their mistakes. Take guesses from students. Explain to students that one says, “I am sorry!” or “I apologize for my mistake, please forgive me!” while apologizing for their mistakes.

Ask them further that why it is important to apologize for mistakes. Take guesses and explain the reason.

Also, explain to them that when someone apologizes for their mistakes, they must forgive that individual generously and immediately because forgiving others is a virtue. One must not keep harsh feeling for others in their hearts.

Next, ask students that why one should keep their hands to themselves. Why is it not a good habit to touch other people’s belongings? Take guesses from students. Explain to them that others might not like us touching their belongings without taking permission. People can be sensitive and touchy about their belongings.

Use cut-outs actively to explain all the good habits.

	<p>Reading:</p> <p>Once discussions and explanations are done, divide class into groups. Give each group a slip with one polite manner written on it. Ask the group to read that polite manner and discuss it in detail in their group.</p> <p>Take the slips back once discussion ends.</p> <p>Differentiated Plan:</p> <p>Some students might not participate in group discussion. Encourage them to speak in the group. Ask the members of that group to give such students more chances to speak so their confidence increases.</p> <p>Some students might dominate their groups. Manage their energies positively. Remind them to speak on their turns.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Ask students: What did you learn in today’s lesson? Which good manners were discussed?</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review pages 79-81, Unit 11 of the textbook.</p>

Lesson Plan 130

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 130	Textbook Page/s: 79 – 81	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Analyse and implement all good habits and good manners in their daily lives.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of a boy washing hands, sneezing in sleeves or a tissue, throwing litter in the trash bin, being apologetic, taking permission to touch someone's things, etc.

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing.</p> <p>Stick the cut-outs on the board and ask students if they remember what they did yesterday. Help them where they need guidance.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read more about good manners in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to pages 79-81 and read Unit 11 – No, No, Sara in pairs. Give them some time to read.</p> <p>Listening and Speaking:</p> <p>Once students are done reading, ask them what they have understood from the lesson. Use cut-outs to discuss the lesson with them. Encourage them to think about every polite manner that has been discussed in the lesson and how it has helped them in life.</p> <p>Do discuss the consequences of not following the good manners/habits that have been discussed in the lesson.</p> <p>Writing:</p> <p>Ask students to underline all the difficult words in the lesson. Ask them to write the following words in their notebooks and learn their spellings:</p> <ul style="list-style-type: none">• Cough• Sneeze• Elbow• Carefully• Dustbin• Honestly• Generously• Permission• Hairband <p>Differentiated Plan:</p> <p>Some students might find it difficult to remember the good manners they have learnt about or they might be shy discussing them in classroom. While others are doing their written work, ask them to discuss all the good manners with you. Encourage them to speak in class. Appreciate their answer more.</p>
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	Some students might finish their written work earlier. Ask them to read questions 1-6 given on page 82 and try to look for their answers.
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Ask student to quickly name the good habits they have learnt in this lesson.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Unit 11 pages 79-81 again.</p>

Lesson Plan 131

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 131	Textbook Page/s: 82	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Analyse and implement all good habits and good manners in their daily lives.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of a boy washing hands, sneezing in sleeves or a tissue, throwing litter in the trash bin, being apologetic, taking permission to touch someone's things, etc.

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask students how they are doing. Tell them that it is a pleasure meeting them today. Let them answer.</p> <p>Ask them if they have ever littered. What do they do of the empty wrappers? And if they wash their hands every time before eating? Also, ask them: What happens when we take someone's things without their permission?</p> <p>Appreciate students when they give correct answers. Guide them if their answers are inappropriate.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will answer questions related to good manners and good habits in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 82, Exercise A and read questions 1-6. In pairs, ask students to discuss the answers to these questions. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done discussing, ask them to tell you the answers one-by-one to all the questions. Appreciate them if their answers are correct. Guide them if their answers are inappropriate. (05 minutes)</p> <p>Writing:</p> <p>Ask students to answer questions 1-6. (15 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to answer questions. Sit with them and start asking questions related to the lesson. They might be confused or hesitant. Encourage them. In case, they genuinely do not know the answers, quickly recap the lesson and then encourage them to attempt questions.</p> <p>Some students might finish their written work earlier. Ask them to read and attempt Exercise B, page 82.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Ask students to tell you advantages of keeping a place/house/city clean. Next, ask them the benefits of washing hands before eating. Also, ask them if one should forgive others readily. Why? Why not?</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review answers to questions 1-6 again.</p>

Lesson Plan 132

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 132	Textbook Page/s: 82	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Analyse and implement all good habits and good manners in their daily lives.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Let them answer.</p> <p>Ask students if they remember what they did in the last lesson. Ask them if they took a shower this morning and brushed their teeth. Did they eat breakfast and thanked Allah? Did they litter while playing yesterday in the park?</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do more exercises related to good manners and habits in today's lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 82 and read Exercise B. In pairs, ask them to choose the correct answers. Give them some time to discuss the answers. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once the students are done discussing, ask them the correct answers of Exercise B. Give each student a chance to tell the</p>

	<p>correct answer. If students give incorrect answers, guide them. (10 minutes)</p> <p>Writing:</p> <p>Ask students to write the correct answers of Exercise B in their notebooks. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to choose the correct answers. It could be due to several reasons. They might have forgotten the lesson – in that case remind them gently of all the good manners and good habits they learnt in the last lesson. If students are unable to read incorrect and correct sentences, help them read and choose the correct answers. Sit with them and try to solve their problem.</p> <p>Some students might complete their written work earlier. Ask them to help their classmates. Create peer support environment.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students to tell you about five good manners and good habits they have learnt in the lesson.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise B, page 82, Unit 11.</p>

