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

SPECTRUM ENGLISH

TEACHING GUIDE

FIRST TERM

2



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Spectrum
Enlightening Generations

Spectrum English Grade 2

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.

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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 1 –We Thank Allah

Unit Overview

Unit 1 emphasizes that Allah Shall Be Thanked for all the blessings He Bestows upon us.

Allah has Created all humans and therefore Loves His creatures. We shall be thankful to Allah for all blessings and guidance that He Has Sent to us through His Prophets.

Muhammad ﷺ, as the last prophet of Allah, guided us towards the right path and we are thankful to Allah for the same.

Model Answers

Exercise A

Answer 1 – Allah Is with us all the time.

Answer 2 – Allah Answers my prayers.

Answer 3 – Allah Knows everything.

Answer 4 – Hazrat Muhammad ﷺ is the last prophet of Allah.

Answer 5 – Hazrat Muhammad ﷺ is my ideal.

Exercise B

Instruct students to write the English alphabets in their four-line notebooks. Walk around the class and supervise students' work. Some students might need your help in writing the alphabets correctly. With the help of a four-line page, explain to students what capital letters, lower-case letters, lower-case root letters, lower case grass letters, lower case sky letters, vowels, and consonants are.

Exercise C

Show them 3 Flashcards with 1 word each i.e. nice, kind, and caring. Explain that each word needs to be read aloud to tell its initial sound and the letter that corresponds to the sound to arrange it in alphabetical order. Read each word aloud and encourage students to repeat after you. Take responses from them and arrange the words in alphabetical order. Repeat the exercise with the first series of words i.e. healthy, fit, strong, and active if students need more clarification.

Exercise D

Explain that possessive adjectives show singular or plural ownership and can be masculine, feminine, or gender-neutral. List the following possessive adjectives on the board; my, our, your, his, her, its, and their.

Hold a pen in your hand and say, "This is my pen". Emphasize the possessive adjective 'my' and explain that 'my' is used when the speaker possesses or owns something. 'My' is a singular term and can be both masculine and feminine.

Say "Our Principal is a nice lady". Emphasize the possessive adjective 'our' and explain that we can use 'our' when we possess or own something. 'Our' is a plural term and can be both masculine and feminine.

Say “Your hair is beautiful”. Emphasize the possessive adjective ‘your’ and explain that ‘your’ is a possessive form of ‘you’. ‘Your’ can be both singular and plural depending on the adjective in the sentence and can be both masculine and feminine depending on the noun in the sentence.

Point to a boy and his students’ book respectively and say, “This is Ahmed and this is his book.” (masculine) and point to a girl and her lunch box respectively and say, “This is Sara and that is her lunch.” (feminine). Emphasize the possessive adjectives and explain that a boy’s belonging will be ‘his’ and a girl’s belonging will be ‘hers’ and these are singular terms.

Show a picture of a cat and say “It is a cute cat”. Emphasize the possessive adjective ‘it’ and explain that the word ‘it’ can be used to refer to animals of unspecified gender or objects and ‘it’ is a singular term.

Say “It is their class”. Emphasize the possessive adjective ‘their’ and explain that it is a gender-neutral plural.

This exercise enables students to apply the concept of subjective personal pronouns. Help them fill in the blanks.

- 1- her
- 2- their
- 3- our
- 4- your
- 5- his
- 6- his
- 7- my
- 8- its
- 9- her
- 10- its

Exercise E

Tell the students that moving the helping verb in a sentence to the front of the sentence can change a statement into a question. This exercise enables students to apply the concept of making an interrogative sentence. Help them fill in the blanks as well.

- 1- Are these peppers?
- 2- Is that a pumpkin?
- 3- Are those potatoes?
- 4- Was she happy?
- 5- Were they kind?

6- Will it be cold?

7- Will he be present?

8- Are we ready?

9- Is this salad tasty?

10- Was that window open?

Exercise F

Ask students to perform a role-play using the dialogues given on pages 8 and 9. 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 1

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 1	Unit Title: We Thank Allah
LP: 01	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:

- Identify reasons to thank Allah for all blessings.
- Discuss ways to thank Allah
- Reflect that we must follow the teachings of the last Prophet Hazrat Muhammad صلى الله عليه واله وسلم as he was sent as a guide to us by Allah .

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pictures of the Ka’bah

Timeframe (40 minutes)	Proceedings
10 minutes	<p>Brainstorming</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.]</p> <p>Then, ask students “What is a blessing?”</p> <p>Take responses and make a web on the board and establish that everything around us which helps us is a blessing.</p> <p>Warm-up: Game Time</p> <p>Announce 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 each member of the two groups must list the number of blessings they have, and they cherish it. The team which has the greatest number of blessings on their list will win.</p> <p>Allocate time for them to write the blessings they can think of. Take a final count and then write the totals in columns to announce the winning group.</p> <p>After announcing the winner, ask questions like:</p> <ul style="list-style-type: none"> -Is every blessing Created by Allah? - What do we say when we receive a gift? <p>Think-Pair-Share</p> <p>As soon as the students answer that we say “thank you”, write “Thanks to Allah” on the board. Encourage students to read and spell the word ‘Thanks’. Then, ask further:</p> <ul style="list-style-type: none"> - Does anyone know what we have just spelled? - Do we thank Allah? - What are some of the ways to thank Allah? <p>Once done, tell them, “Today, we are going to learn more about our Creator, Allah. He Loves us, answers our prayers, and protects us. Allah Sent our dear Prophet Hazrat Muhammad <small>صلى الله عليه وآله وسلم</small> to guide us to the right path of life.”</p>
<p>25 minutes</p>	<p>Lesson Structure:</p> <p>Instructions: Instruct students to open their textbooks to page 04.</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 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>

	<p>-What have you understood from this lesson? -Who takes care of us all the time? - How does Allah Guide us? - Is Prophet Muhammad <small>صلى الله عليه واله وسلم</small> also a Blessing/Gift of Allah?</p> <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 must thank Allah for every blessing we have. We ought to follow the teachings of Prophet Muhammad <small>صلى الله عليه واله وسلم</small> as he was sent by Allah to us. Also, we should thank Allah for sending us a guide in the form of Prophet Muhammad <small>صلى الله عليه واله وسلم</small>.</p> <p>Explain to students that we must pray five times a day, recite the Holy Qur’an daily, visit the Holy Ka’bah to performing Hajj, follow the teachings of Prophet Muhammad <small>صلى الله عليه واله وسلم</small> and try to earn a place in Jannah. Show pictures of the Ka’bah to the students and tell them that it is also our Qibla which we face for Prayer.</p> <p>Take the conversation further by discussing the Masjid’s picture on page 04.</p> <p>Ask students about who set a life example for us and was sent to us by Allah. Highlight the good deeds of our Holy Prophet Muhammad <small>صلى الله عليه واله وسلم</small>. (10 minutes)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 05 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 Prophet Muhammad <small>صلى الله عليه واله وسلم</small> on the board for them to copy.</p> <p>Some students might complete their work early. They are fast learners. You can keep</p>
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	<p>them engaged by giving a few extra questions like:</p> <ul style="list-style-type: none"> - Where do Muslims worship? - Why do we go to the Ka’bah? - Who guides us to the right path?
03 minutes	<p>Wrap-up: Class Discussion</p> <p>Ask students what they have learned in today’s class. Ensure students’ talk time is more than yours. Encourage those who have not yet spoken to participate in the discussion.</p> <p>Ask questions like:</p> <ul style="list-style-type: none"> -Can you tell who has created everything in this world? -How do we thank Allah for his Blessings? -How do we ask Allah for something that we need? - Who is an ideal personality for us? - Who guides us on how to live our lives?
02 minutes	<p>Homework:</p> <p>Ask students to learn the following spellings for homework:</p> <ul style="list-style-type: none"> • Blessings • guide • Muhammad صلى الله عليه وآله وسلم • Prophet • Qur’an • follow <p>You can also give these words for writing practice.</p>

Lesson Plan 2

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 1

Unit Title: We Thank Allah

LP: 02

Textbook Page/s: 05

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

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

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcard of small and capital letters
- Worksheet

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up Activity: 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.] In pairs, provide a basket of alphabet flashcards and ask students to sort and separate the lowercase letters from the capital letters. Take rounds, review, and give feedback.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Listening and Speaking: Divide the board into two sections. On one side, put the heading "vowels" and on the other side write "consonants." Ask each student to look at the alphabet chart and pick a letter. If a student picks a vowel, make a "ding ding ding" sound and write the vowel in the vowel section. If a</p>

	<p>student picks a consonant, make a different sound like "poump poump poump" and write it in the consonant section. Continue like this until all the letters of the alphabet are on the board. Point at the letters and ask the class;</p> <ul style="list-style-type: none"> - “What sound do the vowels make?” <p>Reiterate that vowels are AEIOU and sometimes Y, but the Y will be taught later. Ask students to brainstorm words for each letter. Two or three words are sufficient. Try to write the words next to the letter to which they belong.</p> <p>Speaking: Instruct students to repeat letters after you. Share with them that to say a vowel, you open your mouth. To say a consonant, you close your mouth.</p> <p>Writing – Worksheet 1: Ask students to write their names and circle all the vowels.</p> <p>Ask students to complete worksheet 1. Once done, discuss answers to consolidate learning.</p> <p>Encourage students to complete the task and learn vowels and consonants by heart over the year. (10 minutes)</p> <p>Differentiated Learning: Follow guided practice in small groups or with individuals. Use magnetic letters or flashcards.</p>
02 minutes	<p>Wrap-up (Class Discussion):</p> <p>Ask the whole class to repeat grass, root, and sky letters after you.</p>
03 minutes	<p>Homework:</p> <p>Ask students to write all vowels and consonant letters in their homework notebooks.</p>

Lesson Plan 3

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 1	Unit Title: We Thank Allah
LP: 03	Textbook Page/s: 05 and 06	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs):

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

- Identify the lower-case root letters, lower-case grass letters, and lower-case sky letters.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcard of small and capital letters
- Velcro Board with letter cards (Velcro board can be created by pasting Velcro sheet on a cardboard and Velcro circles on the cards.)

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up Activity:</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.] Prepare a basket with little slips of paper (What is written on the paper?) and draw pink and blue lines on the board. Ask students to come over one by one, pick a slip and write the capital letter from the paper onto the lines on the board.</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Explain that small letters are of three types which are grass letters, sky letters, and root letters</p> <p>Write “Grass Letters” on the board and</p>

	<p>Say; “Letters which <i>fit exactly between the two blue middle lines</i>. Can you guess?” Take responses and write on the board, for example”, draw ‘a’, ‘c’, ‘e’, ‘i’, ‘o’, etc. and say, “These are known as the grass letters”.</p> <p>Write “Sky Letters” on the board and Say, “Letters having <i>a stem which goes up to the pink line</i> are called sky letters. Can you guess?” Take responses and write on the board, for example, ‘b’, ‘d’, ‘h’, ‘k’ etc. are known as the sky letters.</p> <p>Write “Root Letters” on the board and Say, “Letters having <i>a stem which goes down to the pink line</i> at the bottom. Can you guess?” Take responses and write on the board, for example, ‘g’, ‘j’, ‘p’, ‘q’, ‘y’, etc. are known as root letters.</p> <p>Reading - Game Time:</p> <p>Tell the students that they are going to play a game today. Group work – Velcro board In groups, share all letters on the Velcro board and ask students to sort them into sky grass and root letters. Review to provide feedback.</p> <p>Writing – Exercise B: Discuss answers given on Page 05 and 06 with the students.</p> <p>Encourage students to complete the task and learn grass letters, root letters, and sky letters by heart over the year. (10 minutes)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand grass letters, root letters, and sky letters. Explain to them again separately in their textbook.</p> <p>Some students might finish their work early, ask them to use the Velcro board to separate vowels and consonants.</p>
02 minutes	

	Wrap-up (Class Discussion): Ask the whole class to repeat grass, root, and sky letters after you.
03 minutes	Homework: Ask students to write all sky, grass and root letters in their homework notebooks. Learn vowels sky, grass, and root letters.

Lesson Plan 4

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 1

Unit Title: We Thank Allah

LP: 04

Textbook Page/s: 06

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- explain what 'alphabetical order' means
- list the letters of the alphabets in order
- place words/ items in alphabetical order

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Index cards
- Worksheet

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up Game:</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.]</p> <p>Excite students by saying that we will play a game today.</p> <p>Say, “I will say a word that starts with one letter. You will say the word that starts with the next letter. For example, if I say a word that starts with “l” like “lamp”, you should say a word that starts with “m” like “moon”.</p> <p>Compliment students for their contribution to the game. Encourage participation and interaction throughout the learning process in this activity.</p>

30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Topic: Tell students that they will study about arranging words in alphabetical order in today’s lesson.</p> <p>Pass out one index card to each student. Ask each student to write their first name in capital letters on one side of the index card.</p> <p>When all students have written their names, ask the students to raise their hands if their name begins with the letter 'A'.</p> <p>For those students who raised their hands, have them bring their index card and line up in front of the letter 'A' on display in the classroom.</p> <p>Next, ask the students to raise their hands if their name begins with the letter 'B'.</p> <p>For those who raised their hands, have them bring their index card and line up in front of the letter 'B' on display in the classroom.</p> <p>Repeat this process of calling letters and lining the students up whose names begin with that letter until all students are standing in front of the letter that corresponds with the first letter of their first name.</p> <p>Now, go to each line of students and physically place them in alphabetical order within the line (e.g. Amna comes before Asia, and so on).</p> <p>Ask them, “why do you think you are standing in this order?”</p> <p>Explain to the students that they have been organized in alphabetical order according to the letters in their first names, using the letters on</p>
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display to show the ordinal positions of each letter.

Also explain that if two or more words begin with the same letter, the second letter comes into play when placing items in alphabetical order. If the second letter is the same, the third letter must be considered, and so on.

Ask students to return to their seats.

Reading, Listening, and Speaking: On the board, show students examples of words that require using the second, third, and so on, letters to place them alphabetically. For example:

- ball, bat, back, band
- can, car, cat, call

Provide the students with the opportunity to try some of these on their own before proceeding. Involve them in discussion to solve some of the sequences. Also, emphasize use of the “comma” between words and the use of “and” before the last item in the list.

Writing – Exercise C:

Show them 3 Flashcards with 1 word each like Nice, kind and caring. Explain that each word needs to be read aloud to tell its initial sound and the letter that corresponds to the sound to arrange it in alphabetical order.

Read each word aloud and encourage students to repeat after you. Take responses from them and arrange the words in alphabetical order. Repeat the exercise with the first series of words i.e., healthy, fit, strong and active if they need more clarification.

Differentiated Learning: Some students might find it hard to understand the tricky alphabetical sequence, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.

	Some students might finish their work early. Ask them to create their sequence of alphabetical order using words from the topic.
03 minutes	Wrap-up: Take the names of different fruits and ask students to order them alphabetically.
02 minutes	Homework: Give worksheet 2 tasks as homework.

Lesson Plan 5

Subject: English Grade: 2 Term: 1st
 Week: Unit: 1 Unit Title: We Thank Allah
 LP: 05 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 my, our, your, his, its, and their as possessive adjectives
 - use possessive adjectives in context

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- students’ own photographs
- Worksheet

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Warm-up - Game:</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.]</p> <p>Select two students and ask them to hold up their toys. Point to each student holding his toy and form one or two sentences using possessive adjectives. Encourage interaction and facilitate the process of learning.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • This is Ahmed’s basketball. His basketball is orange. • Amna is holding her favourite doll.

30 minutes	<p>Lesson Structure:</p> <p>Instructions: Explain that possessive adjective shows singular or plural ownership and can be masculine, feminine, or gender-neutral. List the following possessive adjectives on the board my, our, your, his, her, its, and their.</p> <p>Hold a pen in your hand and say, “This is my pen”. Emphasize the possessive adjective “my” and explain that you can use “my” when I possess or own something. It’s a singular term and can be both masculine and feminine.</p> <p>Say, “Our Principal is a nice lady”. Emphasize the subjective possessive adjective “our” and explain that we can use “our” when we possess or own something. It’s a plural term and can be both masculine and feminine.</p> <p>Say, “Your hair is beautiful”. Emphasize the subjective possessive adjective “your” and explain that “your” is a possessive form of you. It can be both singular and plural depending on the adjective in the sentence and can be both masculine and feminine depending on the noun in the sentence.</p> <p>Point to a students’ book and say, “He is Ahmed and this is his book”. (masculine) and “She is Sara and that is her lunch”. (feminine).Emphasize the subjective possessive adjectives and explain that a boys’ belonging will be “his” and girls’ belonging will be “hers” and these are singular terms.</p> <p>Show a picture of a cat and say, “It’s a cute cat”. Emphasize the possessive adjective “it” and explain that it can be used to refer to animals of unspecific gender or object and it’s a singular term.</p> <p>Say that it’s their class. Emphasize the possessive adjectives “their” and explain that its gender-neutral plural.</p>
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Listening and Speaking:

Teacher Modeling

Model this activity first by pasting one of your own photos to the top half of a sheet of chart paper.

Write sentences on the bottom half, using possessive adjectives to describe the photo.

For example:

“My name is Sana. This is a picture of my grandfather, my father, and me. This is my grandfather. His name is Ali. His hair is gray, and his eyes are brown. Here is my father. His name is Bilal. His hair is black, and his eyes are brown. I look like my father”.

Writing

Ask students to create their own pages in their notebook with one of their photos, and a short-written description using possessive adjectives.

Differentiated Learning: Some students might find it difficult to understand the concept of possessive adjectives, facilitate by spot-checking and probing.

Meanwhile, some students may have understood this concept clearly. To keep them engaged, give them worksheets 2.

Worksheet answers:

1. Have you seen **my** new coat?
2. She has lost **her** keys.
3. Can I have a look at **your** paper?
4. The dog has had **its** breakfast.
5. Do you know **her** name?
6. What is **their** plan?
7. Can you give me **his** address?
8. It is **his** fault.
9. I patted **her** on the shoulder.
10. She is **our** teacher.