Lesson Plan 133

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 133	Textbook Page/s: 83	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Understand that some English words are spelt with a double letter like small, will, fell, letter, happy, rabbit, pass, miss and full.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Let them answer.</p> <p>Write “happy”, “letter” and “dress” on the board. Ask students if they can point at the similarity in three words. One thing that is common in all these words. Take guesses. Explain to them that all three words have a set of double letters. Point at the double letters.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study how to pronounce words that contain double letters.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Pronounce the words “happy”, “letter” and “dress”. Ask students to repeat thrice after you. Point at the set of double letters and pronounce the words. Each letter plays a significant role in pronunciation. Hap-py, Let-ter, Dre-ss. Explain to students that it is important to have double letters</p>

	<p>in some words so their pronunciation could be done correctly. (10 minutes)</p> <p>Reading:</p> <p>Ask students to turn to page 83, Exercise C. In pairs, ask them to read and pronounce all double letter words. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done discussing and pronouncing the words amongst themselves, ask them to tell you the pronunciation of all the words. If they are pronouncing the word correctly appreciate them. Else, guide them. Either way, say each word and ask them to repeat after you. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students have might difficulty in pronouncing words. Focus on them especially when you are making the students repeat after you. If you want, you can encourage these students to individually pronounce double letter words for you.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Erase all words from the board. Write a few double letter words from the textbook on the board (other than happy, dress and letter). Choose students individually to pronounce these words for you. Appreciate them and guide them.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Pronounce all double letter words given in Exercise C of Unit 11.</p>

Lesson Plan 134

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 134	Textbook Page/s: 83	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use present, past and future continuous tenses.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of verbs + ing (like reading, doing, eating, helping and playing)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them if they can tell you the time and where they are sitting now.</p> <p>Now, show students all the flash cards of doing verbs + ing. Ask them to read the verbs. Then, write: I am reading. Ask students to read the sentence and explain you the meaning of this sentence. You can take a book in hand and pretend to read, to show students that the work is happening right now.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will make sentences using is, are, was, were, and am as well as the words shown in flash cards.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Once students tell you correctly the meaning of “I am reading”, ask them to change this sentence into past. If you want, you can revise: Present – is, past – was, future – will be – for students’ recall. Write is, was, will be on the board next</p>

	<p>to the flash cards. Take guesses from students. Then, explain that the past would be: I was reading.</p> <p>Next, ask students to change it into the future using will be. Take guesses from students. Then explain that the future would be: I will be reading.</p> <p>Now, give them another sentence: He is working. Ask students to change it in past and future tense. Give them hint to use: was and will be.</p> <p>Next, give the sentence: We are reading. Ask them to change it into past and future tense. Give hint: were and will be.</p> <p>Remind students that was changes into were with we and they. Then, give the sentence: You are working. Change it into past and future. Give hints: were and will be.</p> <p>Remind them: You are working – present; You were working – past; You will be working – future.</p> <p>Give them next sentence: We are helping. Ask them to change into past and future. Hints: were, will be.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to change present into past and future despite the hints. During class discussion, help them understand the use of is, are (present) was, were (past) and will be (future) once again. Encourage them to answer more.</p> <p>Some students might be extremely eager to answer. Manage their energies. Ask them to speak on their turns. Give these students sufficient chance to give answers.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Quickly wrap up the lesson by recapping the use of is, are, was, were, am and will be in different sentences. Ensure that they know the use of these correctly.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Exercise D, page 83 of Unit 11.</p>

Lesson Plan 135

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 135	Textbook Page/s: 83	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Use present, past and future continuous tenses.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash card of verbs + ing (like reading, doing, eating, helping and playing)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Then, ask them how they were doing yesterday. And, how they will be doing tomorrow.</p> <p>Ask students if they can tell the difference between the three questions. Appreciate them and guide them.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do more exercises on making different sentences showing different time.</p> <p>Instructions:</p> <p>Reading, Listening, Speaking and Writing:</p> <p>Ask students to turn to page 83 of Unit 11, Exercise D. Show them how to make sentences. This is pair work.</p> <p>For example, choose one word from each column and see if the sentence sounds correct. Choose “I” from 1st column, “am” from 2nd column and “reading” from 3rd column. So, “I</p>

	<p>am reading” is correct, but they choose “I is reading” then, that is wrong.</p> <p>Tell them that now they have one sentence: I am reading. Change it into past and future. Hint: was, will be.</p> <p>Ask them to make two sentences. Then, move on to the next word. “We” from 1st column, “are” from 2nd column and “doing” from 3rd column. So, “We are doing” sounds correct. Now, change it into past and future. Hint: were, will be.</p> <p>Ask students to complete this exercise in this way. Give students enough time to complete. Ask them to write their sentences in the notebooks as they form them (even if their sentences are incorrect).</p> <p>Listening and Speaking:</p> <p>Once students are done, ask each pair to tell their present tense sentence, past and future. Ask different pairs to tell their present, past and future sentences as there are many words in all three columns to choose from. Write each sentence on board for students to see and register. Appreciate them if their sentences are correct, else guide them.</p> <p>Differentiated Plan:</p> <p>Some students might not be able to make correct sentences. Don’t scold them. Explain them present, past and future yet again and help them correct their sentence. Let these students just recognize the tense of the sentence for now. They can later go on forming sentences in different tenses.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, pick any three sentences and ask the class to quickly tell their tense to you.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise D of Unit 11, and correct sentences (class assignment checked by the teacher) in present, past and future tense once again.</p> <p>Note: Please check students’ notebooks where they formed questions and correct their questions.</p>

Lesson Plan 136

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 136	Textbook Page/s: 84	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use continuous tenses in the affirmative, negative and interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of is, was, were, am and will be

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Let them answer.</p> <p>Write on board: They are playing. (Use flash card here.) Ask students what they understand by this sentence. What is happening in the sentence? Next, ask them if they can change this sentence into a question. Take guesses from students.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will change sentences into questions in today's lesson.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Explain students to change a present, past or future sentence + ing into a question, they simply must change the order of words.</p> <p>For example: They are playing – Are they playing? Explain them to bring the helping verb right at the beginning of the</p>

	<p>sentence and subject in the middle. The rest of the sentence remains the same, except that it will end on a question mark.</p> <p>Do another example with students: I am riding a bike. Stick all the flash cards on the board. Ask students to put these words – helping verbs- right at the beginning of the sentence and bring subject in the second position to form a question.</p> <p>I am riding a bike – Am I riding a bike?</p> <p>Do another example: They are coming. Are comes at the beginning and they in second position. Are they coming?</p> <p>Reading and Writing (with discussion)</p> <p>Divide the class into groups and ask them to change 1-5 sentences into questions on page 84, Unit 11, Exercise E. Give students enough time. Ask students to write sentences in their notebooks.</p> <p>Listening and Speaking:</p> <p>Once students are done with their discussion, ask each pair to tell their questions. Don't worry if students have gotten the questions wrong. Help and guide them. Students will need practice in forming question. Explain them again.</p> <p>Differentiated Plan:</p> <p>Some students might it difficult to form questions. While you are discussing questions with the rest of the class, focus on these students especially. Do more examples with them so they understand the concept. To show different placement of words, use flash cards. Encourage these students to form questions and answer you more during class discussion.</p>
08 minutes	<p>Wrap-up:</p> <p>Once the students have understood the concept, erase all sentences from the board. Write one sentence: We are reading a book. Ask students to change this sentence into a question. Ask them to raise their hands to answer.</p> <p>The correct answer is: Are we reading a book?</p>
02 minutes	<p>Homework:</p> <p>Assignment: Revise sentences 1-5, Exercise E (teacher's corrected work), Unit 11.</p>

	<p>Note: Please check students' notebooks where they formed questions and correct their questions.</p>
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Lesson Plan 137

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 137	Textbook Page/s: 84	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use continuous tenses in the affirmative, negative and interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of is, was, were, am and will be

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask if they remember what they did yesterday. Ask them how questions are formed. Which words are used in the beginning of the questions? Show flash cards to students so that they can read the words and tell if those are supposed to come at the beginning of sentences.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will make more questions in today's lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Divide the class into groups and ask them to form sentences of questions 6-10, Exercise E. Read the sentences for them. Encourage them to change the placement of words as they did in the previous lesson. Each question is to end with a question mark. (10 minutes)</p>

	<p>Listening and Speaking:</p> <p>Once students are done discussing sentences and forming questions, ask each group to tell you the correct question they have made from sentences. Appreciate them if their questions are correct. Guide them about the correct questions formation.</p> <p>Explain to students how to use helping verbs: are, is, was, will, were, and am, right at the beginning of the question. Point to the flash cards here.</p> <p>This is followed by the subject: I, you, we, he, she, Usman, Sara, Maryam and Ayesha, etc. At the end of the sentence, there is a question mark. (10 minutes)</p> <p>Writing:</p> <p>Once students are done discussing the correct answers, ask them write the answers in their notebooks. (05 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to form questions. Sit with them and explain to them the concept and technique again. Make a few questions in front of them so that they can get the hang of it. Observe them while they make questions and correct them where required.</p> <p>Some students might complete their written work earlier. Ask them to help their classmates who are struggling with questions.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students how questions are formed from simple sentences. Which words come at the beginning? What comes at the end of each question?</p>
02 minutes	<p>Homework:</p> <p>Assignment: Revise sentences 6-10, Exercise E (teacher’s corrected work), Unit 11.</p> <p>Note: Please check students’ notebooks where they formed questions and correct their questions.</p>

Lesson Plan 138

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 138	Textbook Page/s: 84 – 85	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use continuous tenses in the affirmative, negative and interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of is, are and -ing

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing.</p> <p>Ask them: What are you doing now?</p> <p>Students will answer (for example) We are studying English. We are sitting in the classroom.</p> <p>Write their answers on the board. Underline are studying or are sitting. Ask them if the work is happening right now or not. Encourage students to answer the work is happening right now.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn about more sentences in which the work is happening right now in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Come back to example sentence you wrote on the board. Explain students we know that the work is happening right now because we have used are + <u>sitting</u>. Are is present tense. ING shows the work is happening right now.</p> <p>Do another example sentence: I am reading. Ask students if the work is happening right now or not. Ask them, “How do you know it?” Explain to them that am is present tense. ING shows the work is happening right now.</p> <p>Similarly, do at least two more examples with students. You can use sentences: We are playing. They are baking cakes.</p> <p>Reading:</p> <p>Ask students to turn to page 84 and read the sentences given in Exercise F. Explain that the exercise contains questions and answers. Questions ask if the work is happening. Answers tell us more about the work and that the work is happening right now.</p> <p>Ask students to read the questions and answers in pairs and discuss with each other what they have understood.</p> <p>Listening and Speaking:</p> <p>Once students are done discussing Exercise F, ask them what they have understood. Take their answers. Explain that questions show the work is happening right because they contain words like: is and are – both are present tenses. Secondly, questions contain –ING words. Thus, questions show the work is happening right now. Answers show the same. In fact, they give us more information, however the work is still happening in the present tense.</p> <p>Writing:</p> <p>Ask students to underline the words in answers (on page 84, Exercise F) that show the work is happening right now.</p>
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	<p>Differentiated Plan:</p> <p>Some students might find it difficult to understand the concept of work is happening right now. While others are busy with their written work, sit with them and explain how is/are + ing show that a work is happening right now. Underline the tenses for visual guidance. Encourage them to ask questions about whatever is confusing them.</p> <p>Some students might finish their written work earlier. Ask them to attempt questions and answers given on page 85.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, write the following sentences on the board:</p> <ul style="list-style-type: none"> • We are going to the park. • They are leaving for airport. • We will come soon. <p>Ask students to tell whether these sentences show the work is happening right now or not. Give reasons. Ask them to underline the words. Encourage students to raise their hands if they wish to answer this question. Take answers from different students.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise F, Unit 11, page 84.</p>

Lesson Plan 139

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 139	Textbook Page/s: 85	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use continuous tenses in the affirmative, negative, and interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of is, are and -ing