03 minutes	<p>Wrap-up (Class Discussion):</p> <p>Collect some belongings from students and ask questions like:</p> <ul style="list-style-type: none"> - Who is the owner of this book? - Whose pen is this?
02 minutes	<p>Homework:</p> <p>Give worksheet 3 tasks as homework</p> <p>Worksheet answer:</p> <ol style="list-style-type: none"> 1. her 2. its 3. his 4. my 5. their 6. our 7. your

Lesson Plan 6

Subject: English Grade: 2 Term: 1st
 Week: Unit: 1 Unit Title: We Thank Allah
 LP: 06 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:
- Recall my, our, your, his, its, and their as possessive adjectives
 - use possessive adjectives in context

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- pictures of one object each for as many students in class

Timeframe (40 minutes)	Proceedings
10 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.]</p> <p>Ask students if they remember what they did in the last class.</p> <p>Ask about last class homework worksheet 3 and discuss responses with students.</p> <p>Worksheet answer:</p> <ol style="list-style-type: none"> 1. her 2. its 3. his 4. my 5. their 6. our 7. your

	<p>Encourage students to one by one make sentences using adjective possessions and the remaining class to identify the adjective possession from the sentence.</p>
20 minutes	<p>Lesson Structure:</p> <p>Instructions: Explain possessive adjectives again and have a discussion to clarify confusions.</p> <p>Topic</p> <p>Speaking and Listening Game: Ask students to play a memory game to practice possessive adjectives. Give each student a picture of an object and each pair a picture to share.</p> <p>The students then play a memory game where they try to remember who owns which object. Students go around the class telling each other the object they have, including the object they share with their partners. Students then join back up with their partners and try to remember who owns which object. Students then use the information to make sentences.</p> <p>Reading: Ask students to turn to page 07. Ask them to read the sentences in exercise D. After they have read, with the help of pictures given in the textbook, explain possessive adjectives once again. (05 minutes)</p> <p>Writing – Exercise D: Discuss answers given on Page 07 with the students.</p> <p>Encourage students to complete the task and explain possessive adjectives again. (10 minutes)</p> <p>Differentiated Learning: Some students might find it difficult to understand the concept of possessive adjectives, facilitate by pairing them</p>

	<p>up with other students and probing while spot-checking.</p> <p>Meanwhile, some students may have understood this concept clearly. To keep them engaged, ask them to create 5 sentences with possessive adjectives and underline the possessive adjectives in them.</p>
05 minutes	<p>Wrap-up (Class Discussion):</p> <p>Share sentences with errors and ask students to check them;</p> <ul style="list-style-type: none"> - Sana is happy because it's his birthday. - Ahmed is not coming to school as her throat is infected. - This is your book so I will do homework in this.
05 minutes	<p>Homework:</p> <p>Write 5 sentences with possessive adjectives in your notebook and underline possessive adjectives in them.</p>

Lesson Plan 7

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 1	Unit Title: We Thank Allah
LP: 07	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:

- Practise use of capitalization at the beginning of a sentence and a full stop or a question mark at the end of it
- demonstrate an understanding of capitalization, the question mark, and the full stop through correct usage

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.]</p> <p>Write these sentences (or something similar without capitalization or punctuation) on the board:</p> <ul style="list-style-type: none"> - i can't eat this food - are you happy - i want to go to the party - are you coming to school - school is closed today <p>Ask students to explain what is wrong with these sentences. Invite volunteers to come up to the board to edit these sentences. Support students to see that these sentences are missing capital letters and ending punctuation.</p>

	Facilitate the process of learning throughout the activity.
30 minutes	<p>Lesson Structure: Class Activity</p> <p>Instructions:</p> <p>Ask students why capital letters and ending punctuation are necessary. What would it be like to read a text without them? Say, it makes reading and writing easier.</p> <p>Say, a full stop is a punctuation mark that is used to end a sentence, a question mark tells us that a question is being asked.</p> <p>Quiz - Reading, Listening, and Speaking:</p> <p>Topic:</p> <p>Tell the students that they will play a game today.</p> <p>Students will be divided into 2 groups and the teacher will say a few sentences, students need to decide if that should end with a full stop or a question mark. The Teacher will draw 2 columns on board and award points for the quiz.</p> <p>Quiz sentences can include the following: (Should the sentences be missing punctuation? It is unclear.)</p> <ul style="list-style-type: none"> - I like to play games. - Did you see that? - The morning is good. - Are we eating out today? - Did you have your breakfast? - We are smart girls. - There are chocolates in the fridge. - Will it be cold?' - Are we ready to go? - Is this salad tasty? - We have a TV at home. <p>Writing- worksheet 4:</p> <p>Give the attached worksheet to students to solve.</p> <p>Worksheet Answers</p> <ol style="list-style-type: none"> 1. What is your name?

	<ol style="list-style-type: none"> 2. I am at home. 3. Are you working? 4. This is my cat, Mano. 5. Its nice food. 6. Is that your fish? 7. Today I am happy. 8. Will it be hot on Monday? <p>Differentiated Learning: Differently-abled learners might find it difficult to pick a concept. 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 sail through the activity altogether. It is best to keep an eye on them and later give their group extra sentences to work on.</p>
3 minutes	<p>Wrap-up (Class Activity):</p> <p>Ask the following questions</p> <ul style="list-style-type: none"> – Where do we use full stop? – Where do we use question marks? – How do we know when to use full stop? – How do we know when to use a question mark? – Give an example of a sentence that ends with a full stop. – Give an example of a sentence that ends with a question mark.
2 minutes	<p>Homework:</p> <p>Give worksheet 5 as homework.</p> <ol style="list-style-type: none"> 1. Who is your English teacher? 2. The cow is standing with its calf. 3. Where are you going? 4. The book is on the table. 5. How old are you? 6. What is your name? 7. Rani is picking up the phone. 8. I am going to school. 9. Where is my bag? 10. I am happy.

	<p>When all students have finished noting the errors in the words on the board, discuss their answers as a class. Encourage interaction and facilitate the process of learning.</p>
25 minutes	<p>Lesson Structure: Class Activity</p> <p>Instructions:</p> <p>Listening and Speaking - Game: Topic:</p> <p>Tell the class they will learn more about the rules of capitalization today in this class.</p> <p>Tell students they will be playing a game in today’s lesson; however, they must learn the rules first. The game rules are also the rules of capitalization, so tell them they will be reviewing those rules before they can play the game.</p> <p>Display your capitalization rules anchor chart where all students can see it. Explain the rules with the help of a chart having examples of each of the rules. Emphasize that common nouns don't need to be capitalized, but proper nouns do.</p> <p>Rule 1: A sentence begins with a capital letter and ends with a full stop. Example: My brother enjoys playing football.</p> <p>Rule 2: Names of persons begin with a capital letter. Example: Ahmed is a brave boy.</p> <p>Rule 3: Special names of towns, countries, places, rivers, mountains, etc., begin with a capital letter.</p>

Example:**Islamabad is the capital of Pakistan.**

Rule 4: The names of days and months all begin with a capital letter.

Example:**We perform congregational prayer every Friday.****Rule 5: The word “I” is always a capital letter.****Example:****I am Pakistani.**

Place the index cards you prepared into the brown paper lunch bag. Students will take turns coming up and pulling an index card out of the bag. They will read the card and say whether the noun needs to be capitalized. They should also be able to explain how they determined whether it needed to be capitalized.

(15 minutes)

Reading: Ask students to open the worksheet and individually read it. **(05 minutes)**

Writing – Worksheet 6: Use the worksheet given with this lesson to help students practice capitalization. Review the worksheet with students. Encourage them to identify nouns so that you can evaluate how much they have understood the lesson. **(10 minutes)**

Worksheet answers:

1. Monday
2. This is my brother, Ahmed.
3. My mom’s name is Sobia.
4. February
5. Sana lives in America.
6. He is my Father.
7. Islamabad is the capital of Pakistan.
8. She is an Indian.
9. December
10. It’s a sunny day.

	<p>Differentiated Learning: Differently-abled learners might find it difficult could work in a small group with you to practice the rules.</p> <p>Fast learners might finish their work early. To keep them engaged, ask them to create colourful anchor charts with the capitalization rules. Display their completed posters throughout the room. Discuss and facilitate the process of learning.</p>
03 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 capitalization answers once you write the sentences on the board. Ask students and provide feedback.</p>
02 minutes	<p>Homework:</p> <p>Write a paragraph of 5 sentences about ‘My favourite toy’ following the rules of capitalization.</p>

Lesson Plan 9

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 1

Unit Title: We Thank Allah

LP: 09

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:

- identify the use of ‘this’, ‘these’, ‘that’ and ‘those’
- use demonstrative pronouns with correct verb agreement (singular and plural).

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheets
- Demonstrative pronouns structures cards
- 9 objects
- Board game created by teacher with pictures of objects

Timeframe (40 minutes)	Proceedings
05 minutes	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.]
30 minutes	<p>Lesson Structure: Class Activity</p> <p>Instructions: Tell everyone to stand up and come up to the front of the class, standing behind you. Take out one of your objects (plastic animals - a toy cat) and place it on the desk in front of you. Point to it and ask the class “What?” and elicit “A cat”. Next place a cow on a table in the middle of the classroom and again elicit what it is simply by saying “What?” and pointing.</p>

Finally, place an elephant on the table at the far end of the classroom and elicit what it is. Ask students ‘What’s this?’ as you show them the animals. If students don’t know the name of animals, you can tell them. Put some animals on the front desk and ask students to place some animals on the 4th desk and ask students ‘What’s this?’ and ‘What’s that?’. Ensure students responding with an emphasis on ‘this’ and ‘that’.

Now put 2 elephants on 1st desk and 2 monkeys on the 4th desk and rephrase your questions to ‘What’ are these?’ and ‘What are those?’ Ensure students responding with an emphasis on ‘these’ and ‘those’.

Explain that with more than 1 object ‘this’ becomes ‘these’ and ‘that’ becomes ‘those’.

Listening and Speaking:

Board Game:

Students will play in pairs. To play, students will take turns in placing their eraser at the bottom of the board and then flicking it with their finger.

If the eraser lands on an area with a classroom objects picture in it, then they must make a dialogue with their partner. For example, if it lands on the ‘desk’ picture, the student can ask ‘What’s that?’ and their partner can answer ‘That’s a desk.’

After making a dialogue, the student who flicked the eraser then writes his / her name in that area. Then it’s the other student’s turn.

After 5/10 minutes, stop the game and the student with the most areas is the winner.

Circle Game:

Tell students that they are going to play a game. Make the students sit in a circle and play a circle game where the students pass around an object as the teacher claps. When the

clapping stops, the student caught holding the object picks something out of the middle and says, “This is my...” or, “That is your...” Make sure if they say “that,” they are pointing at it, and not holding it. This is near, that is far. Similarly, continue the game with ‘these’ and ‘those’ having multiple objects near and far. Establish that when we have multiple objects ‘this’ becomes ‘these’ and ‘that’ becomes ‘those’.

Reading: – Exercise E

Ask students to open their textbooks to pages 07 and 08. Instruct them to read Exercise E in pairs. **(05 minutes)**

Writing - Worksheet 6:

Give the attached worksheet to students to solve.

1. This
2. That
3. These
4. This
5. These
6. That
7. Those
8. That

(10 minutes)

Differentiated Learning:

Some students might find it difficult to understand the use of this, that, these and those. Group them on one table and sit with them to facilitate when they are on written task. Ask them to attempt the worksheet individually either as extra homework or in their free class.

Fast learners might disrupt the class once they have completed the worksheet. Ask them to read the chapter and underline this, that, these and those.

03 minutes	<p>Wrap-up: A Small Quiz</p> <p>Ask: Ready for a quiz? Take a small quiz. Ask one student to stand a little far from you with some flashcards.</p> <p>Show flashcards with pictures and ask students</p> <ul style="list-style-type: none"> • What’s this? • What are these? <p>Point out to the other student holding flash cards and ask students</p> <ul style="list-style-type: none"> • What’s that? • What are those? <p>Clap for students who give correct answers.</p>
02 minutes	<p>Homework:</p> <p>Ask students to Write 4 sentences with this, that, these, those in their notebook</p>

Lesson Plan 10

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 1

Unit Title: We Thank Allah

LP: 10

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:

- recall the concept of verbs
- identify the verb in a sentence
- convert sentences into questions

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheets
- Flash Cards (Prepare if not available)

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.]</p> <p>Ask what a verb is? Verbs are words that show an action (see, listen, touch, etc).</p>
30 minutes	<p>Lesson Structure: Class Activity</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Topic:</p> <p>Demonstrate on the board how to move verbs, to the start of a sentence to convert that sentence into a question.</p>

Game:

Tell students that they are going to play a game. Divide students into groups and provide 10 strips of sentences to each group asking them to convert them into questions and write in their notebook. They should be ready to share when the bell rings.

Set a timer and visit each group to facilitate.

Sentences on strips can be

- 1. She is coming to the party.**
- 2. It is raining heavily.**
- 3. I have been to Murree.**
- 4. I have finished my homework.**
- 5. Mom is cooking dinner.**
- 6. The girls are learning their lessons.**
- 7. She has returned from school.**
- 8. They have accepted the invitation.**
- 9. It is disgusting.**
- 10. Bashir can swim.**
- 11. The players are tired.**
- 12. She is in the changing room.**
- 13. Ilyas is walking on his treadmill.**
- 14. The little girl is playing with her doll.**
- 15. I have been to Manhattan, America.**
- 16. There are ten apples in the basket.**
- 17. It was a huge mistake.**
- 18. She was badly injured.**
- 19. He will be late for football practice.**
- 20. He is arriving by the 3.30 train.**

21. Ali is a famous scientist.
22. The birds are flying in the sky.
23. Aliya is my best friend.
24. Honey is sweet.
25. Dad is reading the newspaper.
26. She will pass the test.
27. I will buy that dress.
28. My sister has passed her test.
29. Ayesha is my niece.
30. Charles Dickens is my favourite author.
31. My neighbour is a kind-hearted lady.

(10 minutes)

Reading:

Ask students to open their textbooks to pages 07 and 08. Instruct them to read Exercise D in pairs. (05 minutes)

Writing – Exercise E:

Say moving the helping verb in a sentence to the front of the sentence can change a statement to a question. Ask students to complete exercise D. (10 minutes)

Differentiated Learning:

Some students might find it difficult to understand the formation of questions from sentences. Ask them to gather near the board and explain the concept of identifying verbs and moving the helping verb in a sentence to the front of the sentence once again. Ask them to attempt the worksheet individually either as extra homework or in their free class.

Fast learners might disrupt the class once they have completed the worksheet. Ask them to read the chapter and convert any 3 sentences into questions.

03 minutes	<p>Wrap-up: A Small Quiz</p> <p>Ask: Ready for a quiz? Take a small quiz. Show flashcards with sentences and ask students to convert them into a question</p> <ul style="list-style-type: none">- I am angry.- This is sweet- We are at home- This is smart- They were welcoming. <p>Say “Gooood” for students who give correct answers.</p>
02 minutes	<p>Homework – Worksheet 7:</p> <p>Give worksheet 7 as a home assignment. Worksheet answers</p> <ul style="list-style-type: none">- Is she working on a new project? <p>Has he returned from the U.S.?</p> <ul style="list-style-type: none">- Has Sania passed the test?- Has he won the prize?- Has she asked me to go?- Have you done your homework?- Was Salman present with his friends?- Does she know it?- Did he apologize?- Did he realize?- Were they sweet?

Lesson Plan 11

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 1

Unit Title: We Thank Allah

LP: 11

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:

- Identify appropriate greetings in a conversation
- Determine the appropriate greetings while reading a conversation
- Use appropriate greetings in writing

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 have been doing.</p> <p>Display list of greetings in the class which is as follows:</p> <ul style="list-style-type: none"> – Hello – Hi – Hey – Good morning – Good afternoon – Good night – How are you? – How's it going? – What's up? – Nice to meet you – Nice to see you – Bye – Goodbye

	<ul style="list-style-type: none"> - See ya - I'm good - It's going well - Not much, you? <p>Gather students around the chart paper or whiteboard. Write one greeting at a time on the whiteboard. After writing each greeting, say the greeting. Ask students to repeat the greetings. Explain how and when the greeting is used. Tap into prior knowledge and ask the students about if/when they have heard this greeting. Draw a picture next to the greeting.</p> <p>Repeat these steps for each greeting.</p>
<p>30 minutes</p>	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Topic:</p> <p>Ask students to stand in a circle. Tell them that they are going to practice using these greetings in conversation.</p> <p>Hold the beach ball. Say a greeting. When you throw the beach ball to a student, they can choose a greeting from the list that would be appropriate to respond with. They will then pass the ball to another student who will continue the conversation with another greeting. This will continue until the farewell greeting is said, and then it will begin again. Do this several times for repetition. Address misconceptions as needed.</p> <p>Ask students to perform a role-play using the dialogues given on pages 8 and 9. 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</p>

	<p>pronunciation. Role plays boost confidence amongst students and helps them become better public speakers.</p> <p>(10 minutes)</p> <p>Reading: Ask students to open their textbooks to pages 08 and 09. Instruct them to read dialogues in pairs. (05 minutes)</p> <p>Writing: (Game Time) Tell students to write the list of greetings in a notebook. (10 minutes)</p>
03 minutes	<p>Wrap-up: Performance</p> <p>Ask students to say random greetings.</p>
02 minutes	<p>Homework:</p> <p>Assignment: Ask students to greet people at home.</p>

Lesson Plan 12 – Chapter Review

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 1	Unit Title: We Thank Allah
LP: 12	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 I, we, you, he, she, it, and they as *subjective personal pronouns*
- Use my, our, your, his, its, and their as **possessive adjectives**
- Use is, am, are, was, were, and will be as **main verbs** of *affirmative, negative, and interrogative* sentences

Teaching Aids/Materials/Resources:

- Exam Sheets

Timeframe (40 minutes)	Assessment Proceedings
5 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: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate’s work.</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 2 – A Baby Sparrow

Unit Overview

Unit 2 emphasizes that we should be obeying parents as they are blessings of Allah. It is about a story with a moral that when we seek Allah’s help in times of need, He never leaves us alone. Also, if Allah is with us, nobody and nothing can harm us. One should seek for parents’ permission before taking any action and doing anything without asking our parents first can be very dangerous. We should always be careful about our safety. The story emphasizes the fact that it’s better that we admit our mistake, learn from it and try not to repeat it.

Model Answers

Exercise A

Answer 1 – There were five baby sparrows in the nest.

Answer 2 – The mother sparrow went to the fields to pick seeds for her babies.

Answer 3 – We should not go out without asking our parents because it can be dangerous.

Answer 4 – Baby sparrow asked for forgiveness from its mother.