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Also, ask them if they remember what they did in the previous lesson.</p> <p>Ask them which words show us that an action is happening right now. Write those words on the board. Then point to the flash cards for a quick reminder.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students they will do more questions and answers indicating the work is happening right now in today's lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 85 and read the remaining questions and answers of Exercise F. Ask them to underline the words that show an action is happening right now. This is pair work. Encourage them to practice asking questions and giving answers.</p>

	<p>Listening and Speaking:</p> <p>Once the students are done discussing, ask them which words show that an action is happening right now. Ask one student to read question and its answer as well. Ask different students to read questions and answers.</p> <p>Now explain students that these questions and answers (where an action is happening right now) are present continuous tense sentences.</p> <p>Writing:</p> <p>Ask students to underline the words that show an action is happening right now in these sentences:</p> <ul style="list-style-type: none"> • I am going to the market place. • Sara and Sana are waiting for us. Let us go. • She is reading a book. • He is completing his homework. • They are preparing for their exams. <p>Differentiated Plan:</p> <p>Some students might find it difficult to underline the words. Explain them the concept once again. Help them underline the action words.</p> <p>Some students might complete their work sooner. Ask them to help others.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Once students are done with their written work, ask them to tell you the words they have underlined. Discuss the underline words. Appreciate them if their answers are correct. Guide them if their answers are inappropriate.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise F, Unit 11, pages 84-85.</p>

Lesson Plan 140

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 140	Textbook Page/s: 84 – 85	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Using continuous tenses in the affirmative sentences

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of is, are, -ing

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Point towards are and ask: Are you doing fine today? Encourage students to answer your question.</p> <p>Point at the flash cards and ask them to quickly read the words. Ask them what tense is formed using is/are + ing.</p> <p>Take guess from students. Ask: What does this tense show?</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will make sentences using these words in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Divide the class into groups. Instruct that each student in the group will form sentences using any two words from the flash cards stuck on the board. Instruct students to use -ING in their sentences just like their textbook. Encourage students to read Exercise F on pages 84 and 85 again and take help in from that exercise in forming sentences.</p> <p>Encourage students to discuss their questions with their group members who will then try to answer their questions. So, each student will form two questions and the group members will answer their questions. (15 minutes)</p> <p>Writing:</p> <p>Encourage students to write their questions in their notebooks. They can write answers to the question later as home assignment. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might feel shy in forming questions. Counsel them that there’s nothing wrong in it. If they want, change their seats. If these students have problem with writing their questions, ask them to only orally form questions and answer.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students to tell you what they have learnt today. Ask: What does -ing and present tense in a sentence show? Ask them to name the tense if they can/recall.</p>
02 minutes	<p>Homework:</p>

	<p>Assignment: Write questions that you have formed in the class in your homework notebooks. Write answers to the questions too.</p>
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Lesson Plan 141 – Unit Review

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 11	Unit Title: No, No, Sara
LP: 141	Textbook Page/s: 79 – 85	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use continuous tenses in the affirmative, negative and interrogative sentences.
- Understand that some English words are spelt with a double letter.

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well prepared for the review assessment. Smile so that students may feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 12 – A Kind Bee

Unit Overview

Unit 12 tells students a story about a kind bee who helps a thirsty plant. Through this unit, students will learn to help those in need. It teaches them a lesson to always be kind and helpful to others. We must always be eager to offer whatever little or big we can. This unit also teaches students to take care of animals and plants as they need our attention too. We should take care of plants and trees by watering them daily because they are enormously important for us. Last but not the least, this unit emphasizes on an important lesson: Always use “please” and “thank you” in your conversations.

Model Answers

Exercise A

Answer 1 – A plant was crying in the garden.

Answer 2 – The plant was crying because it was thirsty.

Answer 3 – The elephant said, “How can I help you?”

Answer 4 – There is no one who does not want to help the plant. Everyone wants to help the plant.

Answer 5 – The good boy said, “I will take care of you daily.”

Exercise B

This exercise introduces students to silent letters. Introduce the pronunciation of these words to the students and help them recognize the silent letters in words through pronunciation. Explain to them that certain letters are not pronounced in some words.

Exercise C

This is a map reading activity. It explains to students how to read a map and follow directions. You can play a small game in which students will give directions to their classmates of a certain place. See how well and clear their directions are.

Exercise D

This exercise encourages students to use polite words while making a request. Students are to fill in the blanks with appropriate words while making a request. Help your students choose the appropriate words for making a request. All these sentences are giving a command, an instruction to the other person. Help students recognize the use of “Let us” in imperative sentences.

1 – sit, stand, go

2 – dirty, clean, wash

3 – angry, kind, forgive

4 – litter, dirty, dustbin

5 – noise, quiet, read

Exercise E

This is a question-answer exercise. Ask students to choose the appropriate words to fill in the blanks. Ask to notice that “to” is used before verbs in all answers. This exercise aims to help students become proficient using infinitives (to + verb).

1 – to read

2 – to study

3 – to cook

4 – to play

5 – to swim

6 – to play

7 – to fly

8 – to work

9 – to buy

10 – to walk

Lesson Plan 142

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 12	Unit Title: A Kind Bee
LP: 142	Textbook Page/s: 86 – 88	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Learn to help those in need.
- Learn to be kind and helpful to others.
- Offer others whatever little or big one can.
- Take care of animals and plants.
- Say “please” and “thank you”.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of: plant, bee, elephant and boy

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it is a pleasure meeting them. Ask students if they have ever helped someone in need. Given them water? Given them food? Helped with studies? Or anything else? Ask them how it feels to help someone. How does the one whom you have helped feel?</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read a story today about a good boy who helped someone in need.</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

Use the cut-outs to narrate the story. Tell them that once a bee heard a plant crying. Holding bee's cut-out in one hand and plants in the other, talk about the conversation that the two had. Then introduced elephant's cut-out and narrate the conversation that bee and elephant had.

Then, introduce the students to the good boy. Talk about the conversation between the kind bee and the good boy, and how he helped the plant.

Create a story-telling environment in the class. Use cut-outs, facial expressions and tone of voice in such a way that students get interested.

Reading:

Once students have understood the story, ask them to turn to pages 86 and 87. Ask them to read the story and underline all the difficult words.

Listening and Speaking:

Ask students what they have understood from the story. Ask what they have read so far and how do they like the story. Ask students why the elephant didn't go in the garden. What would have happened had he gone into the garden? Guide students in case their answers are not appropriate.

Writing:

Ask students to write the following words in their notebooks and learn their spellings:

- Heard
- Around
- Crying
- Suddenly
- Cloud
- Drop
- Thirsty
- Elephant
- Trunk
- Garden

	<p>Differentiated Plan:</p> <p>Some students might have difficulty in reading and understanding the story. While others are doing their written work, sit with them and read the story to them. Help them pronounce the difficult words and explain the story. Some students might complete their written work early. Ask them to learn the spelling of the words they have written in their notebooks.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students if there was a way in which the bee, herself, could have helped the plant.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Learn spellings of the words given in class assignment. Read pages 86-87, Unit 12.</p>

Lesson Plan 143

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 12	Unit Title: A Kind Bee
LP: 143	Textbook Page/s: 86 – 88	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Learn to help those in need.
- Learn to be kind and helpful to others.
- Offer others whatever little or big one can.
- Take care of animals and plants.
- Say “please” and “thank you”.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of: plant, bee, elephant and boy

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them if they remember the story about a kind bee they read in last class. Ask them, “Why is the bee being called kind?” And, “Who do you think will help the plant?”</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read the rest of the story in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 88 and read the rest of the story. If anyone has missed the story on page 87, encourage them to read the lesson from there. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done reading, ask them what they have understood. Ask them questions like:</p> <ul style="list-style-type: none">• Who has helped the plant?• How does the plant feel after receiving water?• Why do you think the plant was so thirsty?• What did the good boy decided to do daily? <p>Explain to your students that the lesson teaches us to be kind and polite to everyone. It encourages us to help everyone. If we cannot help personally, then we should look for someone who can help the person in need. It is a virtue to be helpful. (10 minutes)</p> <p>Writing:</p> <p>Ask students to write the following words in their notebooks and learn the spellings:</p> <ul style="list-style-type: none">• Watering can• Thanked• Help• Happy• Forget• Requested• Small <p style="text-align: right;">(10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might have difficulty in remembering the lesson from last class. Or they might have problems in understanding the story. Narrate the story again to help them. Now, ask them the questions mentioned above that you asked</p>
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	<p>the entire class. Encourage these students to read the lesson on their own as well.</p> <p>Some students might complete their work early. Ask them to read the lesson again.</p>
08 minutes	<p>Wrap-up:</p> <p>Ask the class:</p> <ul style="list-style-type: none"> • One thing you liked the best in the lesson? • What have you learnt from the lesson?
02 minutes	<p>Homework:</p> <p>Assignment: Read complete Unit 12, pages 86-88.</p>

Lesson Plan 144

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 12	Unit Title: A Kind Bee
LP: 144	Textbook Page/s: 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Learn to help those in need.
- Learn to be kind and helpful to others.
- Offer others whatever little or big one can.
- Take care of animals and plants.
- Say “please” and “thank you”.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Cut-outs of: plant, bee, elephant and boy

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask students if they remember the story of a good boy and a kind bee who helped a thirsty plant. Ask them to quickly tell you the story. Show them cut-outs of the characters.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will do some exercises about the unit in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 89 of their textbooks. Read questions 1-5. In pairs, ask them to discuss the answers. Give them some time to discuss the questions. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once the students are done discussing, ask them the answers to the questions. Try giving each student a chance to contribute to the discussion. Appreciate them if their answers are correct. Guide them if their answers are inappropriate. (10 minutes)</p> <p>Writing:</p> <p>Ask students to write answers in their textbooks. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to answer the questions. Help them understand the chapter and look for answers in the chapter. Do not feed them answers, but help them find answers in the chapter.</p> <p>Some students might complete their work early. Ask them to help their classmates.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students one thing they will do differently in their lives after reading this lesson.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read unit 12, pages 86-88 again.</p>

Lesson Plan 145

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 12	Unit Title: A Kind Bee
LP: 145	Textbook Page/s: 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Understand that some English words are spelt with silent letters like hour, comb, knife, palm and Wednesday.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them, “What day is today?” If it is Wednesday, then it is good. Else, write the day on the board. Ask students how Wednesday is pronounced. Pronounce it correctly and ask students to repeat thrice after you.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that today they will learn pronunciation of the words where some letters are silent.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 89, Exercise B. Ask students to read the words given in the exercise in pairs. Give them some time to read. (05 minutes)</p> <p>Listening and Speaking:</p>

	<p>Once students are done discussing the pronunciation between themselves, ask them to pronounce the words for you. Correct their pronunciation by discussing each word one by one.</p> <p>Write the word students are saying, and correct their pronunciation. Point at the letter that is silent and tell students that letter is not pronounced. Make them practice each word's pronunciation at least thrice. (15 minutes)</p> <p>Writing:</p> <p>Match the word and silent letters correctly.</p> <ul style="list-style-type: none"> • Comb W • Two T • Whole B • Listen H • Thumb W • Hour W • Answer B <p style="text-align: right;">(05 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to pronounce these words correctly. Work on their pronunciation specifically when you are doing a class discussion.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Erase the board and write three to four words with silent letters taken from Exercise B, page 89. Pick students and ask them to pronounce these words. You can pick those students who were having trouble pronouncing words to pronounce these so that you can see if they have understood the lesson or not.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Pronounce all the words given in Exercise B of Unit 12.</p>

Lesson Plan 146

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 12	Unit Title: A Kind Bee
LP: 146	Textbook Page/s: 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Give and follow instructions and directions.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it is a pleasure meeting them today.</p> <p>Ask students if they have given someone direction to reach a certain place. Ask them if they have seen anyone – in their families or friends – give direction to someone.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn to give and take directions to others to reach a certain place in today’s lesson.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask one student to come in front of the class. Ask him/her if they know the way to school’s library. If they know the directions, then ask them to explain the way to you.</p>