Answer 5 – Eagle helped the sparrows.

Exercise B

ab	ad	Am
an		At

el	ex	pe
ze		ce

lf	ln	di
lt		Gi

bo	jo	no
vo		ox

cu	ku	Un
up		us

bag	lag	mag
sag		Tag

den	ken	Pen
ren		yen

fit	git	Lit
sit		wit

box	fox	hox
pox		zox

cub	hub	rub
sub		tub

ran	ren	rin
ron		run

mac	mad	mag
man		mat

bed	beg	ben
bet		bex

fib	fig	fin
fip		fit

rob	rod	rom
rot		rox

sub	subj	sul
sum		sun

Exercise C

Read all the sentences with students and emphasize on ‘nouns’ and ‘adjectives’ used in different everyday situations. Use real life scenarios to explain more nouns and adjectives.

Secondly, help students recall the concept of this and these and the use of is and are. They studied both these concepts in the previous lesson.

Exercise D

Exercise D helps students practice and use ‘nouns’ and ‘adjectives’ as used in different sentences. You can ask students to underline ‘nouns’ and ‘adjectives’ and practice these sentences with each other (improve communication skills). Ask students to emphasize and tell ‘nouns’ from ‘adjectives’ while practicing.

This exercise can also be used to introduce students to new vocabulary. Teachers can introduce more adjectives by placing a chart with a hole in the center for students to place their face and asking each student to write adjective on chart for each of their classmate.

Exercise E

Exercise E helps students to identify and sort common and proper nouns. Common noun to be introduced by providing flashcards of common noun in groups and ask students to sort them into people, places, and things to be displayed in the class. Similarly, asking students to categorize proper nouns and have a gallery walk.

Exercise F

Students will be writing each proper and common noun in the correct column. In this way, students will identify and sort common and proper nouns. Exercise F will further facilitate students to read and tell proper nouns from common nouns.

Exercise G

Students will identify rules to pluralize singular forms and Exercise G provides a list of singular and plural noun for students to review and start with.

Exercise H

Feminine and Masculine list is provided in Exercise H as a starter of understanding gender.

Exercise I

Exercise I is about identifying errors in sentences and fixing affirmative, negative and interrogative sentences.

Exercise J

It is important for students to understand the difference between formal and informal language. Exercise J is a roleplay dialogue for students to practice formal language.

Lesson Plan 13

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 13	Textbook Page/s: 10 – 12	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Read the given story
- Articulate that we should seek parents' permission before doing anything
- Infer that we should seek Allah's help in times of need and that he never leaves us alone

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

02 mins	<p>Warm up: 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, announce that we are going to read a very interesting story.</p> <p>Introduce the story by discussing the title 'A Baby Sparrow' and ask students to look at the pictures on page 10 of the textbook. Ask the students to make predictions regarding what they think the story might be about. Elicit responses from the students and appreciate each response. Excite them by saying "Let's read the text".</p>
32 mins	<p>Lesson structure Instructions:</p> <p>Listening and Speaking:</p> <p>Shared Reading:</p> <p>Read the story 'A Baby Sparrow' aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions on the following instances of</p>

	<p>the story. Ask brief questions as given below to determine students' comprehension level. Take responses and move on to complete the story.</p> <ul style="list-style-type: none"> - Where did the baby sparrow want to go and play? <i>Plausible response: On the ground.</i> - Did the baby sparrow listen to the advice of the other baby sparrow? <i>Plausible response: No, it did not.</i> - Why was baby sparrow unable to fly after rain? <i>Plausible response: Its wings were wet and heavy.</i> - Why was baby sparrow crying? <i>Plausible response: Because it was afraid and lonely.</i> - What did baby sparrow do when it could not fly? <i>Plausible response: It prayed to Allah.</i> - Who came to eat the Sparrow? <i>Plausible response: The Cat</i> - Where did the baby sparrow hide? <i>Plausible response: In a hole at the base of the tree</i> - Who came flying and picked the sparrow in his claws? <i>Plausible response: The eagle</i> - What did the eagle do with the sparrow? <i>Plausible response: He put her back in the nest</i> <p>Conclude the reading by reserving time for reactions and comments. Ask questions about the story and relate the story to the students' similar experiences. Ask the students to retell the story in their own words. End the story emphasizing on the moral of the story. Talk about the theme of the story establishing the following points.</p> <ul style="list-style-type: none"> - When we seek Allah's help in times of need, He never leaves us alone. - If Allah is with us, nobody and nothing can harm us.
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	<ul style="list-style-type: none"> - Doing anything without asking our parents can be very dangerous. We should always be careful about our safety. - We admit our mistake, learn from it and try not to repeat it. <p>(12 mins)</p> <p>Reading: Tell students to turn to pages 10 – 11 and read in pairs. Encourage each student (in pair) to take turn to read and retell the story to their partner. Take rounds to see how well their reading session is going.</p> <p>Ask students to underline difficult words and learn spellings: hopping, naughty, straws, dangerous, leaves, flapped, afraid, prayed, slipped, worried, lightly, swooped and forgive. (10 mins)</p> <p>Writing: Ask students to complete Exercise A from page 12 in notebook. Review answers with the students. (10 mins)</p> <p>Differentiated Learning: Some students might find it difficult to write the correct responses of the questions, gather them at an empty table, explain the questions once again. Use the textbook to show pictures, prompt responses. It might take some time for them to grasp the information.</p> <p>Fast learners might cause disruption. Tell them to make 2 more questions from the text and answer them. Evaluate how correctly they can make questions.</p>
04 mins	<p>Wrap up:</p> <p>Point to the pictures on page 10 and 11 and ask students how does these pictures relate to the story?</p>
02 mins	<p>Homework assignment:</p> <p>Write the following words in your homework notebooks and learn their spellings: hopping, naughty, straws, dangerous, leaves, flapped, afraid, prayed, slipped, worried, lightly, swooped and forgive.</p>

Lesson Plan 14

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 14	Textbook Page/s: 12 – 14	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Differentiate between vowels and consonants
- Write a letter or letters to represent consonant and short-vowel sounds

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Individual copies of an alphabet chart
- Flash cards of all letters
- Worksheet

05 mins	<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.]</p> <ul style="list-style-type: none"> • Ask students to turn and talk to a peer to answer the question, "What is a letter?" Provide students with the sentence starter to support their pair share discussion, "I think a letter is ____" Ask students to look at the alphabet chart and say it slowly. • Ask students if they know what vowels and consonants are. • Explain to students that each letter has a purpose when it comes to sound, writing, spelling, and talking.
30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

	<p>Topic:</p> <p>Reading, speaking and listening: Provide students with individual copies of an alphabet chart that contains corresponding images for each letter sound. Ask students to work with a pair partner to read the letter and the sound associated with it.</p> <p>Game Activity: Remind students that they have done vowels and consonants in previous unit. Provide basket of consonants and vowels. Ask students to work in groups and sort letters into vowels and consonants. Ask them to make 2 letter and 3 letter words and share it with the teacher. (10 mins)</p> <p>Writing – Worksheet 1: Give worksheet as class assignment. Review answers with the students.</p> <p>Worksheet Answers.</p> <ol style="list-style-type: none"> 1. Mouse 2. Bird 3. Lamb 4. Horse 5. Snake 6. Tiger 7. Rabbit 8. Lion <p>(10 mins)</p> <p>Differentiated Learning: Some students might find it difficult to sort vowels and consonants whereas fast learners might cause disruption as will be done quickly. Tell fast learners to support group members to sort the letters.</p>
03 mins	<p>Wrap up: Close by having one or two students come up to pick up a flash card and say whether it's a vowel or a consonant.</p>
02 mins	<p>Homework assignment: Write vowels and consonants in notebook.</p>

Lesson Plan 15

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 15	Textbook Page/s: 12 – 14	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- blend common high frequency words
- Join vowels and consonants to make words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Toy car
- Worksheet

05 mins	<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.] Then, announce that you are all going to play a game.</p> <p>Write the letters for the word hat on the board in a triangle shape, with the letter A at the top. Display the toy car and ask your students to name what it is (car). Ask students to turn and share with a partner how a car moves (e.g., fast, slow). Explain that today you are going to learn how to read new words by "driving" over them with your car.</p>
30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Topic:</p> <p>Ask the students to think about some words that they hear or see often (e.g., mom, dad, go, stop) and record these on</p>

the board for reference. Explain that you are going to demonstrate how to blend words, using your car! Take your car and place it on the letter H on the board. Model how to say the letter sound /hhh/. Then, "drive" to the letter A and repeat, /aaa/. Finally, end with the letter T sound, /ttt/. Repeat this process a second time, this time driving faster and modeling how to blend the sounds together into the word "hat."

(15 mins)

**Reading:
Game Activity**

Write up a new 3 letter word on the board (e.g., sun, rat) in the same format as the word hat. Ask students to say the letter sound slowly as you drive over each letter. Repeat this process, this time driving faster until the students have blended the segmented word into the complete word. Model creating a sentence aloud using one of the 3 letter words. Next, encourage students to do a Think- Pair-Share with a partner, orally sharing a sentence or two that includes one of the 3 letter words they practiced. Practice driving over additional words as a group for further practice. Pair students up and pass out a toy car and segmented word (using the pre-written index cards) to each pair. Ask students to practice driving slowly and then faster over the letters to practice reading their words. If time allows, have pairs trade word cards with another pair for additional practice.

(10 mins)

Writing – Worksheet 2:

Give worksheet as class assignment.

Review answers with the students. **(10 mins)**

Worksheet answers:

1. Sun
2. Cup
3. Tap
4. Box
5. Tub
6. Mat
7. Fin
8. Rod
9. Car

	<p>10. Sun 11. Gum 12. Kit 13. Sit 14. Bus 15. Wet 16. Mop</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to blend the words. While other students are solving the worksheet, gather them at an empty table, explain the concept of blending. Use the textbook to read the new words. It might take some time for them to grasp the information.</p> <p>Fast learners might cause disruption. Tell them to create their own words and write at the back of the worksheet. Evaluate how correctly they read.</p>
03 mins	<p>Wrap up:</p> <p>Close by having one or two students come up and demonstrate how to blend a new CVC word written on the board, using the toy car. Teacher will establish that letters join to become words, words join to become sentences, sentences join to become paragraphs and a paragraph always starts on a new line</p>
02 mins	<p>Homework assignment:</p> <p>Ask students to complete Exercise B in textbook as homework. Review the answers.</p>

Lesson Plan 16

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 16	Textbook Page/s: 14 – 15	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall what a noun is
- classify noun into thing, place, or animal
- identify nouns in sentences
- explore how to use nouns

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- White board; dry erase marker; scrap paper; white paper 9 ½"X13"; crayons or markers; stencil with large capital letters (optional)

03 mins	<p>Warm up: Enter the class and greet students cheerfully. 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>Fun Activity: Tell students a fun activity might be to have them look around their classroom and write down everything they see. Ask each student to read one or more of their items out loud - most of these will be nouns.</p>
30 mins	<p>Lesson structure Performance time!</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Topic:</p>

	<p>Next, ask students to organize these nouns from 1st activity into categories of ‘people, places, or things.’ (e.g. desk, chair, teacher, Sam, pencil, book, chalkboard, floor...)</p> <p>Encourage interaction in the group and facilitate the process of learning.</p> <p>Explain/reiterate that a noun is a person, place, thing, or idea.</p> <p>Scavenger Hunt game:</p> <p>In groups, provide a set of books from library to the students and ask them to search and list all nouns. Allocate time for this activity. Encourage interaction in the group and facilitate the process of learning. After making the list, ask students to make sentences with at least five of the nouns. Group with maximum nouns list and 5 sentences wins.</p> <p>(15 mins)</p> <p>Writing – Worksheet 3: Give worksheet as class assignment. Review answers with the students. (15 mins) Worksheet answers:</p> <ol style="list-style-type: none">1. firemen, cat, and tree2. friends and school3. friend, book, and birds4. mom, dad, and dinner5. teacher and homework6. sock and hole7. book and cover <p>Differentiated Learning: Some students might find it difficult to understand the concept. Sit with them and explain them. Use examples to explain. Further use textbook examples to explain.</p> <p>Some students might finish earlier and may disturb others. Assign them worksheet 5 as an extension task. Worksheet answers:</p>
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<p>05 mins</p>	<p>Wrap up: Say aloud the following sentences and ask students to identify nouns in them:</p> <ul style="list-style-type: none"> - My <u>family</u> likes to go to the <u>zoo</u>. - This chocolate <u>cake</u> is delicious. - I like to curl up on the <u>sofa</u> and read <u>books</u>. - <u>Mother</u> and <u>father</u> are going out for <u>shopping</u>. - <u>Cows</u> like to eat <u>grass</u>. - Did <u>father</u> wash the <u>car</u>? - <u>Babies</u> cry a lot. 																																							
<p>02 mins</p>	<p>Homework assignment – Worksheet 4:</p> <p>Ask students to complete worksheet as homework. Review the answers.</p> <p>Worksheet answers:</p> <table border="1" data-bbox="669 1115 1372 1593"> <thead> <tr> <th>Person</th> <th>Place</th> <th>Thing</th> </tr> </thead> <tbody> <tr> <td>teacher</td> <td>class</td> <td>window</td> </tr> <tr> <td>student</td> <td>gym</td> <td>rug</td> </tr> <tr> <td>jogger</td> <td>yard</td> <td>marker</td> </tr> <tr> <td>principal</td> <td>entrance</td> <td>pencil</td> </tr> <tr> <td>nurse</td> <td>stage</td> <td>chair</td> </tr> <tr> <td>fireman</td> <td>park</td> <td>backpack</td> </tr> <tr> <td>driver</td> <td>ground</td> <td>desk</td> </tr> <tr> <td>coach</td> <td>table</td> <td>eraser</td> </tr> <tr> <td>women</td> <td></td> <td>bus</td> </tr> <tr> <td>boy</td> <td></td> <td>chalk</td> </tr> <tr> <td></td> <td></td> <td>notebook</td> </tr> <tr> <td></td> <td></td> <td>hook</td> </tr> </tbody> </table>	Person	Place	Thing	teacher	class	window	student	gym	rug	jogger	yard	marker	principal	entrance	pencil	nurse	stage	chair	fireman	park	backpack	driver	ground	desk	coach	table	eraser	women		bus	boy		chalk			notebook			hook
Person	Place	Thing																																						
teacher	class	window																																						
student	gym	rug																																						
jogger	yard	marker																																						
principal	entrance	pencil																																						
nurse	stage	chair																																						
fireman	park	backpack																																						
driver	ground	desk																																						
coach	table	eraser																																						
women		bus																																						
boy		chalk																																						
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Lesson Plan 17

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 17	Textbook Page/s: 14 – 15	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Identify what an adjective is
- Explore how to use adjectives to describe someone

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- White board; dry erase marker; scrap paper; white paper 9 ½”X13”; crayons or markers; stencil with large capital letters (optional)
- Worksheet

03 mins	<p>Warm up: Enter the class and greet students cheerfully. 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. Introduce adjectives to the students by asking them to think of three words that describe a puppy and an elephant. Write them on the board. Most of these will be adjectives. (Example soft, cute, large, grey.)</p>
30 mins	<p>Lesson structure Performance time! Instructions:</p> <p>Listening and Speaking:</p> <p>Topic: Begin by writing “How do you describe yourself?” “I am _____” on the board. Ask a student to read</p>

the question and to fill in the blank with a word. Write the student's response on the board and ask several other students to read the question and answer. What type of word is in the blank? An adjective. Adjectives describe nouns and, in this case, the adjectives describe a person. Ask the students what other kinds of words adjectives describe—places or things.

Explain that an adjective is a word that describes a noun (person, place, or thing). Adjectives can tell how something looks, tastes, feels or sounds. Adjectives answer questions like: How many? How big? What kind? Which?

Analyze adjectives with the students. Ask the students where they see adjectives in a sentence. An adjective can come after the verb Be (am, is, are, was, were). Give several examples such as "Sana is pretty" and "Salman is brave." Adjectives can also come before the noun. Give several examples such as "a pretty girl" or "a brave boy." The articles 'a' and 'an' come before the adjective when the noun is singular. Adjectives do not change, and nothing is added to them when the noun is plural. Ask the students if they can think of any more examples of adjectives used before the noun or after the verb be. **(15 mins)**

Art: Tell the students that they are going to ask each other to describe themselves. Remember to tell the students that during this lesson you are only thinking of positive adjectives as we are thinking of nice and polite ways to describe our friends and classmates. Write the following question on the board: "How would you describe yourself?" or "What is a positive word to describe yourself?" Next, pair up the students and model the procedure for the activity. Each student will ask the question to his or her classmate, wait at least a minute for a response, and then write the response(s) on paper. Have the students ask each other the question and ask the students to write their answers on a piece of scrap paper.

Give the students five minutes and then ask the students to share information with the class.

Now pick a student's name and write that student's name vertically on the board. Make each first letter bold in colour to make it stand out. Ask students to think for several minutes about what adjectives (remember positive adjectives) the students think of that begin with each letter of the student's name. For example, for the name Maria:

Mild

Always happy

Really funny

Is helpful

Appealing

Show students how each line has an adjective. The phrase may begin with a verb but there is still an adjective in each line. Tell the students that we are going to create some art with the names and adjectives. Using some of the adjectives that they wrote earlier in the lesson, ask the students to try to think of an adjective to write for each line of their partner's name. (They may ask other classmates to help and share as this is a fun and enjoyable activity.) Model for the students how they will take a piece of paper and turn it vertically. Then, they will take a plastic stencil and trace each letter of their partner's name vertically. (In order to share, some students may brainstorm for adjectives while other students use the plastic stencil.) Each letter of their partner's name should also be capitalized to stand out when decorated. Now show the students examples of how they can decorate each letter with a different pattern—for example a solid, polka-dotted, print, or floral pattern. Ask students to share artwork with the class. Display on wall on bulletin/display board if desired.

More Adjectives:

Introduce more adjectives by placing a chart with a hole in the center for students to place their face and asking each student to write adjective on chart for each of their classmate.