	<p>Encourage them to use their body language and hands for signals.</p> <p>If not, then you explain the way to the student. Explain it in such a way that the student understands the way clearly. Ask the class also if they have understood the way to library. (10 minutes)</p> <p>Reading:</p> <p>Ask students to turn to page 89, Exercise C. In pairs, ask them to read the map and see if they understand the directions. Once students are done discussing, ask them to tell you the directions to the book store. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once this exercise is done, in pairs, ask students to give each other directions of their favourite place/s in school. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to give and understand directions. Encourage them to give directions. Show them how to give directions. They might be hesitant or shy in giving directions.</p> <p>Some students might speak more than others in the class activity. Manage their energies. Explain them to speak on their turns and give others a chance too.</p>
08 minutes	<p>Wrap-up:</p> <p>Ask students what they have learnt in this lesson. Ask them to give you directions to the staff room.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Read Exercise C, page 89, Unit 12.</p>

Lesson Plan 147

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 12	Unit Title: A Kind Bee
LP: 147	Textbook Page/s: 90	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use imperative sentences and “let us”.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of: please, thank you and let us (you can even write these words on the board)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Tell them that it is a pleasure meeting them today.</p> <p>Write this sentence on board: Please do not make a lot of noise. Ask students to read this sentence and explain the meaning of it. Underline please and do not. Remind them that courtesy words such as thank you and please are important in a conversation.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will read more command sentences that have courtesy words and “let us” in them.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page to 90. Ask them to read Exercise D and choose the correct answer. This is pair work. Let</p>

	<p>students do this exercise on their own initially so that they can know how to read and fill in the blanks. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done discussing the blanks, ask them the answer of each blank. Explain them command/instruction sentences use words like please, thank you and let us.</p> <p>Also, explain that “please do not” is a polite of way of asking someone to stop doing something. Secondly, “please” is used to ask someone to do something.</p> <p>Explain to students that opposites are used in this exercise. Help students realize that saying “let us” is a polite way of requesting someone to do something with you. (10 minutes)</p> <p>Writing:</p> <p>Once you are done discussing, ask them to write the correct answers in the blanks. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to fill in the blanks with the correct answers. While others are busy writing, sit with them explain them the meanings of sentences. These students might not have understood the meaning of sentences. Help them understand these sentences.</p> <p>Some students might complete their written work earlier. Ask them to help their classmates.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students if they know how a command/instruction is made polite. Encourage them to figure out that words like please and thank you make an instruction/command sentence polite.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise D, Unit 12, page 90.</p>

Lesson Plan 148

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 12	Unit Title: A Kind Bee
LP: 148	Textbook Page/s: 91 – 92	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use the to-infinitive in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash card of “to”

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Ask them which courtesy words should one use to give an instruction politely. Take guesses. Encourage them to say please, thank you and let us.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that today they will learn to fill in the blanks using “to”.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Write two sentences on board:</p> <ul style="list-style-type: none"> • I like <u>to walk</u> in a park. • We want <u>to eat</u> vegetables daily. <p>Underline to walk and to eat.</p> <p>Ask students to read the sentences and tell you what they mean. Explain to them that to walk and to eat tell us more</p>

	<p>about the work one wants to do. They are main action words in a sentence. To + verb show the main action in a sentence. (05 minutes)</p> <p>Reading:</p> <p>Ask students to read sentences in pairs in Exercise E, page 91, and fill in the blanks with main action words such as to eat and to walk. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done discussing, ask them answers of the blanks. Appreciate them if their answers are correct, else guide them. Let students do this exercise themselves with minimum assistance from you, so that they can know how to read and construct sentences in correct English. (10 minutes)</p> <p>Writing:</p> <p>Ask students to fill in the blanks with correct answers in the textbooks. (05 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to fill in the blanks with correct answers. While others are doing their written work, sit with these students and explain to them the sentences. You might have to explain these sentences in Urdu and then ask students to choose the correct answers.</p> <p>Some students might complete their work early. Ask them to attempt question on page 92.</p>
08 minutes	<p>Wrap-up:</p> <p>Towards the end of the lesson, ask students to tell you what they have learnt today. Ask them, “What does to + verb mean?”</p>
02 minutes	<p>Homework:</p> <p>Assignment: Revise sentences in Exercise E, Unit 12, page 91.</p>

Lesson Plan 149

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 12	Unit Title: A Kind Bee
LP: 149	Textbook Page/s: 92	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Use the to-infinitive in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Recall:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Tell them that they are going <u>to work</u> on sentences today.</p> <p>Repeat the sentence, write, “You are going to work on sentences today.” Ask them to tell you the main action words in the sentence. Underline “to work” once they tell you the correct answer. Else, guide them.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will work on more sentences containing to + verb in today’s lesson.</p> <p>Instructions:</p> <p>Reading:</p> <p>Ask students to turn to page 92, Exercise E. In pairs, ask students to fill in the blanks with to + verb. Give them some time. (05 minutes)</p> <p>Listening and Speaking:</p> <p>Once students are done discussing, ask them to tell you the correct answers. Appreciate them if their answers are correct, else guide them. (10 minutes)</p> <p>Writing:</p> <p>Ask students to fill in the blanks with correct answers in their textbooks. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to fill in the blanks with correct answers. While others are doing their written work, sit with these students and explain them the sentences. You might have to explain these sentences in Urdu and then ask students to choose the correct answers.</p> <p>Some students might complete their work early. Ask them to help their classmates complete their work.</p>
08 minutes	<p>Wrap-up: Quiz Time!</p> <p>Towards the end of the lesson, ask students to tell you what they have learnt today. Ask them, “What does to + verb mean?”</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review Exercise E, page 92 (6-10 sentences), Unit 12 again.</p>

Lesson Plan 150

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 12	Unit Title: A Kind Bee
LP: 150	Textbook Page/s: 86 – 92	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify and learn sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcards with words written on them: two, kind, cry, garden, thirsty, hungry, elephant, does not, cannot, bring, take (words can be changed as needed)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing today. Ask them if they remember what they did in the last class. Also, ask them to make a few sentences using to-infinitives.</p> <p>Appreciate students on their effort. Now, show flash cards to the students and ask them to read the words.</p>

25 minutes	<p>Lesson Structure:</p> <p>Topic: Tell students that they will learn some common sight words today and use them in sentences in today’s lesson.</p> <p>Instructions:</p> <p>Reading, Listening, Speaking and Writing:</p> <p>Stick flash cards on the board and ask students to read the words one by one. (Words could be as given above or teacher can change them as per need.) Then, ask students to make sentences of the words. (15 minutes)</p> <p>Once students are done, ask them to read their sentences to the entire class. Ask the rest of the students to give their feedback on the sentences. (10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to make sentences of all the words. Ask them to make sentences of only a few sentences or give them words of their choice to make sentences of.</p> <p>Some students might complete their work quickly. In that case, give them slightly more difficult words to form sentences of so they do not cause disruption in the class.</p>
08 minutes	<p>Wrap-up:</p> <p>Ask students to quickly recall the sight words they have recently read.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Review the sight words discussed in class today and use them in sentences.</p>

Last Lesson Plan – Unit Review

Subject: English	Grade: 1	Term: 3 rd
Week:	Unit: 12	Unit Title: A Kind Bee
LP: Last	Textbook Page/s: 86 – 92	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Use imperative sentences and “let us”.
- Use the to-infinitive in a sentence.

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 minutes)	Assessment Proceedings
05 minutes	<p>Warm-up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing. Break the ice by asking if they are well-prepared for the review assessment. Smile so that students may feel comfortable. Answer any questions they might have.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Distribute the review assessment sheets amongst students.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 minutes.</p> <p>Collect the answer sheets exactly after 30 minutes.</p>
05 minutes	<p>Wrap-up:</p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 10 – Good Morning — Worksheet 1

Lesson Plan 122

Match the following correctly and colour the pictures.

1. Ball



2. Tall



3. Smell



4. Bell



5. Call



6. Well



7. Spill



Unit 9 – A Party**Unit Wise Assessment****1- Answer the following questions. (9)**

- a. Whom did Fahad invite to his party? (3)
- b. What were the arrangements for party at Fahad’s home? (3)
- c. Did you arrange any party this year or last year? If yes, how? (3)

2- Draw a clock and show the following time. (3)

- a. Half past eight (1)
- b. Nine o’ clock (1)
- c. Quarter past seven (1)

3- Do you remember the months in a year? Answer the following. (5)

- a. Which month comes after June? (1)
- b. January is followed by which month? (1)
- c. In which month comes Pakistan Independence Day? (1)
- d. In which months do your summer and winter vacations fall? (2)

4- Fill in the blanks using can and cannot.**(4)**

- a. A fish _____ swim.
- b. A bird _____ fly.
- c. A boy _____ crawl.
- d. A girl _____ run.
- e. An ant _____ walk.
- f. A goat _____ sing.
- g. A monkey _____ jump.
- h. A horse _____ run.

5- Complete the following.**(4)**

- a. The first day of the week is _____.
- b. The weekend consists of _____ and _____.
- c. _____ is the middle day of the week.
- d. _____ evening marks the beginning of the weekend.

Unit 10 – Good Mornin**Unit Wise Assessment****1- Answer the following questions. (11)**

- a. What is the first thing that you do when you wake up in the morning? (2)
- b. What can we do to look fresh? (2)
- c. What do we say before eating breakfast? (2)
- d. Why do you think it is important to do exercise in the morning? (2)
- e. Should we smile more? Why? Give reasons. (3)

2- Complete these words using -all, -ell, and -ill. (4)

- a. T_ _ _
- b. Sp_ _ _
- c. Ch_ _ _
- d. Sw_ _ _
- e. Sk_ _ _
- f. C_ _ _
- g. T_ _ _
- h. Dr_ _ _

3- Join the sentences by adding “and”, “but”, and “because”.**(10)**

- a. We wanted to call him to lunch _____ he was busy.
- b. Aliya did not come to school today _____ she was ill.
- c. Sara and _____ will do this project together.
- d. Everyone likes Sana _____ she is a good girl.
- e. I eat an egg _____ drink milk for breakfast every morning.
- f. Tomorrow I will go to my aunt’s house _____ vacations have started.
- g. I could have come earlier _____ I got stuck in traffic.
- h. Danish cannot swim _____ he runs very fast.
- i. Salman eats his lunch in the afternoon _____ then takes a nap.
- j. Always smile _____ be kind to others.

Unit 11 – No, No, Sara**Unit Wise Assessment****1- Answer the following questions. (10)**

- a. Why do you think we should not litter around everywhere? (2)
- b. What should we do when we make a mistake? (2)
- c. What should we do when we sneeze or cough? (2)
- d. What should we do before touching someone's things? (2)
- e. Should we eat with dirty hands? If not, then what should we do? (2)

2- Fill in the blanks with double letters. (5)

- a. Le__er
- b. Dre__
- c. Gla__
- d. Sma__
- e. Ha__y

3- Correct the sentences.**(5)**

- a. I will eating. _____
- b. He are working. _____
- c. She are walking. _____
- d. They is swimming. _____
- e. You is listening. _____

4- Change the following sentences into questions.**(5)**

- a. She was watering the plants.
- b. We were waiting for them to arrive.
- c. He will be bringing us milk.
- d. They are reading a book.
- e. I am going for a walk.