	<p>Writing – Worksheet 6:</p> <p>Give worksheet as class assignment. Review answers with the students. (10 mins)</p> <p>Worksheet answers</p> <ul style="list-style-type: none"> - pretty - tall - fat - grey - short - expensive - delicious - final - soft - old - young - thin - happy - rough - dirty - clean <p>Differentiated learning:</p> <p>Some students might find it difficult to identify adjectives. Sit with them and explain how not is used in various situations. Use examples to explain how not has been used. Further, 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>
05 mins	<p>Wrap up:</p> <p>Ask students what adjectives they learned today. How do you know a word is an adjective? Highlight some examples of positive adjectives:</p> <ul style="list-style-type: none"> - bright - imaginative - careful - likable - comical

	<ul style="list-style-type: none"> - mature - courteous - playful - cheerful - quiet - cute - sunny - enthusiastic - sympathetic - fabulous - understanding - friendly - upbeat - funny - grateful - happy - helpful
02 mins	<p>Homework assignment – Worksheet 7:</p> <p>Ask students to complete worksheet as homework. Review the answers.</p> <p>Worksheet answers:</p> <ol style="list-style-type: none"> 1. fat, empty 2. tall, active 3. fast, wide 4. colourful, white 5. wet, dirty

Lesson Plan 18

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 18	Textbook Page/s: 14 – 15	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- select and write adjectives

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

03 mins	<p>Warm up: Enter the class and greet students cheerfully. 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. Ask students definition of adjectives as they have done it in previous lesson. List some adjectives on the board.</p>
30 mins	<p>Lesson structure Performance time! Instructions: Listening and Speaking: Topic: Remind that an adjective is a word that describes a noun (person, place, or thing). Adjectives can tell how something looks, tastes, feels, or sounds. Adjectives answer questions like: How many...? How big...? What kind...? Which...?</p>

Ask students to bring some objects from home and describe them in front of the class. The teacher takes notes of all the different adjectives the student uses to describe the object. These can be displayed around the classroom later or the teacher can quiz the class on what adjectives were used after each presentation.

Riddle time:

Announce that you will share some riddles with adjectives and students must guess it in teams. Come up with ‘Who am I?’ riddles using adjectives to describe animals, people, vehicles, and other nouns. Read the riddles out to the class (or in small groups) and see who can solve the riddle. Say it in sentences, the group who wants to respond initially needs to guess the objectives in the sentence and then guess the answer associated with those objectives.

Who am I?	Adjectives
brinjal	vegetable, long, purple
rabbit	cute, soft, little, long ears
elephant	huge, long trunk, grey, heavy, powerful
pineapple	fruit, yellow inside, brown outside, sweet in taste
girrafe	brown, long neck
pizza	round, different toppings, cheesy, meaty and have vegetables too

(15 min)

Writing – Worksheet 7:

Give worksheet as class assignment.
Review answers with the students. **(10 mins)**

Worksheet answers

1. busy, empty
2. tall, active

	<ol style="list-style-type: none"> 3. fast, wide 4. colourful, white 5. wet, dirty <p>Differentiated Learning: Some students might find it difficult to identify adjectives. Sit with them and explain how not is used in various situations. Use examples to explain how not has been used. Further, 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>
05 mins	<p>Wrap up: Ask students what adjectives they learned today. Ask students to share some adjectives and list them on the board. Ask students to use them in sentences.</p>
02 mins	<p>Homework assignment – Worksheet 8: Ask students to complete worksheet as homework. Review the answers.</p> <p>Worksheet answers:</p> <ol style="list-style-type: none"> 1. The girl curled her <u>straight</u> hair. 2. Tom is writing a <u>fantasy</u> story. 3. The <u>strong</u> wind picked up the leaves. 4. The <u>tall</u> man walked to the house. 5. The <u>long</u> grass needs to be cut. 6. The <u>white</u> snow is melting.

Lesson Plan 19

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 19	Textbook Page/s: 14 to 16	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- locate the adjective and the noun it describes in each sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

03 mins	<p>Warm up: Enter the class and greet students cheerfully. 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 students definition of adjectives and noun as they have done it in previous lesson. Make 2 columns on the board and list some adjectives and nouns in each of the column taking feedback from students.</p>
30 mins	<p>Lesson structure Performance time! Instructions:</p> <p>Listening and Speaking:</p> <p>Topic: Remind that a noun is a person, place, thing, or idea.</p> <p>Remind that an adjective is a word that describes a noun (person, place, or thing). Adjectives can tell how something looks,</p>

tastes, feels, or sounds. Adjectives answer questions like: How many...? How big...? What kind...? Which...?

Reading – Exercise C:

Ask students to read in pairs and underline noun and circle adjectives. Review answers with the students. **(10 mins)**

Write a plain sentence on the board. For example,

“The boy ran home.”

Ask students to work together as a class to add adjectives to the sentence. Challenge them to be creative!

Game Time:

Give each student a number. Write “Who Am I?” on the board. Provide image cutout from magazine. Challenge students to use adjectives to create 5-10 riddle questions for their image. Students want to use questions that are descriptive but not obvious, so they need to dive deep into their vocabulary. For example, they might use adjectives to describe the smell of a pizza image or what you might hear in a landscape image. Allow each student to read their riddle questions, one at a time, out loud to the class. Other students should try to guess after each question is read.

If no one guesses correctly, have the student point out their image. Move on to the next student.

Explain that the noun can be before adjective or even after adjective. One should be able to identify adjective in the sentence and relate to the noun.

	<p>Differentiated Learning:</p> <p>Some students might find it difficult to identify adjectives. Sit with them and explain how not is used in various situations. Use examples to explain how not has been used. Further, 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>
05 mins	<p>Wrap up:</p> <p>Ask students what adjectives they learned today. Ask students to share some adjectives and list them on the board. Ask students to use them in sentences.</p>
02 mins	<p>Homework assignment – Exercise D:</p> <p>Ask students to complete Exercise D as homework by reading it and underlining nouns and circling adjectives describing them. Review the answers.</p>

Lesson Plan 20

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 1	Textbook Page/s: 16 – 17	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- define 'common noun'
- identify common nouns
- use common nouns

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Recall: 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.] Begin by writing the following words on the board for the class to see firefighter, city, banana, and intelligence. Ask the following discussion questions:</p> <ul style="list-style-type: none"> - What do these four words have in common? <p>Take responses and establish that all people who work at fire station may be called firefighter so they can be categorized as firefighter, and this is therefore a common name used for them. This is known as 'common noun'.</p>
25 mins	<p>Lesson structure Performance time! Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Topic:</p>

Say the following sentences and ask students to identify common noun in each of the sentence:

- This is a school.
- This is a car.
- Go to the doctor.
- I live in a city which is full of lights.
- I want to eat ice cream.
- This man is very kind.
- I have two pencils.
- The girl gave chocolate to her friend.

Ask students to give more examples of such common noun.

Sorting Game:

Provide flashcards of common noun in groups and ask students to sort them into people, places, and things to be displayed in the class. Teacher to review the responses and facilitate the process of learning through interaction.

(15 mins)

Writing – Worksheet 9:

Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers on the worksheet aloud as a class, allowing students to adjust their answers as needed.

Worksheet answer

1. school
2. park
3. school
4. dinner
5. restaurant
6. bed
7. story
8. sports
9. town
10. cars

(15 mins)

	<p>Differentiated Learning: Some students might find it difficult to answer the questions. Provide them extra support. Help them write answers in complete sentences.</p> <p>Fast learners might cause disruption. Ask those who have completed their work, ask them to assist their friends (who are struggling). This way you will create peer-support environment in class.</p>
05 mins	<p>Wrap up: Class discussion Ask students if they have any questions. Do a quick review of the topic by asking students to identify common noun from these sentences:</p> <ul style="list-style-type: none"> • My <u>mother</u> is a <u>home lady</u>. • You broke my <u>mug</u>. • I want a new pair of <u>pajamas</u>. • They are waiting for us at a <u>restaurant</u>. • I want to live in this <u>city</u>. • Let’s watch this game at the <u>stadium</u>. • Amna has a <u>cat</u>.
05 mins	<p>Homework assignment:</p> <p>Ask students to write 10 each common nouns under the heading of people, place, and thing in notebook. Review the answers.</p>

Lesson Plan 21

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 21	Textbook Page/s: 16 – 17	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify and use proper nouns.
- capitalize names of people

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Recall: 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 that they talked about firefighters in last class. 'Firefighter' is a common name given to all people working at fire station and that's what we call 'common noun'. But they all have a name which is called 'proper noun'. Ask students.</p> <ul style="list-style-type: none"> - What is an example of a proper noun to use in place of 'firefighter'? Why? - How could we turn the common noun 'city' into a proper noun? <p>Tell students that some nouns are special, they're called proper nouns. Share definition of proper noun as the name of a specific or person, place, or thing. Proper nouns get capital letters.</p>
25 mins	<p>Lesson structure Instructions:</p>

	<p>Reading, Listening and Speaking:</p> <p>Topic – Scavenger Hunt: Ask students to go around the school with a list and find common nouns around the school. Student will maximum common nouns in the list wins the game.</p> <p>Tell students that a <i>proper noun</i> is a noun that names a specific person, place, or thing. Provide some real examples in reference to students in the class. After introducing the concept and providing examples of <i>proper nouns</i> use this gallery walk activity to help build/reinforce students' awareness of the concept.</p> <p>Gallery Walk:</p> <p>Arrange students into groups of three or four. Provide each group with a different coloured marker or crayon. Post around the room large sheets of chart paper. Each sheet of paper should have at the top one of the "Proper Noun Headings" listed below. Post the same number of sheets as you have groups of students.</p> <p>Proper Noun Gallery Walk Activity Sheet Headings</p> <ul style="list-style-type: none"> - State Names - Country Names - City Names - Bodies of Water - Chip/ Biscuit Company Names - Languages - Vehicle Names - Other Proper Nouns <p>Do not give students any hints about what "other" proper nouns might be listed there. Just see what they come up with. This sheet could capture a wide variety of proper nouns, including days of the week, months of the year, holidays, religions, names of special awards, club names, ship names, specific names of landmarks and buildings, names of specific products</p> <p>When groups are set, each with a different coloured marker or crayon, assign each group to a chart. Give students five minutes to write on the chart all the proper nouns they can come up with that fit under that heading.</p> <p>It might help if the first group at each chart writes closest to the top of the chart. Then each subsequent group can</p>
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add their lists under the previous group's list. That will make it easy if you wish to tally each group's contributions at the end of the activity. Also, to avoid confusion, you might want to have one member of each group serve as the recorder for that group. Groups might change recorders from chart to chart, so each student gets an opportunity to write.

At the end of five minutes, call time and have all groups tally their contributions and shift to the next chart to their right. Continue until all groups have had five minutes to add to each chart. Adding to some of the charts is likely to get progressively more difficult.

When the activity is complete, share each chart with all the students. Draw attention to errors, clear up misconceptions, and reinforce rules for recognizing proper (vs. common) nouns.

Pay a little extra attention to the chart with the "Other Proper Nouns" heading. Bring up any of the categories of "other proper nouns" that student might have omitted. Did they include days of the week, months of the year, holidays, religions, names of special awards, club names, ship names, specific names of landmarks and buildings, names of specific products?

Let students tally the totals for each group to see which group came up with the most proper nouns.

Writing- Worksheet 10:

Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers on the worksheet aloud as a class, allowing students to adjust their answers as needed.

Worksheet answers:

1. Ms. Amber
2. PAF Museum
3. Zamzama Park
4. KFC
5. Kentucky Chicken
6. ABC School

	<p>Differentiated Learning: Some students might find it difficult to answer the questions. Provide them extra support. Help them write answers in complete sentences.</p> <p>Fast learners might cause disruption. Ask those who have completed their work, ask them to assist their friends (who are struggling). This way you will create peer-support environment in class.</p>
05 mins	<p>Wrap up: Class discussion</p> <p>Provide students with a short quiz of ten statements that include a wide variety of proper nouns. Some of the proper nouns should be properly capitalized and others should be erroneously uncapitalized; in addition, some common nouns also might be erroneously capitalized. Ask students to edit the statements so all proper nouns are capitalized, and all common nouns are lower case.</p>
05 mins	<p>Homework assignment:</p> <p>Ask students to write a list of 10 proper nouns in each of the 3 categories. i.e. people, place and thing in their notebook. Review the answers.</p>

Lesson Plan 22

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 22	Textbook Page/s: 16 – 17	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- use common and proper nouns.
- capitalize dates and names of people
- capitalize holidays, product names, and geographic names.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Whiteboard or chart paper
- Blank writing paper
- Noun sorting mat and answer key
- Noun list
- Scissors
- Glue
- Preparation Print out a noun sorting mat and a noun list for each student.

05 mins	<p>Recall: 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 about nouns. Ask students to define noun. Take responses and write definition on the board.</p>
25 mins	<p>Lesson structure Performance time! Instructions: Reading, Listening and Speaking:</p>

Topic: Write the following two sentences on the board or chart paper:

The girl gave a book to a boy.

Sana gave a book to Ali.

Ask students, "What is the difference between these two sentences?" Allow them to give various answers (one is more specific than the other, one uses names, etc.).

Explain that nouns can be either common nouns (people, places, things, or ideas) or proper nouns (the names of specific people, places, things, or ideas), and that we typically capitalize proper nouns. That's why the names "Sana" and "Ali" are capitalized.

(5 mins)

Game:

Write the headings "Common Nouns" and "Proper Nouns" on the board or chart paper. Divide students into 2 large groups and name them as 'Group A' and 'Group B'. One at a time, name several nouns and ask students to tell you which column each belongs in (e.g., street, Mrs. Salman, bear, Pakistan, country, Park Avenue, zoo, Madina, school, Flag Day). Write each word in the correct column as students identify its category, once again pointing out that proper nouns begin with capital letters. Award points to groups with correct responses and record on board. The group with maximum correct responses wins.

Reading – Exercise E: Ask students to read exercise E in pairs. Support each other in reading the text and underline proper noun and circle common noun.

Writing:

Divide the class into small groups of three to four students and give each group a few pieces of writing paper. Tell students you are going to give them a few categories for each type of noun. Ask them to list as many nouns as they can think of in each category. (Categories of common nouns could include vegetables, things at the park, animals, etc.; categories of proper nouns could include famous people, cities, countries, etc.) Review the answers once they are done.

	<p>Differentiated Learning: Some students might find it difficult to answer the questions. Provide them extra support. Help them write answers in complete sentences.</p> <p>Fast learners might cause disruption. Ask those who have completed their work, ask them to assist their friends (who are struggling). This way you will create peer-support environment in class.</p>
05 mins	<p>Wrap up: Class discussion Ask if they have any questions. Do a quick review of the topic by asking students to identify proper and common noun from these sentences:</p>
05 mins	<p>Homework assignment – Exercise F:</p> <p>Ask students to complete Exercise F as homework by reading it and writing underlined words in the exercise 2 columns in notebook as common and proper nouns. Review the answers.</p>

Lesson Plan 23

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 23	Textbook Page/s: 16 – 17	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify singulars and plurals
- find the plural and singular nouns

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcards of singular and plural nouns, white board, cut outs
- Worksheet

05 mins	<p>Warm up: Enter the class and greet students cheerfully. 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 pencil and ask students how many pencils do I have? Students will say 1. Emphasize that 1 means singular. Pick one more pencil and ask students. Now how many pencils do I have? Students will say 2. Teacher will say means it's a plural and initially it was a pencil and now there are 2 pencils. Demonstrate the difference between singular and plural by adding "s" using flashcards. Plural nouns name more than one person, place, or thing.</p>
30 mins	<p>Lesson structure (game time) Instructions:</p> <p>Listening and Speaking:</p>

Topic: Prepare chart with the 3 rules of making singular plural and display it in class. Tell students that there are some rules for making nouns plural and walk them through each of the rules with examples

Rule 1: Add – es to nouns ending in s, z, ch, x, tch, o, ss and sh.

Example:

doze - dozes

moss - mosses

bush - bushes

beach - beaches

fox - foxes

ditch - ditches

Rule 2: Add – es for nouns ending in f or fe, change f to v and add – es.

Example:

wolf - wolves

wife - wives

leaf - leaves

life - lives

Rule 3: When a noun ends with a consonant and y change y to i and add – es.

Example:

puppy - puppies

kitty - kitties

daisy - daisies

canary - canaries

bunny - bunnies

guppy - guppies

Rule 4: Several nouns form the plural by adding the letters ‘-en’.

Examples:

ox – oxen

child – children

Rule 5: There are a number of animals that have the same singular and plural form.

	<p><i>Examples:</i> deer – deer sheep – sheep fish - fish</p> <p>Group work: Teacher writes few nouns on the board. Students will work with their partner to give the plural form of the nouns shown by teacher.</p> <ul style="list-style-type: none">- donkey- thief- sky- branch- dress- fox- circus- match- ash- wish <p>(10 mins)</p> <p>Reading – Exercise G: Instruct students to read and tally the rules to see if they are correct. Put a tick mark wherever you see that the rule is applying. Review it with students. Ask them to tell you answers. (10 mins)</p> <p>Writing – Worksheet 11: Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers on the worksheet aloud as a class, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ul style="list-style-type: none">- apples- brushes- tents- watches- dogs
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	<ul style="list-style-type: none"> - bees - foxes - balls - sandwiches - axes - houses - tomatoes <p>(10 min)</p> <p>Differentiated Learning: Some students might find it difficult apply rules. Sit with them and help them connect rules to examples given in book.</p> <p>Some students will complete the exercise quickly. Instruct them to write the more of such singular plurals in their notebooks.</p>
03 mins	<p>Wrap up: Ask more plurals for</p> <ul style="list-style-type: none"> - potato - loaf - hero - shelf - toy - country - valley
02 mins	<p>Homework assignment:</p> <p>Ask students to write plurals of the following singulars</p> <ul style="list-style-type: none"> - shop - window - calf - wife - pen - student - half - wolf - knife - ribbon

Lesson Plan 24

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 24	Textbook Page/s: 19	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- differentiate between the three different types of sentences.
- write the three different types of sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Set A: Pictures of different animals (both wild and domestic)
- Set B: Pictures of different animals with half of their bodies shown
- cutouts of three types of questions

05 mins	<p>Recall: Enter the class and greet students cheerfully. 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>
30 mins	<p>Lesson structure Instructions:</p> <p>Listening and Speaking:</p> <p>Topic:</p> <p>Use pictures from Set A. Hold up a picture of an animal for the class to see. Form a positive, a negative and an interrogative sentence. <i>Example:</i> - What is it?</p>

- It is not a lion.
- It is a tiger.

Write the sentences on the board.