Unit 12 – A Kind Bee**Unit Wise Assessment****1- Answer the following questions. (10)**

- a. Why was the kind bee sad? (2)
- b. Why couldn't the elephant help? (2)
- c. Do you think the cloud was right in saying it could not rain daily? Why so? (3)
- d. Had you been there, how would have you helped the plant? (3)

2- Fill in the words with missing letters. (5)

- a. Ha_f (1)
- b. T_o (1)
- c. _now (1)
- d. Thum_ (1)
- e. We_n_sday (1)

3- Fill in the blanks with most appropriate words.**(10)**

- a. Please _____ down. The doctor will _____ you soon. (sit, see, stand)
- b. Please be _____. The food will be served _____. (angry, patient, soon)
- c. Please throw the _____ in the dustbin. Garbage will make the place _____. (litter, tidy, dirty)
- d. Ali gave us this book _____. The story is very _____. (chair, interesting, to read)
- e. Let us be _____, else we will _____ our train. (catch, quick, miss)

Terminal Assessment Paper**Third Term****Objectives****Total Marks: 50****Students should be able to:**

- Use the possessive verb “have” in affirmative, negative and interrogative sentences.
- Use the modal verb “can” in affirmative, negative and interrogative sentences.
- Use the conjunctions and, but and because in a compound sentence.
- Identify words of -all, -ell and -ill word families.
- Use continuous tenses in the affirmative, negative, interrogative sentences.
- Understand that some English words are spelt with a double letter.
- Use the to-infinitive in a sentence.

1- Answer the following questions. (10)

- a. What was Fahad’s party about? (2)
- b. Who was invited to the party? (2)
- c. Which morning rituals do we perform after waking up? (2)
- d. Write a few good habits that we all must adopt. (2)
- e. The bee was concerned about the plant. Give evidences from the lesson that support this statement. (2)

2- Fill in the blanks with “can”, “cannot” and “have” to complete the sentences. (5)

- a. I _____ solve these Maths questions myself. Please help me.
- b. I _____ a pen, if you want.
- c. I _____ a ball. We can play with it.
- d. A bird _____ write.
- e. The boy _____ swim very well.

3- Fill in the blanks with double letters. (5)

- a. Sma__
- b. Pa__
- c. Dre__
- d. Do__
- e. Ra__it
- f. Fa__
- g. Dwe__
- h. Chi__
- i. Thri__
- j. Ski__

4- Join the sentences by adding “and”, “but”, and “because”.**(10)**

- a. We cannot play outside _____ it is raining.
- b. Sara _____ I have been friends for a long time.
- c. We have our winter vacations _____ we have a lot of work to do as well.
- d. I want to buy a new school bag _____ my old one is all torn.
- e. I will go home _____ sleep immediately.
- f. Ali said he will let me borrow his book, _____ only for a day.
- g. Khalid has helped his mother bake lots of cookies _____ cakes for Eid.
- h. We pray five times a day _____ thank Allah for all His blessings.
- i. I liked blue colour _____ my brother insisted on going with green.
- j. Everyone likes Imran _____ he always speaks the truth.

5- Tick the correct option and cross the wrong one.**(10)**

- 1a. We should eat with dirty hands. ()
- 1b. We should wash our hands before eating. ()
- 2a. We must cover our face while sneezing. ()
- 2b. We should sneeze all over the place. ()
- 3a. It is a good habit to accept our mistakes honestly. ()
- 3b. We should blame others and not accept our mistakes. ()
- 4a. Littering is not good. ()

4b. It is alright to throw rubbish around. ()

5a. Always ask for permission before taking someone's things. ()

5b. Just take and use other people's things. ()

6- Use the appropriate tense/form of the verb. (5)

- a. I am _____ (read) a book.
- b. Saad is _____ (write) a letter to his friend.
- c. Haniya is _____ (paint) a wall.
- d. They are _____ (push) the table.
- e. Danish and his mother are _____ (clean) the room.

7 – Choose the correct word from the box. (5)

to study, to cook, to play, to exercise, to swim

- a. Salik and his friends went to the pool _____.
- b. I go to the park early every morning _____.
- c. The little boy went to his friend's house _____.
- d. We go to school _____.
- e. Mother went into the kitchen _____.

Key**2- Fill in the blanks with “can”, “cannot” and “have” to complete the sentences.**

- a. I **cannot** solve these Math questions myself. Please help me.
- b. I **have** a pen, if you want.
- c. I **have** a ball. We can play with it.
- d. A bird **cannot** write.
- e. The boy **can** swim very well.

3- Fill in the blanks with double letters.

- a. Small
- b. Pass
- c. Dress
- d. Doll
- e. Rabbit
- f. Fall
- g. Dwell
- h. Chill
- i. Thrill
- j. Skill

4- Join the sentences by adding “and”, “but”, and “because”.

- a. We cannot play outside **because** it is raining.
- b. Sara **and** I have been friends for a long time.
- c. We have our winter vacations **but** we have a lot of work to do as well.
- d. I want to buy a new school bag **because** my old one is all torn.
- e. I will go home **and** sleep immediately.
- f. Ali said he will let me borrow his book, **but** only for a day.
- g. Khalid has helped his mother bake lots of cookies **and** cakes for Eid.
- h. We pray five times a day **and** thank Allah for all His blessings.
- i. I liked blue colour **but** my brother insisted on going with green.
- j. Everyone likes Imran **because** he always speaks the truth.

5- Tick the correct option and cross the wrong one.

- 1a. We should eat with dirty hands. (wrong)
- 1b. We should wash our hands before eating. (correct)
- 2a. We must cover our face while sneezing. (correct)
- 2b. We should sneeze all over the place. (wrong)
- 3a. It is a good habit to accept our mistakes honestly. (correct)
- 3b. We should blame others and not accept our mistakes. (wrong)
- 4a. Littering is not good. (correct)

4b. It is alright to throw rubbish around. (wrong)

5a. Always ask for permission before taking someone's things. (correct)

5b. Just take and use other people's things. (wrong)

6- Use the appropriate tense/form of the verb.

- a. I am **reading** a book.
- b. Saad is **writing** a letter to his friend.
- c. Haniya is **painting** a wall.
- d. They are **pushing** the table.
- e. Danish and his mother are **cleaning** the room.

7 – Choose the correct word from the box.

- a. Salik and his friends went to the pool **to swim**.
- b. I go to the park early every morning **to exercise**.
- c. The little boy went to his friend's house **to play**.
- d. We go to school **to study**.
- e. Mother went into the kitchen **to cook**.