Remind students that we have done interrogative questions in previous unit as well. Demonstrate on the board how to move verbs, to the start of a sentence to convert that sentence into a question.

Show another three pictures. Let the students make positive, negative, and interrogative sentences about each picture. Encourage them to construct sentences creatively.

Example:

- Are the tigers at the zoo?
- The tigers are not at the zoo.
- They are in the jungle.

Write these sentences on the board as well.

Explain to the students that the word 'not' is used to make a word or expression that is the opposite in meaning. It is used to say that something is not true, not correct or is not happening.

Use pictures from Set B. Show the students a picture of an animal. Make a positive, negative, and interrogative sentences about the picture. Then ask the students if the sentence you have made is correct. Have them correct the wrong sentences.

Explain to the student that affirmative sentences are sentences that give a positive sense, as opposed to negative sentences. They tell us what something or something has, does, or is.

Teamwork:

Split your class into three separate teams. Assign affirmative sentences to one team, interrogative to the other and negative sentences to the third team. Have each team or person make a sentence using their assigned sentences, with the other team creating the opposite sentence and the third group making interrogative sentence. Encourage interaction and facilitate the process of learning.

(10 min)

	<p>Game:</p> <p>Provide cutout of all three types of statements to students in groups and ask them to sort them into affirmative, negative, and interrogative statement. Also add punctuation errors to be fixed by the students. Whoever finishes first and has all responses correct is the winner. (10 min)</p> <p>Reading and writing- Exercise E: Instruct students to turn to pages 19. Ask students to read exercise I with pair partner. Correct the sentences and rewrite them in notebook. (10 mins)</p> <p>Differentiated Learning: Some students might find it difficult to identify the three types of questions. Sit with them and help them recognize different statements.</p> <p>Some students will complete the exercise quickly. Instruct them to write 2 sentences of affirmative, negative, and interrogative in their notebooks.</p>
03 mins	<p>Wrap up: Share the following sentences with the students and ask them to convert them into the other 2 type.</p> <ul style="list-style-type: none"> - This is not my pencil. - It is Sunday today. - I do not like working with you. - Is my book with you?
02 mins	<p>Homework assignment – Worksheet 12: Ask students to complete worksheet as homework. Review the answers.</p> <p>Worksheet answers:</p> <ol style="list-style-type: none"> 1. English is not a foreign language. 2. Did I forget his name? 3. Sana was late yesterday. 4. You saw my name in the list. 5. Is Mariam coming to school today?

Lesson Plan 25

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 25	Textbook Page/s: 16 – 17	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- define collective noun
- demonstrate the use of collective nouns

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- 2 sets of different pictures. One set contains one object, and the other set contains group of certain objects combined (collective nouns)
- Worksheet

03 mins	<p>Warm up: Enter the class and greet students cheerfully. 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>Review the definition of a noun. Write the word 'NOUN' on the board. Ask your students to volunteer some examples of nouns. Write some of the examples on the board. Now, point to one of the nouns (for example, dog) and ask what word to use if there is more than one of that nouns (dogs). Do the same for all the examples on the board. Explain that sometimes we can just add an 's' or 'es' to indicate that we are talking about more than one of something, but sometimes we have special words to describe a large group of the same thing. Tell your students that these words are called 'collective nouns' and write the word 'COLLECTIVE' before the word 'NOUN' on the board. Erase</p>
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	all the examples on the board that does not have a collective noun.
30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Topic:</p> <p>Reading, Listening and Speaking:</p> <p>Ask which of the following does not belong to the group?</p> <ol style="list-style-type: none"> 1. mouse, keyboard, processor, monitor, speaker 2. car, train, submarine, bus, bicycle 3. Russian, Africa, Scottish, English, Australian 4. Swede, turnip, java plum, leek, onion 5. Honda, William, Fiat, Rover, Aston Martin 6. Lipstick, nailpolish, foundation, eye shadow, mascara <p>Share the definition of the collective nouns and its examples. Collective nouns refer to the names of the persons, places, or things taken as a group, as a unit or as one.</p> <p>The teacher presents 2 sets of different pictures. One set contains one object, and the other set contains group of certain objects combined (collective nouns). Example: Set 1 pictures: banana, flowers, fishes, sheep Set 2: pictures: bunch of bananas, bouquet of flowers, herd of sheep</p> <p>The teacher presents one picture from the first set then asks the students what the name of the object is and ask them what type of noun it is based on the previous discussion then present the one of the second set of pictures but the same object with the first set presented then ask them what the name of the certain objects is being grouped by the second set. Do it simultaneously until all the pictures are presented.</p> <p>(15 mins)</p> <p>Writing – Worksheet 13:</p> <p>Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers on the worksheet aloud as a class, allowing students to adjust their answers as needed.</p> <p>Worksheet answers:</p> <ol style="list-style-type: none"> 1. a pack of wolves

	<ol style="list-style-type: none"> 2. a herd of cows 3. a litter of kittens 4. a pack of wolves 5. a herd of cows 6. a swarm of bees 7. a herd of cows 8. a pack of gum 9. a litter of kittens 10. a bunch of bananas 11. a swarm of bees 12. a bunch of bananas 13. a swarm of bees 14. a swarm of bees 15. a litter of kittens 16. a bunch of bananas 17. a pack of gum 18. a swarm of bees <p>(10 mins)</p> <p>Differentiated Learning: Some students might find it difficult to solve the worksheet. Sit with them (while other students are completing the worksheet) and help them with examples and prompts.</p> <p>Some students will complete the exercise quickly. Instruct them to think of more collective nouns and add to the worksheet. This should keep them occupied from disrupting the class.</p>
05 mins	<p>Wrap up: Reiterate the definition of collective nouns and its examples.</p>
02 mins	<p>Homework assignment: Ask students to write these collective nouns in the notebook and learn them.</p> <ol style="list-style-type: none"> 1. gang of guys 2. set of cutlery 3. a crew 4. bundle of old clothes

Lesson Plan 26

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 26	Textbook Page/s: 18 – 19	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify the opposite gender of given nouns
- match male names to the corresponding female names.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Picture cards of gender nouns
- A handout containing a list of gender nouns of both people and animals
- A list of gender nouns (Have enough for each pair in the class.)
- Worksheet

03 mins	<p>Recall: Enter the class and greet students cheerfully. 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>Review the definition of a noun. Write the word 'NOUN' on the board. Ask your students to volunteer some examples of nouns. Write some of the examples on the board.</p>
25 mins	<p>Lesson structure Instructions: Topic: Tell students they will pronounce name of objects starting with basic sounds of English alphabet.</p> <p>Reading, Listening and Speaking:</p>

	<p>Start the lesson by showing the students the picture cards of common gender nouns. Show them simple ones first so that they can identify what they see such as a boy and a girl. Ask them to name the nouns. Write some nouns (male, female, neuter) on the board. Ask the students about the gender of each noun. Ask the students to give more gender (masculine, feminine) nouns. Jot them down on the board. Show picture cards of animals in which gender can be easily identified from the pictures such as a bull and a cow, or a rooster and a chicken (but not dogs or cats). Repeat this activity as many times as possible. Write the words on the board under the headings of 'male' and 'female'. Explain what 'male' and 'female' are.</p> <p>Gender Game: Tell the students that they are learning about gender. Call out certain gender nouns and ask them if they know what the opposite gender is. Provide them with a handout that contains a list of gender nouns. Go through the handout with them and explain words they do not understand. Using the list, play a game with the students. Call out any register/index number of a student and give him a gender noun. The student must come up with the opposite gender. Let them refer to the handout if necessary. (15 mins)</p> <p>Group Work Divide the students into pairs. Give each pair a list of gender nouns. Get them to cut out the words and match the opposite gender nouns. Get them to stick the words on paper before drawing the pictures of the gender nouns. Encourage each pair to come up with two more gender nouns and their opposite gender that are not on the list given. Let them share their work with the class. (15 mins)</p> <p>Differentiated Learning: 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>
10 mins	Wrap up:

	<p>Ask the students to draw their own family tree or a make-believe family. Share instructions with the students. Ensure that there is a header such as 'Amna's family tree'. Students need to write the relationships between the people in the tree. For example, if they put 'Samana', they need to write 'mother' or 'aunt' below the name.</p>
02 mins	<p>Homework assignment – Worksheet 14: Ask students to complete worksheet as homework. Review the answers.</p> <p>Worksheet answers:</p> <ul style="list-style-type: none">- mother- grandfather- daughter- brother- aunty- nephew- wife

Lesson Plan 27

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 27	Textbook Page/s: 16 – 17	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify the differences between formal and informal use of English

Teaching Aids/Materials/Resources:

- Textbook

03 mins	<p>Warm up:</p> <p>Enter the class and greet students cheerfully. 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.]</p> <p>Ask how they are feeling today.</p>
30 mins	<p>Lesson structure</p> <p>Topic:</p> <p>Listening and Speaking:</p> <p>Start by speaking a slang language in the class and ask students what they feel about your language.</p> <p>Explain formal and informal language as follows. Formal language is using standard English (not slang) and appropriate grammar when speaking or writing. Informal language is the language we use when we feel very comfortable and casual around people. For example, talking with or writing to our peers, close friends, and family may be appropriate times to use informal speech. You may choose to use slang or some inappropriate grammar. Informal language does not require standard English. Provide examples. Be sure to emphasize that</p>

	<p>it is always appropriate to use standard English if desired. Ask students to offer examples in class discussion.</p> <p>Role-play:</p> <p>Ask who would like to take roles to perform dialogues between 2 students. Ask them to come in front of the class with their textbooks. One student will perform dialogues mentioned in pink dialogue boxes while the other can perform dialogues written in blue dialogue boxes and one of the students can perform the last few dialogues mentioned in green dialogue boxes.</p> <p>Discuss what students feel about the type of language used and how do they know?</p> <p>Reading: Ask students to open their textbooks to pages 19 and 20. Instruct them to read dialogues in pairs and identify if it's a formal or informal language. (05 minutes)</p>
05 mins	<p>Wrap up:</p> <p>Towards the end of the lesson, ask students what they learnt.</p>
02 mins	<p>Homework assignment:</p> <p>Read dialogues on pages 19 and 20 once again.</p>

Lesson Plan 28- Review of the chapter

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 28	Textbook Page/s: 10 – 20	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

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

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up: Enter the class and greet students cheerfully. 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>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 mins	<p>Lesson structure Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate’s work.</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 mins	Wrap up:

	Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.
05 mins	Homework assignment: Practice difficult vocabulary from the unit

Unit 3 – In the Morning

Unit Overview

The poem in this unit emphasizes on the importance of exercise and the benefits attached to it for example it;

- keeps us fresh and in good mood all day long,
- makes and keeps us healthy, strong, and fit both physically and mentally,
- makes us look beautiful/handsome,
- makes our mind sharp and helps us become bright students and
- is fun.

This unit highlights the significance of sleeping early to be able to wake up early in the morning. Also, it establishes the point that we sleep early at night so that we can wake up early in the morning to offer the Fajr prayer and go out for exercise. It is the age of media, therefore this unit focusses that it is essential to involve in physical play instead of playing a game virtually or watching television. And for same reason we need to take care of parks, gardens, and playgrounds as they mean a lot to us. Eventually, this will lead us to enjoy the beauty of nature and praise Allah Who created it all for us.

Model Answers

Exercise A

Answer 1 – Birds are chirping on the trees.

Answer 2 – The air is shaking the trees.

Answer 3 – Bees are singing in the park.

Answer 4 – The poet puts on the trainers.

Answer 5 – The poet goes out for walking, running, exercising, stretching, and jumping.

Exercise B

This exercise enables students to find rhyming words in the poem. Help them fill the table.

ease	park
about	eyes
bright	strong

Exercise C

This exercise provides the list of words having 1 syllable and 2 syllable. It is essential for students to identify number of syllables as that is the base for understanding and writing poems.

Exercise D

The teacher will perform a think aloud of how she determines how to break the syllables apart at this time. For example, the word CARGO would receive two claps. The student would then repeat the clapping with the same word. This exercise will help students allowing them to count the syllables in a sentence and writing down as an answer. This will further lead them to understand that in a poem, syllables need to be somewhat equal in a sentence.

- 8
- 8
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- 8

Exercise E

This exercise helps students practice blend sounds into words. Teacher will first, help students recall the vowels and consonants. Then, help them join vowels with consonants.

Exercise F

We regularly replace nouns with pronouns **so that we do not have to repeat the same nouns again and again**. This Exercise give practice in replacing nouns in sentences with the appropriate pronoun.

- he
- she
- they
- her
- him
- them

Exercise G

This exercise helps students identify different degrees of adjective by matching it with the pictures. This exercise is to help familiarize students with degrees of adjectives. Help students understand degree of adjectives with the help of real example in the class.

<u>Good</u>	<u>better</u>	<u>best</u>
<u>Sweet</u>	<u>sweeter</u>	<u>sweetest</u>
<u>Fast</u>	<u>faster</u>	<u>fastest</u>
<u>Tall</u>	<u>tallest</u>	<u>tallest</u>
<u>Big</u>	<u>bigger</u>	<u>biggest</u>
<u>long</u>	<u>longer</u>	<u>longest</u>
<u>slow</u>	<u>slower</u>	<u>slowest</u>
<u>young</u>	<u>younger</u>	<u>youngest</u>
<u>Old</u>	<u>older</u>	<u>oldest</u>
<u>careful</u>	<u>more careful</u>	<u>most careful</u>

Exercise H

Ask three of the students to come in front and describe the length of their hair using the degree of comparison of regular verbs:

Example:

- Sana’s hair is long.
- Amnah’s hair is longer than Sana’s.
- Jaweria’s hair is the longest among the three girls.

Tell students that long is an adjective in the positive form, longer is an adjective in the comparative form. Longest is an adjective in the superlative form. When two persons, places or things are compared, what form of adjective do we use? When three or more persons, places, or thing are being compared, you use the superlative degree of the adjective. Ask, how are the superlative degree of most adjectives with one or two syllables formed.

- tallest
- sweeter
- bravest
- slow
- younger
- cutest

Exercise I

Ask students to perform a role play using the dialogues given on page 28 and 29. 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 29

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 29

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- analyze the importance of exercise in life.
- identify the reason to take care of gardens and parks as they are the blessings of Allah.
- improve vocabulary

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

03 mins	<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.]</p> <p>Ask questions like</p> <ul style="list-style-type: none"> - What time do you wake up in the morning? - What do you do early in the morning before coming to school? - What do you observe about the nature in the morning? - Do you go out for a walk or exercise in the morning?
30 mins	<p>Lesson structure</p> <p>Topic:</p> <p>Tell students they will learn about beautiful morning in today's lesson.</p> <p>Instructions:</p>

Anticipatory Reading

Introduce the poem title. Share four to six statements about key ideas in the poem as mentioned below; tell students some are true, and some are false and share the guide with the students. Include columns following each statement, which can be left blank or can be labeled *Yes*, or *No*. Model the process of responding to the statements and marking the columns.

Statements	True	False
Birds are chirping on the house.		
Sun is rising		
The air is shaking the trees.		
It was tiring		
Bees are singing in the hospital.		
Exercise makes us strong		
It was dirty air in the morning		
The poet puts on the sneakers.		
Kids look cool and bright		
The poet goes out for walking, running, exercising, stretching, and jumping.		

Ask students to read each of the statements and ask the students if they agree or disagree with it. Provide the opportunity for discussion. The emphasis is not on right answers but to share what they know and to make predictions.

Read the text aloud or have students read the selection individually. If reading aloud, teachers should read slowly and stop at places in the poem that correspond to each of the statements. Bring closure to the reading by revisiting each of the statements.

Note: Teachers may wish to create an additional column for revisiting the guide after the material has been read.

Focus discussion on how the exercise benefits us in many ways like exercise.

- keeps us fresh and in good mood all day long,
- makes and keeps us healthy, strong, and fit both physically and mentally,

	<ul style="list-style-type: none"> - makes us look beautiful/handsome, - makes our mind sharp and helps us become bright students and - is fun. <p>(10 min)</p> <p>Activity: Encourage students to do little exercise in the classroom like</p> <ul style="list-style-type: none"> - jumping - stretching - walking and - running <p>(05 min)</p> <p>Listening and Speaking: Raise discussion about the moral of the poem and probe discussion towards the following points</p> <ul style="list-style-type: none"> - We sleep early at night so that we can wake up early in the morning to offer the Fajr prayer and go out for exercise (or exercise at home if going out is difficult). - Physical play is also a kind of exercise. So, we spend more time playing physically than playing a game virtually or watching television. - We take care of parks, gardens, and playgrounds as they mean a lot to us. - We enjoy the beauty of nature and praise Allah Who created it all for us. <p>(05 min)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 22 with the students.</p> <p>Instruct them to write answers in complete sentences in their notebooks. (10 minutes)</p> <p>Differentiated Plan:</p> <ul style="list-style-type: none"> - Anticipation guides can be completed orally.
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	<ul style="list-style-type: none"> - The number of statements can be modified to suit learner's needs. - Use simple sentences so that the student focuses on the content, rather than understanding the sentence.
05 mins	<p>Wrap up: Ask students what they have learned in today's class. Ensure students' talk time is more than yours. Encourage those who have not yet spoken to participate in the discussion.</p> <p>Ask questions like:</p> <ul style="list-style-type: none"> - What time should we wake up in the morning? - What are the benefits of exercise in our lives? - What shall we do to make our day bright? - What is the atmosphere like in the morning? - What are the blessings of Allah that we get to see in the morning?
02 mins	<p>Homework assignment: Ask students to learn the following spellings for homework:</p> <ul style="list-style-type: none"> • chirping • trainers • exercise • stretch • bright • delight • strong <p>You can also give these words for writing practice.</p>

Lesson Plan 30

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 30

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify rhyming words at the end of the lines of a poem
- enjoy rhyming words
- produce simple rhymes

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Recall: Enter the class with a smile on your face. 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.]</p> <p>Ask What is rhymes? Remind them that they have done it in last class. Engage students in a discussion about the rhymes in the poem.</p> <ul style="list-style-type: none"> - Which ones can they remember? <p>Introduce the concept of rhyming by saying, "When two words end in the same way, they rhyme. Listen to these two words: 'ball' and 'call.' Tell students that you will recite a poem for them. Ask students if they could identify the rhyming pattern. Help them identify the rhyming words. Then ask</p> <ul style="list-style-type: none"> - What effect did rhyme have on the Poem?
30 mins	<p>Lesson structure (Presentation)</p> <p>Instructions:</p>

	<p>Topic: Tell students they will rhyme words in today’s lesson.</p> <p>Listening and Speaking: Discuss word beginning sounds versus end sounds.</p> <ul style="list-style-type: none">- Which part of the rhyming words is the same?- Do they have to be spelled the same? <p>Game- Group Work: Students will work in a group of three to match rhyming words on the picture vocabulary cards as given below. Mix all the cards up and spread them out face down. Flip over one card, then another. If the second card rhymes with the first, set both cards to the side and start a pile for that end sound. If the second card does not rhyme with the first, flip it back over and continue flipping cards until one rhyme with the first. Repeat until all cards are face up and in groups according to end sound. (10 mins)</p> <p>Reading – Exercise D: Ask them to recite the poem in pairs while stressing on the words written in blue colour and are underlined in Exercise D. Ask them to make a mental note of the poem’s tune. (10 mins)</p> <p>Writing – Exercise B: Next, ask the groups to turn to page 22, Exercise B and write the rhyming word for each stanza. Show them an example by doing the first one for them. (10 mins)</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 again while stressing on the words written in blue colour and are underlined in Exercise D. Ask them to make a mental note of the poem’s tune.</p>
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03 mins	<p>Wrap up:</p> <p>Repeat the rhyming words with students. Encourage them to say the words with you. Say few words mentioned below and ask students to think of rhyming words for same.</p> <table border="1" data-bbox="626 438 1240 695"> <thead> <tr> <th>Word</th> <th>Rhyming word/s</th> </tr> </thead> <tbody> <tr> <td>star</td> <td>bar, car, tar</td> </tr> <tr> <td>like</td> <td>bike, strike</td> </tr> <tr> <td>word</td> <td>heard, bird, third</td> </tr> <tr> <td>bill</td> <td>skill, till, mill, kill</td> </tr> <tr> <td>park</td> <td>bark, shark, mark</td> </tr> </tbody> </table>	Word	Rhyming word/s	star	bar, car, tar	like	bike, strike	word	heard, bird, third	bill	skill, till, mill, kill	park	bark, shark, mark		
Word	Rhyming word/s														
star	bar, car, tar														
like	bike, strike														
word	heard, bird, third														
bill	skill, till, mill, kill														
park	bark, shark, mark														
02 mins	<p>Homework assignment – Worksheet 1:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers:</p> <table border="1" data-bbox="626 1083 1240 1375"> <thead> <tr> <th>Picture</th> <th>Rhyming word/s</th> </tr> </thead> <tbody> <tr> <td>fox</td> <td>box, ox</td> </tr> <tr> <td>kite</td> <td>light, night</td> </tr> <tr> <td>chair</td> <td>hair, share, wear</td> </tr> <tr> <td>book</td> <td>look, hook, cook</td> </tr> <tr> <td>rain</td> <td>brain, gain</td> </tr> <tr> <td>deer</td> <td>fear, ear, near</td> </tr> </tbody> </table>	Picture	Rhyming word/s	fox	box, ox	kite	light, night	chair	hair, share, wear	book	look, hook, cook	rain	brain, gain	deer	fear, ear, near
Picture	Rhyming word/s														
fox	box, ox														
kite	light, night														
chair	hair, share, wear														
book	look, hook, cook														
rain	brain, gain														
deer	fear, ear, near														

Lesson Plan 31

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 33

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- define a syllable and
- identify syllables
- count syllables

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Recall:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Teacher will recall about learning from last class and connect it with this lesson saying we are still working on poems. In last class we did rhymes and now we will talk about syllables.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will find syllables of words.</p> <p>Instructions:</p> <p>The teacher will take a word like ‘banana’ and write it on the board. The teacher will then say the word correctly and ask the student to repeat it. The teacher will then demonstrate how to clap out the number of syllables. The teacher will perform a think aloud of how she determines how to break</p>

the syllables apart at this time. For example, the word CARGO would receive two claps. The student would then repeat the clapping with the same word. As the student claps, the teacher will underline the syllable on the board to reinforce the understanding visually. The teacher will repeat this with several words until she feels the student has sufficient understanding.

Game - Listening and Speaking:

Gather students in a circle. Introduce the Syllable Game, where students learn to clap out the syllables in their names. Announce each student's name with a clap and count for each syllable. For example: Ja (clap) wed (clap) two syllables. Explain that each clap counts out a sound that is called a syllable. Model the game with your own name and clap for each syllable. Ask students to echo the number of syllables. Ask each student to announce their own name with claps. The choral response of the group after each name announcement should be to say the number of syllables. **(10 mins)**

Reading and Writing – Exercise C:

Ask students to refer to Exercise C for the list of words and allow time to look them over in pairs and read them. The student's task will be to determine how many syllables each word has for 1st list of words. Students will refer to 2nd list and record the number of syllables. Then the student will break down the word into syllables and write the syllables each in a different colour. For example: SEVEN 2 **SE** in red **VEN** in blue. The student will complete this for the 2nd vocabulary words. To determine how many syllables each has, the student is allowed to use the clapping technique and/or the underlining that the teacher has already demonstrated. The teacher will also make herself available to help the student at any time and provide praise for correct answers and correction for any mistakes.

(15 mins)

	<p>Differentiated Plan:</p> <p>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 again while stressing on the words written in blue colour and are underlined in Exercise D. Ask them to make a mental note of the poem’s tune.</p>																																								
<p>05 mins</p>	<p>Wrap up – Exercise D:</p> <p>Ask students to turn to page 23 and teacher conduct the quiz by asking about each of count of syllables. Ask students to complete the exercise alongside.</p>																																								
<p>05 mins</p>	<p>Homework assignment – Worksheet 2:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers:</p> <table border="1" data-bbox="649 1239 1315 1848"> <thead> <tr> <th></th> <th>WORD</th> <th>SYLLABLE 1</th> <th>SYLLABLE 2</th> <th>How many?</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>kitten</td> <td>kit</td> <td>ten</td> <td>2</td> </tr> <tr> <td>2.</td> <td>flute</td> <td>flute</td> <td></td> <td>1</td> </tr> <tr> <td>3.</td> <td>picture</td> <td>pic</td> <td>ture</td> <td>2</td> </tr> <tr> <td>4.</td> <td>dog</td> <td>dog</td> <td></td> <td>1</td> </tr> <tr> <td>5.</td> <td>sheep</td> <td>sheep</td> <td></td> <td>1</td> </tr> <tr> <td>6.</td> <td>use</td> <td>use</td> <td></td> <td>1</td> </tr> <tr> <td>7.</td> <td>useful</td> <td>use</td> <td>ful</td> <td>2</td> </tr> </tbody> </table>		WORD	SYLLABLE 1	SYLLABLE 2	How many?	1.	kitten	kit	ten	2	2.	flute	flute		1	3.	picture	pic	ture	2	4.	dog	dog		1	5.	sheep	sheep		1	6.	use	use		1	7.	useful	use	ful	2
	WORD	SYLLABLE 1	SYLLABLE 2	How many?																																					
1.	kitten	kit	ten	2																																					
2.	flute	flute		1																																					
3.	picture	pic	ture	2																																					
4.	dog	dog		1																																					
5.	sheep	sheep		1																																					
6.	use	use		1																																					
7.	useful	use	ful	2																																					

	8. window	<u>win</u>	<u>dow</u>	<u>2</u>
	9. number	<u>num</u>	<u>ber</u>	<u>2</u>
	10. bird	<u>bird</u>	<u> </u>	<u>1</u>
	11. camping	<u>camp</u>	<u>ing</u>	<u>2</u>
	12. support	<u>sup</u>	<u>port</u>	<u>2</u>
	13. puppy	<u>pup</u>	<u>py</u>	<u>2</u>
	14. respect	<u>re</u>	<u>spect</u>	<u>2</u>

Lesson Plan 32

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 31

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- define rhythm, meter (stress), foot(syllable) and rhyme
- enjoy the rhythm and the meter of a poem
- write a poem

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Warm up (Game time):</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Tell students that the poets are masters of words. Masters of words pay attention to the rhythm and flow of writing and speaking. If they want to be masters of words, they should study how masters of words do this. Ask about what are rhyming words, take some rhyming words examples and write them on the board. Remind that that having the same ending sound also means that these words rhyme with each other. Poems and songs often use rhyming to create a rhythm, or a repeated pattern of sound, and sometimes poems also tell a story.</p>
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25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be using rhyme word, rhythm and meter while writing their poem today.</p> <p>Listening and Speaking:</p> <p>Instructions:</p> <p>Ask: Does anyone know what a rhythm is? (Allow the students to answer).</p> <p>Say: Say: To understand what a rhythm is, you must also understand what a beat is. A rhythm and a beat in music are two different things, but they are connected to create and play music. A beat is a steady pulse in the music, like the tick-tock of a clock. A rhythm is the length of time between each beat. It is the actual sound of the music. In a song, it is also the same as the words to the song.</p> <p>Say: Understanding rhythm is important when learning how to sing, dance, or play musical instruments. You will now review the difference between a rhythm and a beat and answer some questions. After, you will do some clapping exercises that show rhythm and beat</p> <p>Rhythm and Beat Activity: It may be best to have students stand.</p> <p>Say: The first clapping exercise will be a warm-up. I will clap a rhythm pattern, and I want you to repeat the claps back to me. Start with a simple pattern and do a few varying ones.</p> <p>Say: Now that we have warmed up, we will learn the difference between rhythm and beat when it appears in a song. You will do a clapping exercise to the "Itsy Bitsy Spider" song. Here is a handout to show when to clap for a beat and when to clap for a rhythm.</p> <p>Say: Let's start with the beat only. Run through the song clapping to the beat.</p> <p>Say: Now let's try the rhythm only. Run through the song clapping to the rhythm.</p> <p>Say: Lastly, we will split the class into two. One half will do the beat, and the other will do the rhythm.</p>
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	<p>Split the class in two and run through the song with one half clapping beat and the other, rhythm. Repeat if necessary.</p> <p>Ask: Does anyone have any questions?</p> <p>Writing: Ask students to refer to Exercise D to read the given poem with stress on the underlined syllables. Ask students to identify the rhythm in the poem. (10 mins)</p> <p>Writing: Ask students to work on the title ‘School’. Encourage students to turn to write rhyming words and create a rhythmic poem in notebook. (05 mins)</p> <p>Differentiated Plan: Some students might find it difficult to write the poem. Gather them on one table while others are busy in their written task and read out the first stanza again.</p> <p>Some students might quickly finish their work. Ask them to recite the poem while stressing on some words. Ask them to make a mental note of the poem’s tune.</p>
07 mins	<p>Wrap up: Ask them to share their poems in the class.</p>
03 mins	<p>Homework assignment: Read the poem on pages 23-24 stressing on the underlined words.</p>

Lesson Plan 33

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 32

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- understanding that poems are written in lines and the lines join to become stanzas
- writing a poem
- demonstrate an understanding of spoken words, syllables, and sounds using poetry.

Teaching Aids/Materials/Resources:

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

05 mins	<p>Warm up:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Ask them how they are doing today. Ask them what they think is a poem? Explain that a poem is often much shorter than stories.</p>
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25 mins	<p>Lesson structure</p> <p>Topic:</p> <p>Instructions</p> <p>Listening and Speaking: Read any poem. As you read aloud, encourage your students to find a rhythm. Stress each syllable as it is read. Remind students that a word is broken up into syllables and that all words contain syllables. A syllable is a combination of letters that have a vowel and make one single sound. Model clapping as you say words from the poem to demonstrate syllables. As you read a line with a particular rhythm, start a discussion. Great guiding questions include: Can you hear the rhythm? Can you clap out the rhythm? Reread the poem and clap with your students. Bring up a discussion on poems. Potential discussion questions include: Was this a real or make-believe story? Could this have really happened? Was this poem as long as some of the books or stories we have read?</p> <p>Writing: Distribute plain white sheets amongst the students. Ask them to draw school on the paper. Ask them to write all around it all the adjectives they can think of. Encourage to write down all the adjective they have thought of. To put the words into context, ask your students to give examples of where they have seen or heard the words. For example, one student could say that he saw a bat flying outside. If they need help, encourage students to use their own experiences to come up with sentences.</p> <p>Instruct your students to begin writing sentences for their poems. If possible, have them include rhymes at the end of each sentence. If students need help, you can offer some guiding questions such as Does your poem have a character? Where have you seen this word in real life? What do you want your character to do? (10 mins)</p> <p>Presentation:</p>
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	<p>Once students are done, ask at least five students to come forward and present their work to the class. Encourage students to be confident, use body language and correctly pronounce the words. 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.</p> <p>(15 mins)</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 your classroom is a learning space where everyone is valued.</p>
05 mins	<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, stress, syllables etc. or regarding the presentation.</p>
05 mins	<p>Homework assignment:</p> <p>Write a poem about ‘Mother’ in the notebook.</p>

Lesson Plan 34

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 29

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- define what a pronoun is
- use pronouns in context

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash cards of pronouns

05 mins	<p>Recall:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Write the following words on the board: cat, green, man, funny, sat, dog, slept, green, and bed. Ask, “Which of these words are nouns?” Call on a student to come up and circle all the nouns. Tell students that these types of nouns are called “common nouns” because they name people, places, things, or ideas but aren’t the actual names of people, places, or things (those are called proper nouns).</p> <p>For example, “Salman” is a proper noun while “boy” is a common noun. Now repeat the circling process with verbs and adjectives, having students circle each type of word indifferent colors.</p>
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25 mins	<p>Lesson structure</p> <p>Topic: Explain to your students that a pronoun is a word used instead of a noun. Write the following pronouns on the board: he, she, her, him, I, you, we, and they. Have students demonstrate with their partner what these pronouns mean by identifying them in the room.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Using flashcards, review again what a pronoun is, and ask the students to teach the class the definition. First, ask your students to say a sentence with the proper noun. Then, direct your students to use the pronouns in a new sentence replacing the first one.</p> <p>Test students verbally by giving examples and nonexamples of pronouns as given below. Direct your students to give a thumbs up or thumbs down on the right and wrong uses of pronouns that you give.</p> <ul style="list-style-type: none"> • <u>Sadia and I</u> ate a lot of candies. • Sana is coming to school, but <u>Sana</u> is late. • It has Salman’s’ name on it so it is <u>Salman’s</u> book. • Please tell Ahmed that <u>Ahmed</u> needs to do his homework now. <p>(10 mins)</p> <p>Reading:</p> <p>In pairs, ask students to read Exercise F on pages 25. Encourage them to discuss the words in the table. Encourage one partner to ask questions and the other to reply as to which noun will be replaced with pronouns in the exercise.</p> <p>(10 mins)</p> <p>Writing:</p> <p>Ask students to complete Exercise F page 25. (5 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to use pronouns in place ask them to point to the pronouns in the class instead of writing them.</p>
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	<p>Some students might complete their Exercise earlier, ask them to use pronouns in a class story, and make it into a play to demonstrate in front of the class. Ask students to draw the stories in a book.</p>
05 mins	<p>Wrap up: Ask students what they learned in the lesson. Review learning from the lesson.</p>
05 mins	<p>Homework assignment - Worksheet 3: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet Answers</p> <ul style="list-style-type: none"> • she • he • they • she • he • they • they • he • she • she

Lesson Plan 35

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 35

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recall adjectives
- define degrees of adjectives

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcards of degrees of adjectives

05 mins	<p>Recall:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Ask students to identify the adjective in the following sentences. Underline it. Write these sentences on board.</p> <ol style="list-style-type: none"> 1. Saad is a very bright boy. 2. That watch is quite expensive. 3. The flowers are sweet and beautiful. 4. My sister is kind and caring. 5. The lovable son hugged his parents.
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be studying degrees of adjectives today.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Ask three of the students to come in front and describe the length of their hair using the degree of comparison of regular verbs:</p> <p>Example:</p> <ul style="list-style-type: none"> • Sana’s hair is long. • Amnah’s hair is longer than Sana’s. • Jaweria’s hair is the longest among the three girls. <p>Tell students that long is an adjective in the positive form, longer is an adjective in the comparative form. Longest is an adjective in the superlative form. When two persons, places or things are compared, what form of adjective do we use? When three or more persons, places, or thing are being compared, you use the superlative degree of the adjective. Ask, how are the superlative degree of most adjectives with one or two syllables formed?</p> <p>Ask one of them to come and pick up the bag which is heavy.</p> <ul style="list-style-type: none"> – After that ask, which bag is heavier red or yellow. – Now keep one more bag on the desk and ask him/her which the heaviest bag among these bags is. – Suppose the student tells that the pink one is the heaviest bag amongst all bags. – After this activity briefly tell them about the degree of adjectives. <p>Tell them to add “er” with adjective to make comparative degree and add “est” for forming superlative degrees of some adjectives and write them on the board for example wealthy, happy etc.</p> <p>Game time:</p> <p>Tell students that we will play a game now. Divide students in groups and provide students will the flash cards of degrees of adjectives and ask them to sort the degrees as adjective,</p>
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comparative form, and superlative form. Provide the following words in flash cards.

Positive	Comparative	Superlative
small	smaller	smallest
nice	nicer	nicest
warm	warmer	warmest
neat	neater	neatest
wise	wiser	wisest
clean	cleaner	cleanest
easy	easier	easiest
heavy	heavier	heaviest
thin	thinner	thinnest

Pause game and tell students that the adjectives ending with “y” are magic words. The “y” changes into “i” and then we add “er” and “est” for example: happy, happier, happiest. Provide more flash cards to students for sorting which may include the following set of adjectives.

Positive	Comparative	Superlative
happy	happier	happiest
crazy	crazier	craziest
dry	drier	driest

Next, place two "expensive" object pictures on the board. Write "expensive" under one and then ask what should be written under the other. You will probably get the answer "expensiver" - here teach the other and write form (more expensive) and (most expensive). Provide more flash cards to students for sorting which may include the following set of adjectives.

Positive	Comparative	Superlative
expensive	more expensive	most expensive
careful	more careful	most careful
important	more important	most important
beautiful	more beautiful	most beautiful
complete	more complete	most complete

	<p>Reading and writing:</p> <p>In pairs, ask students to read Exercise G on pages 26 and 27. Encourage them to discuss the words in the table. Encourage one partner to ask questions and the other to reply as to which degree of adjective will be used where? Ask them to individually complete the exercise.</p> <p>(15 mins)</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 different degrees of adjectives to find commonalities and then sort them into 3 categories.</p>																								
<p>03 mins</p>	<p>Wrap up:</p> <p>Towards the end of the lesson, ask students what they learnt in today’s lesson about adjectives. Ask them to name different comparative degrees of adjectives. Ask students when and why the degree of adjectives is useful.</p>																								
<p>02 mins</p>	<p>Homework assignment:</p> <p>Ask students to write the comparative and superlative degrees of these adjectives in their notebooks.</p> <table border="1" data-bbox="724 1411 1373 1759"> <thead> <tr> <th>Positive</th> <th>Comparative</th> <th>Superlative</th> </tr> </thead> <tbody> <tr> <td>warm</td> <td>warmer</td> <td>warmest</td> </tr> <tr> <td>crazy</td> <td>crazier</td> <td>craziest</td> </tr> <tr> <td>heavy</td> <td>heavier</td> <td>heaviest</td> </tr> <tr> <td>beautiful</td> <td>more beautiful</td> <td>most beautiful</td> </tr> <tr> <td>neat</td> <td>neater</td> <td>neatest</td> </tr> <tr> <td>wise</td> <td>wiser</td> <td>wisest</td> </tr> <tr> <td>complete</td> <td>more complete</td> <td>most complete</td> </tr> </tbody> </table>	Positive	Comparative	Superlative	warm	warmer	warmest	crazy	crazier	craziest	heavy	heavier	heaviest	beautiful	more beautiful	most beautiful	neat	neater	neatest	wise	wiser	wisest	complete	more complete	most complete
Positive	Comparative	Superlative																							
warm	warmer	warmest																							
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beautiful	more beautiful	most beautiful																							
neat	neater	neatest																							
wise	wiser	wisest																							
complete	more complete	most complete																							

Lesson Plan 36

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 36

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- use degrees of adjectives

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Recall:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Ask students to identify the degree of adjective for the following words. Write these degrees of adjective on board.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Positive</th> <th>Comparative</th> <th>Superlative</th> </tr> </thead> <tbody> <tr> <td>close</td> <td>closer</td> <td>closest</td> </tr> <tr> <td>large</td> <td>larger</td> <td>largest</td> </tr> <tr> <td>wise</td> <td>wiser</td> <td>wisest</td> </tr> <tr> <td>tall</td> <td>taller</td> <td>tallest</td> </tr> <tr> <td>short</td> <td>shorter</td> <td>shortest</td> </tr> <tr> <td>icy</td> <td>icier</td> <td>iciest</td> </tr> </tbody> </table>	Positive	Comparative	Superlative	close	closer	closest	large	larger	largest	wise	wiser	wisest	tall	taller	tallest	short	shorter	shortest	icy	icier	iciest
Positive	Comparative	Superlative																				
close	closer	closest																				
large	larger	largest																				
wise	wiser	wisest																				
tall	taller	tallest																				
short	shorter	shortest																				
icy	icier	iciest																				

30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be studying the use of degrees of adjectives in sentences today.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Provide students with a list of adjectives as mentioned below in different forms and ask them to label 'Positive,' 'comparative,' and 'superlative' accordingly.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Positive</th> <th>Comparative</th> <th>Superlative</th> </tr> </thead> <tbody> <tr> <td>beautiful</td> <td>more beautiful</td> <td>most beautiful</td> </tr> <tr> <td>tiny</td> <td>tinier</td> <td> tiniest</td> </tr> <tr> <td>stranger</td> <td>stranger</td> <td>strangest</td> </tr> <tr> <td>big</td> <td>bigger</td> <td>biggest</td> </tr> <tr> <td>fat</td> <td>fatter</td> <td>fattest</td> </tr> </tbody> </table> <p>Remind students the example of previous lesson.</p> <p>Example:</p> <ul style="list-style-type: none"> • Sana’s hair is long. • Amnah’s hair is longer than Sana’s. • Jaweria’s hair is the longest among the three girls. <p>Tell students that long is an adjective in the positive form, longer is an adjective in the comparative form. Longest is an adjective in the superlative form. When two persons, places or things are compared, what form of adjective do we use? When three or more persons, places, or thing are being compared, you use the superlative degree of the adjective. Talk about each of the degree of adjectives and write examples on board.</p> <p><u>Positive Degree</u> of an adjective is used to describe a single thing or person.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> – Apple is sweet to taste. – She is a pretty girl. 	Positive	Comparative	Superlative	beautiful	more beautiful	most beautiful	tiny	tinier	tiniest	stranger	stranger	strangest	big	bigger	biggest	fat	fatter	fattest
Positive	Comparative	Superlative																	
beautiful	more beautiful	most beautiful																	
tiny	tinier	tiniest																	
stranger	stranger	strangest																	
big	bigger	biggest																	
fat	fatter	fattest																	

Comparative Degree of an adjective is used to compare two person or things with each other.

Example:

- Apple is sweeter than pear.
- She is prettier than me.

Superlative Degree of an adjective is used to compare more than two person or things with each other.

Example:

- Apple is the sweetest of all the fruits.
- She is the prettiest girl in the completion.

Game time:

Tell students that we are going to play a game about selecting and using different degrees of adjectives in a sentence. Hold a contest in class to see which student can use the most adjectives correctly in a sentence.

1. A banana is _____ than a melon. (sweet, sweeter, sweetest)
2. She is _____ of all. (tall, taller, tallest).
3. My cat is _____. (smart, smarter, smartest).
4. He is a _____ boy. (handsome, handsomer, handsomest)
5. He is _____ than me. (wise, wiser, wisest).

Reading and writing:

In pairs, ask students to read Exercise H on pages 27 and 28. Encourage them to discuss the degrees of adjective that can be used in the sentence. Encourage one partner to ask questions and the other to reply as to which degree of adjective will be used? Ask them to individually complete the exercise. Discuss the answers and let students adjust their answers. **(15 mins)**

Differentiated Plan:

Some students might find it difficult to use correct degree of adjective in the sentence. Gather them on one desk and recap how it works. Use examples to help them.

	Some students might complete their work early. Ask them to write more adjectives with different degrees of adjective so they stay busy.
03 mins	<p>Wrap up (Quiz Time):</p> <p>Towards the end of the lesson, ask students what they learnt in today’s lesson about adjectives. Ask students when and why the degree of adjectives is useful.</p>
02 mins	<p>Homework assignment – Worksheet 4:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers:</p> <ol style="list-style-type: none"> 1. happiest 2. more focused 3. most demanding 4. faster 5. more comfortable 6. tallest 7. colder 8. brighter 9. hardest 10. most dangerous

Lesson Plan 37

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 37

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- joining vowels and consonant blends to make four-letter (cvcc/ccvc),
- joining vowels and consonant blends to make five-letter (ccvcc/ccvc) and
- joining vowels and consonant blends to make six-letter (cccvc) words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Consonant blend puzzle piece
- Completion certificate for all students

05 mins	<p>Recall: Enter the class with a smile on your face. 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.]</p> <p>Teacher will write 3 letter words and ask students to read it.</p> <ul style="list-style-type: none"> - cat - sit - met - bat - sat
25 mins	<p>Lesson structure</p> <p>Topic:</p> <p>Instructions:</p>

Listening and Speaking:

Explain the process of blending the consonants and vowels to make words. Write on the board the following consonant blends, "gr, tr, st, pl, etc." in the center of the board draw a pot. In the pot put ending sounds/words, such as, ack, ing, ace, and, etc. have the students come up individually and create words by placing one blend in front of the ending in the pot to create their word. Students will self-assess by inferring if the word they created in a correct word or not. **(10 mins)**

grim	great	strap	truck	greet
stem	trip	strict	train	grip
track	stop	stole	grunt	grown
plate	plot	plus	gross	stunt

Blending Game:

Direct students that they will be working in groups of three. Each group will have an assigned consonant blend puzzle piece. Their task is to work together to create their own puzzle of beginning blends, using their blend. Ask them to create 2 of four letter, five letter and six letter words each. They will collaborate with each other, to go to each station to pick up the other matching puzzle ending pieces. They must create 6 different words using their beginning blend puzzle piece. After they have their 6 words, they must get them checked over, to receive their completion certificate.

Work together to travel around the room to the 4 different stations. At each station will be a basket filled with possible ending for your blend. Some ending sounds/letters will work, but some will not. It is your job to collaborate with your group members to create 6 different possible puzzle piece words 2 of four letter, five letter and six letter words each.

Tell them that once they have successfully made your words, they need to bring them to the teacher to receive their certificate!

	<p>Reading: In pairs, ask students to turn to page 24-25, Exercise F. Encourage them to blend consonants and vowels to read the given words. (15 mins)</p> <p>Differentiated Plan: Some students might find it difficult to read. Gather them on one desk and help them read. Use blended words flash cards to help them read.</p> <p>Some students might complete their work early. Ask them to write blended words in their notebooks so they stay busy.</p>
05 mins	<p>Wrap up (Quiz time): Write words on board and ask random students to read by blending them.</p>
05 mins	<p>Homework assignment: Read words in Exercise F, page 24-25 again as homework.</p>

Lesson Plan 38

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 37

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- reading and writing sight words
- listening and speaking to perform a dialogue

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up: Enter the class with a smile on your face. 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.]</p>
25 mins	<p>Lesson structure Topic: Tell students they will perform dialogues in today's lesson.</p> <p>Instructions: Listening and Speaking: Ask two students to come in front of the classroom and perform the dialogues given on page 28 and 29. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.</p>

	<p>Encourage them to give responses. Tell that it is important to use courteous words like please and thank you so you come across as a polite child.</p> <p>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.</p> <p>Reading, Listening and Speaking: In pairs, ask students to perform the dialogues on page 28 and 29 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.</p> <p>Differentiated Plan: Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so he/she could 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 use of ‘please’ and ‘thank you’.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
05 mins	<p>Wrap up (Quiz time): At the end of the class, ask questions like: ‘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.</p>
05 mins	<p>Homework assignment: Read page 28 and 29 again.</p>

Lesson Plan 39- Review of the chapter

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 3

Unit Title: In the Morning

LP: 39

Textbook Page/s: 21 – 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- Use pronoun and the degrees of adjectives
- count syllables
- Identify rhyming words and the metre (also spelled as meter in American language) of a poem

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up: Enter the class with a smile on your face. 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.]</p> <p>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 mins	<p>Lesson structure Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate’s work.</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 mins	Wrap up: Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.
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Unit 4 – Let Us Describe

Unit Overview

This unit focuses on comparing, contrasting, differentiating, and classifying people, places, things, and events based on a common/different attribute. It helps develop acceptance for the society inculcating in children harmony and respect for personal and cultural differences. It is essential to develop attitude which includes being non-judgmental by developing acceptance, genuineness, and empathy.

Model Answers

Exercise A

Answer 1 – The boy was eight years old.

Answer 2 – His parents did exercise to keep fit.

Answer 3 – Grandfathers hair was salt and pepper.

Answer 4 – Grandmother told exciting stories.

Answer 5 – The farmer offered them fresh and clean carrots.

Exercise B

Blending is the skill that helps us read, especially when confronted with unfamiliar words. This exercise will help students blend sounds into words. Teacher will introduce sounds and assist students in reading initially which will help students being independent in reading words.

Exercise C

This exercise is a practice on Sight words. Sight words not only helps students read more fluently, but it also helps them write more efficiently too. Teacher will demonstrate different ways of doing sight and assist them in adapting one which suits them most.

Exercise D

Answers

- boy
- dirty
- different
- messy
- heavy
- weak
- behind

- open
- inside

Exercise E

Answers

Column A	Column B
Add	subtract
Love	hate
Below	above
Hard	soft
true	false
pass	fail
polite	rude
win	lose
beautiful	ugly
stop	go

Exercise F

Answers

1. glad
2. enjoys
3. large
4. scared
5. jump
6. close
7. kind
8. talking
9. start

Exercise G

This exercise is to revise the taught concepts of Nouns, pronouns, adjectives, and verbs.

Exercise H

This exercise is about different forms of verbs. Teacher will encourage students to discuss the tenses and make sentences after providing enough support through games and exercises.

Exercise I

This exercise emphasizes on comparing different sentences with different verb form. Teacher will pass out individual copies of the Verb Tense Chart. Ask students follow the steps modeled by teacher to complete sentences on the Verb Tense Assessment handout with a partner. After completing sentences, a pair of students join with another pair of students to create groups of 4 and compare their work, making any changes if necessary. Teacher will be facilitating these discussions so that students are not off-track.

Exercise J

Ask students to perform a role play using the dialogues given on page 41 and 42. 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 40

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 40

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- analyze personal and cultural differences.
- compare people, places, things and events on the basis of a common/different attribute.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up (Game time): 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.]</p> <p>Ask students to bring pictures of their family from home. Tell them the important of exercise and healthy food. Ask them what their family members do to stay fit? Take responses and jot them on the board.</p>
30 mins	<p>Lesson structure Topic: Instructions: Reading, speaking, and listening - Directed Reading Thinking Activity</p> <p>Teachers should follow the steps below when creating a DRTA.</p> <p>D = DIRECT. Direct and activate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Ask open-ended questions</p>

to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?").

R = READING. Students read up to the first pre-selected stopping point i.e., the first paragraph of the text. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section of the passage.

Questions for 1st paragraph

- How old is the boy?
- What is he showing?
- Who is with him in the picture?
- What do his parents do to keep fit?

Questions for 2nd Paragraph

- Who are the people in this picture?
- What do his grandparents do to keep fit?
- Whose hair is salt- and -pepper?
- Why do children have fun with grandmother?

Questions for 3rd Paragraph

- Where is the boy visiting in the picture?
- What else is there in the picture?
- What did the farmer offer to the family?

Questions for 4th Paragraph

- What does mother appreciate of in this paragraph?
- Tell 3 things the boy drew
- Why did the boy not draw a sun?
- What else the boy still wants to draw?

T = THINKING. At the end of each section, students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher asks questions such as:

	<ul style="list-style-type: none">○ What do you think about your predictions now?○ What did you find in the text to prove your predictions?○ What did you we read in the text that made you change your predictions?○ How do we associate events to the pictures we see?○ What is the entire text emphasizing on? <p>Emphasize on describing people, places, things, and events.</p> <p>(15 mins)</p> <p>Reading: Ask students to turn to pages 30-31. Encourage them to read in pairs. Once done, ask them to read aloud and discuss the text with their pair partner. (05 mins)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 32 with the students.</p> <p>Instruct them to write answers in complete sentences in their notebooks.</p> <p>(10 mins)</p> <p>Differentiated Plan: The reading should be broken into small sections so that the students have time to think about and process information.</p> <p>The amount of reading should be adjusted to fit the purpose and the difficulty of the text.</p> <p>Writing may be included as part of the DRTA. As students become more comfortable with this strategy, have each student write predictions in a learning log or on a piece of paper. Then, in small groups, students can discuss their predictions and share their thinking processes. Next ask students to write summary statements about how their predictions compared to the passage.</p>
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	<p>In written task, facilitate the student facing problem in writing by asking them questions pertaining to their picture and prompting them to write.</p> <p>Those who completes the written task should be writing 1 line about what they like most about the picture and why.</p>
03 mins	<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, ‘What does these pictures tell you about different people?’</p>
02 mins	<p>Homework assignment:</p> <p>Paste own family picture in notebook and write 2 lines each to describe people, places, things, and events in the picture.</p>

Lesson Plan 41

Subject: English	Grade: 2	Term: 1st
Week:	Unit: 4	Unit Title: Let Us Describe
LP: 41	Textbook Page/s: 30 – 42	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Identifying basic sounds of the *digraphs* ch, sh, th, wh, ph and ng as in words like *chair, shoes, three, that, what, phone, sing, song, sung, sang* and *length*

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Consonant blend puzzle piece
- Beginning and ending digraphs posters
- Completion certificate for all students
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up:</p> <p>Enter the class with a smile on your face. Greet students cheerfully with <i>السلام عليكم</i>. [Note: Always remember to say <i>بسم الله الرحمن الرحيم</i> out loud before you start any lesson or activity and say <i>الحمد لله</i> after finishing it and encourage the students to do the same, too.]</p> <p>Write random digraph words on the board and ask students to try reading them by blending sounds.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Say, “Today, we are going to learn about some special pairs of letters called digraphs. A digraph is two letters that make just one sound.”</p> <p>Instructions:</p>

Listening and Speaking:

Explain the process of blending the consonants and vowels to make words. Introduce the following sounds using the board.

1. **CH** makes three sounds in English: most commonly /tʃ/: chair, child, & catch, march, watch. It also makes a /k/ sound in words of Greek origin: character, chorus, chronological. Sometimes it has the /ʃ/ ('sh') sound in words of French origin like machine. Relate to examples given in book.
2. **GH** is pronounced /g/ at the beginning of words like ghost. At the end of words it is silent (see below) or makes the /f/ sound: cough, enough, laugh, rough, tough. (The last two are pronounced 'ruff' & 'tuff.' It is silent in bought, caught, daughter, height, high, light, might, right, sigh, sight, though, and thought (etc.). Relate to examples given in book.
3. **PH** makes the sound of /f/: graph, phone, phonics. (The ending sound is the same in graph, half, laugh, and staff.) Relate to examples given in book.
4. **SH** makes the /ʃ/ sound: cash, fashion, foolish, rash, shame, shelter, should, shower, trash, wash. Relate to examples given in book.
5. **TH** makes 2 related sounds: /θ/ (voiceless): anything, author, bath, breath, cloth, health, teeth, nothing or /ð/ (voiced): breathe, brother, clothing, father, mother, mouth, southern, teethe, then, that, the, their, them, then, there, these, they, this, those, though, thus, together, weather. Relate to examples given in book.
6. **WH** makes the sound of /wh/: what, when, where, which, why (or an /h/ sound in who or whole.) Relate to examples given in book.

(10 minutes)

Blending Game:

Direct students that they will be working in groups of three. Put students in small groups and pass out one of the prewritten beginning and ending diagraphs posters to each group. Explain that students will get to come up with as many words as they can that start with their diagraph. Tell students

	<p>that they can either write the words or draw pictures of the words on their posters. Bring students back together and have each group share out some of the words they came up with. (10 minutes)</p> <p>Reading: In pairs, ask students to turn to page 32-33, Exercise B and C. Encourage them to blend consonants and vowels to read the given words. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to read. Gather them on one desk and help them read. Use blended words flash cards to help them read.</p> <p>Some students might complete their work early. Ask them to write blended words in their notebooks so they stay busy.</p>
03 mins	<p>Wrap up (Quiz time): Write words on board and ask random students to read by blending them.</p>
02 mins	<p>Homework assignment: Read words on page 33, Exercise C again as homework.</p>

Lesson Plan 42

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 42

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- recall what noun, pronoun, verb, and adjectives are
- make sentences with noun, pronoun, verb, and adjectives

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Spinning Wheel
- Adjectives display 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.]</p>
30 minutes	<p>Lesson Structure:</p> <p>Instructions:</p> <p>Topic: Tell students that we will revise nouns, pronouns, adjectives, and verbs today.</p> <p>Listening and Speaking:</p> <p>Tell students that today we will play four games and see who wins. Divide the students in groups for all four games and give instructions for each game one after the other.</p>

Game 1- Noun:

Make a spinning wheel with the following common nouns as follows.

1. washing powder
2. biscuits
3. vegetables
4. candies
5. chips
6. packed milk
7. juice
8. fruits
9. road
10. cereals

Students will spin the wheel and give a proper noun example to match a common noun. *For example*, if they land on “cereal,” they might say “Cheerios” or “Corn Flakes.”

Game 2 Pronoun:

On the board, make two columns labeled “Subjects” and “objects,” each numbered 1-6. Ask students to copy it onto their own piece of paper. Tell students to write down any nouns they want in each column (12 total). Ask them to roll both dice. The first one corresponds to the Subjects column, and the second one corresponds to the Objects column. They write a sentence using the correct subject noun and correct object noun from each column. (For example: if they roll a 2 and a 6, they might match the words “Maria” and “my phone.” The sentence could be “Maria handed me my phone.” Students then replace the nouns with the correct pronouns (For example: “She handed it to me.”)

Game 3 – Verb Charade:

Teacher models the game. Student acts out a verb, and the class guesses what verb they’re trying to show.

Game 4 - Adjectives:

Divide the class into two or more teams, then write a noun on the board or show it as an image. Teams have a minute to write down as many adjectives as they can. Teams get a point for every adjective that is appropriate. A fast, fun game that students love!

	<p>(20 minutes)</p> <p>Reading: Ask students to turn to page 36 of their textbooks. Show them the exercise and help them read it. (05 minutes)</p> <p>Writing: Ask students to turn to page 36 of their textbooks and underline noun, circle pronoun, double underline adjectives and put a star on a verb. (5 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 support them.</p> <p>Fast learners might cause disruption. Ask these students to write few sentences and underline noun, circle pronoun, double underline adjectives and put a star on a verb.</p>
03 minutes	<p>Wrap-up:</p> <p>Ask the following questions to consolidate understanding</p> <ul style="list-style-type: none"> - What games did we play today? - What were the games about? - Ask students what did they revise today?
02 minutes	<p>Homework – Notebook task:</p> <p>Ask students to write five sentences in their notebook and underline noun, circle pronoun, double underline adjectives and put a star on a verb.</p>

Lesson Plan 43

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 43

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- define verb
- Use simple present indefinite verb tense in first, second- and third-persons language sentences

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Newspaper
- Worksheets

05 mins	<p>Warmup:</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.]</p> <p>Write and explain the definition of verb on the board as an action word. It will tell what the subject of a sentence is doing or what will happen. Write few sentences asking students to identify verbs used in sentences. Discuss and underlines the identified verbs in the sentence.</p>
30 mins	<p>Lesson structure (Presentation)</p> <p>Instructions:</p> <p>Topic: Tell students they will do group work in today’s lesson.</p> <p>Listening and Speaking:</p> <p>Ask students for three sentences that describe what they do at school. (Examples include: 'I listen to the teacher.' 'I watch the clock.' 'I tap my pencil.') Write student responses on the</p>

board. Ask students to identify verb and underline the verbs for each of the sentences and explain that the lesson today is about action words in sentences.

Pick up a newspaper and pretend to read it. Ask your students what you're doing. They'll say, "You're reading a newspaper."

T: "What newspaper am I reading?"

S: "You're reading The Dawn newspaper."

Introduce Present Simple - First person singular

Tell your students, "I read The DAWN News every day." Ask students to make a list of the things you do every day as a routine:

I have breakfast at 7.

I go to work at 9.

I have lunch at 12.

I go home at 5.

I watch TV before dinner.

Make sure your students understand that you do this on a daily or weekly basis; these are habitual actions. Go around the class and have students tell you what they do every day or what some of their habits are. They should give more examples in the first person singular.

Introduce Present Simple – Second person singular

Say: "I read The DAWN News. Sana, you read Jang Today". Go around the class giving examples like, "I go to work at 9. You go to school." Face each of your students and state a general truth:

T: "Ahmed, you live in Clifton."

Ahmed (to teacher): "You live in Clifton, too."

T: "Sana, you have a rabbit."

Sana (to teacher): "You have a cat".

Split your students up into pairs and have them give each other statements in the second person singular.

Introduce Present Simple – Third person singular

Say: "I read The DAWN News. Sarah reads Jang Today." Make sure students notice that you've added the s for the third

	<p>person singular. Give more examples with other students and introduce the irregular verbs:</p> <p>Ahmed goes to work at 8. Sana has lunch at 1. Students provide more examples from the information previously shared by their classmates.</p> <p><u>Do the same for the plural persons</u></p> <p>Ask who lives in Clifton and ask them to stand up. Then point to yourself and those standing and say: “We live in Clifton.”</p> <p>Ask who lives in the Defence and ask them to stand up. Address those who are standing and say: “You live in the Defence.” Point to your group and say, “We live in Clifton.”</p> <p>Ask who lives in Malir and point to that group and say: “They live in Malir.”</p> <p>Tell students that simple Present Tense is used to tell about the actions that take place in present. It tells about routines or habitual actions. It is also used for universal truths/facts or statements. In simple present tense, infinitive (first form) of verb is used. We add ‘s’ or ‘es’ to the verbs used with he, she, it or any singular noun.</p> <p>Group Activity:</p> <p>Point out that with third person we add ‘s’ to the verb. Ask the students to change the following verbs to its simple present tense form as it would be used with a third person noun.</p> <ul style="list-style-type: none">- stop- ride- wish- march- rely- carry- lay- pay <p>Game:</p> <p>Divide the class into four groups. Give each group a category of first, second, and third person. Ask them to discuss within the group and write as many examples of simple present tense</p>
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	<p>as they can. The group with the maximum number of examples will win. (20 mins)</p> <p>Reading and Writing – Worksheet 1: Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers of the worksheet, allowing students to adjust their answers as needed. Tell students that they need to read worksheet. Discuss the answers first. Encourage students to answer these worksheet responses themselves. (10 mins)</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. takes 2. earns 3. likes 4. belongs 5. hold 6. learns 7. get 8. comes 9. moves 10. rains <p>Differentiated Plan: Some students might be hesitant or lost in the group work. Change their place. Ask them to look at present tense in first, second- and third-persons language. Provide additional support to facilitate the learning.</p>
03 mins	<p>Wrap up: Towards the end of the lesson, ask students what they learnt in today’s session.</p>
02 mins	<p>Homework assignment – Worksheet 2: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p>

	<p>Worksheet answers</p> <ol style="list-style-type: none">1. takes2. plays3. enjoy4. eats5. lives6. drives7. completes8. loves9. watches10. cleans11. wipes12. goes
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Lesson Plan 44

Subject: English Grade: 2 Term: 1st
 Week: Unit: 4 Unit Title: Let Us Describe
 LP: 44 Textbook Page/s: 30 – 42 Duration: 40 minutes
 Teacher: School: Date:

Student Learning Outcomes (SLOs)

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

- Recall the definition of verb
- Identify changing regular verb form into past tense
- Use simple past indefinite verb tense in sentences

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheets

05 mins	<p>Recall: 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.]</p> <p>Enter the class and greet the students cheerfully.</p> <p>Planning a Party: Divide students into small groups. Tell students to pretend they are planning a party. Provide chart and marker and ask students to create a 'To Do List' using simple present tense verbs in the third person based on whose responsibility it is to complete the action. (For example: Salman orders the cake.) Ask students to underline the verb in each sentence. Encourage participation and facilitate the process of learning throughout.</p>
25 mins	<p>Lesson structure Topic: Tell students they will do group work in today’s lesson.</p>

Instructions:**Listening and Speaking:**

Draw a simple timeline on the board. In the middle of the timeline write 'today' and ask students what day it is today and write that day on the board. Next, ask students what day it was yesterday and write that day on the left side of the timeline. Do the same for tomorrow and write that day on the right side. Using this simple timeline, demonstrate the meaning of 'past' to students and elicit other times in the past (last week, last year, last weekend, before class, winter vacation, etc.).

(10 mins)

Mystery box Game

To play, divide the class into two teams. The teams will then take turns in answering the question. Students must make their own past tense sentence using the verb provided. Then, the team must choose to keep the box, or give the box to the other team. Inside the box is either plus points (e.g. +1000) or minus points (-1000). At the end of the game, the team with the most points is the winner. **(10 mins)**

Writing:

Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers of the worksheet, allowing students to adjust their answers as needed. Tell students that they need to read worksheet. Discuss the answers first. Encourage students to answer these worksheet responses themselves.

Worksheet answers

1. travelled
2. stopped
3. opened
4. picked
5. smiled

Give the following verbs, explain the meaning of each and ask students to create sentences in their notebook.

1. melted
2. seated

	<ol style="list-style-type: none"> 3. scolded 4. marked 5. muted <p>(10 mins)</p> <p>Differentiated Plan: Some students might be hesitant or lost in the group work. Change their place. Ask them to look at verbs in the text and convert them into past tense by just adding 'ed'. Provide additional support to facilitate the learning.</p> <p>Students may find making of sentences difficult. Gather them on one table and provide additional support.</p> <p>Those who may complete the notebook task earlier, ask them to identify more verbs from the story, change its form and used them in sentence.</p>
05 mins	<p>Wrap up: Ask students to ask their partner 'What did you do (yesterday / last weekend)?'. Once students have asked their partner, then ask students to tell you what their partner did yesterday / at the weekend.</p>
05 mins	<p>Homework assignment – worksheet 4: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. jumped 2. searched 3. walked 4. finished 5. talked 6. liked 7. watched 8. started

Lesson Plan 45

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 45

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- Recall the changing of regular verb
- Convert a sentence into future tense using 'will'
- Use future indefinite verb tense form in sentences

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Flash Cards (Prepare if not available)

10 mins	<p>Recall Game:</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.]</p> <p>Play "Past Tense Charades" in small groups Start by modeling: look at the flashcards on the board (including the regular verbs on the left-side) and do an action or gesture. Elicit what you are doing using the structure "Yesterday, I ..." (e.g. "Yesterday, I kicked a ball", "Yesterday, I slept all night"). Then put everyone in small groups of 3 or 4. One person in each group starts by acting out a verb and the other members must shout out the correct answer using the structure "Yesterday, I ...". The first person in the group to say the correct answer can do the next action. Continue until each group has completed actions for all the verbs.</p>
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	<p>Draw a simple timeline on the board. Ask students what day it is today and write that day in the middle of the timeline. Next, review the past tense and write some past tense words (yesterday, last week, last year, etc.) on the left side of the timeline. Then ask students what day it is tomorrow and write that day on the right side of the timeline. Elicit some more times in the future (next week, next Tuesday, next year, etc.) and write them on the timeline, too. Using this simple timeline, you can demonstrate when the future is relative to now and can explain to students that in this lesson, they will learn how to talk about events that will happen in the future.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students that in this lesson, they will learn how to talk about events that will happen in the future.</p> <p>Instructions</p> <p>Tell students that to form the future simple tense we simply add 'will' before the root form of the verb. Write some verbs on the board (eat, play, read, write, go, etc.) and show students how to make the future tense by adding 'will'. For example, 'I will eat.' / 'I will read.' / 'I will write.', etc. Read each future tense sentence aloud and ask students to repeat after you.</p> <p>(05 minutes)</p> <p>Activity Planning</p> <p>Tell students that you are going to arrange a charity activity for the poor at the weekend, and you want to collect some articles to help poor. Tell them that they are all invited, and you want them to help you plan the best surprise activity. Each student must tell you what they will do for the activity and tell you using a future tense sentence. For example, "I will bring clothes.", "I will share toys.", etc. Each student must make a different sentence and cannot repeat what the previous students have said. If a student cannot think of a sentence or they repeat what a previous student said, then that student is out.</p> <p>(10 minutes)</p>

	<p>Writing - Prepare 'Friendship Pledge'</p> <p>Explain to students that they are going to create a 'Friendship Pledge', using the simple future tense. They first will discuss the points to include and make a draft pledge on the A4 paper. Check to see if any changes should be made. Then, students create their posters. When they have finished, they share their posters.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to write a pledge. Gather them on one desk and recap the concept of using will in writing sentences. Help them say some sentences to get them started.</p> <p>Some students might complete their work early. Ask them to identify more root verbs and convert the sentences into future tense.</p>
03 mins	<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 how to make a future tense sentence.</p>

02 mins	<p>Homework assignment – Worksheet 6:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet Answers</p> <ol style="list-style-type: none">1. will clap2. will become3. will eat4. will go5. will hug6. will win7. will rise8. will complete9. will look10. will keep
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Lesson Plan 46

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 46

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- Recall verb
- Convert sentences into present continuous form
- Make present continuous sentences

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Old magazines, catalogues, or newspapers.
- large sheets of construction paper.
- Worksheet
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up (Game time): 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.] Enter the class and greet the students cheerfully.</p> <p>Play "Teacher Says" This is the same as the game "Simon Says" but with the word "teacher" instead of "Simon". Line everyone up in front of you and say, "Teacher says drink" and have everyone do the drinking action. Go through a few more verbs with everyone doing the actions. Then say "sleep" without the "Teacher says" part – anyone who does the action is out! First time, you can give a warning but after that any mistakes result in the student</p>
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	sitting out the round. Teacher will emphasize on action words and tell students that these are all verbs.
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will make present continuous sentences today.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Play "What are you doing?" actions Start by modeling the activity. Get a volunteer to help you. Start running on the spot and have your volunteer say, "What are you doing?" and reply "I am running!". Then start doing a cooking action and have the student ask again "What are you doing?". Reply "I am cooking!". Continue this for all the verbs, in the order of the song, using the flashcards on the board (or the song poster) as prompts. Next, pair up your students. Have one doing all the actions and the other asking "What are you doing?". Once finished, students swap roles. Take rounds and supervise their work. Support if needed.</p> <p>(10 mins)</p> <p>"Magazine cut and paste activity"</p> <p>Start by modeling: hold up a magazine and flick through some pages asking questions about what the people are doing E.g. "What is he doing?" and elicit "He is walking", etc. Feel free to choose pictures with other verbs your students might know (e.g. "She is talking"). For each picture you choose, cut it out and stick onto a large piece of construction paper with the following written in marker pen in the middle: "What is he doing? What is she doing? What are they doing?".</p> <p>After demonstrating with a few pictures, split your class up into groups – the same number of groups as the number of magazines that you have (3-4 students per group is ideal). Give each group a large sheet of construction paper with the same text written in the middle ("What is he doing? What is she doing? What are they doing?"). Have the groups go through the magazines to cut out and paste pictures of people doing things onto their construction paper.</p>

	<p>As they are doing so encourage everybody to use the key structures. When everyone has finished get one or two students from each group to join a new group. They will then ask questions about the people in the pictures (e.g. "What is she doing?") and the other members need to reply (e.g. "She is riding a bike".).</p> <p>Finally, end this activity by asking questions to each group about their pictures.</p> <p>Writing – Worksheet 6: Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers of the worksheet, allowing students to adjust their answers as needed. Tell students that they need to read worksheet. Discuss the answers first. Encourage students to answer these worksheet responses themselves.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. coming 2. dancing 3. hosting 4. hoisting 5. acting 6. starting 7. realizing 8. troubling 9. opening 10. jumping <p>(15 mins)</p> <p>Differentiated Plan: Some students might be hesitant or lost in the group work. Change their place. Give them examples of present continuous tense. Provide additional support to facilitate the learning.</p>
03 mins	Wrap up:

	Read words from page 27, Exercise D of textbook with students. Help them recognize vowel sounds at the beginning of two-letter words
02 mins	<p>Homework assignment – Worksheet 7:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet Answers</p> <ol style="list-style-type: none">1. Trying2. Playing3. Listening4. riding5. baking6. feeding7. recycling8. reading9. playing10. preparing

Lesson Plan 47

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 47

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify the verb and tense in a sentence.
- write a sentence using the past, present, future, or present continuous tense.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Tense Chart

05 mins	<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.]</p> <p>To set the purpose for the lesson, introduce the essential question: How does knowing the past, present, future tense and present continuous of verbs help us communicate? Have this on the board with the objectives. You will revisit this question at the end of the lesson when students complete the exit ticket.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be working with present, past, and future sentences.</p>

Instructions:

Teacher Modeling

Read a sentence from 1st column. Identify the verb. (Mentioned in last column) complete sentences using the correct form of verb. Fill one or two rows as mentioned on page number 41 – Exercise I.

Tenses Chart

Create a Tenses Chart like one shown on page number 41 – Exercise I but with little exercise for students to do. Refer to the table below.

Verb Tense Chart

Present indefinite tense	Past indefinite tense	Future indefinite tense	Present Continuous tense	Verb
I ___ the floor.	I ___ the floor.	I ___ the floor.	I ___ the floor.	Mop
She ___ tea.	She ___ tea.	She ___ tea.	She ___ tea.	Make
We ___ hard.	We ___ hard.	We ___ hard.	We ___ hard.	Work
He ___ me.	He ___ me.	He ___ me.	He ___ me.	Call
They ___ to us.	They ___ to us.	They ___ to us.	They ___ to us.	Speak
You ___ it.	You ___ it.	You ___ it.	You ___ it.	Like

Pass out individual copies of the Verb Tense Chart. Ask students follow the steps you modeled to complete sentences on the Verb Tense Assessment handout with a partner. After completing sentences, a pair of students join with another pair of students to create groups of 4. Ask the group to compare their work, making any changes if necessary. Be sure to facilitate these discussions so that students are not off-track. Now is the time to catch any errors and decide who may need to be pulled for a small group during independent time. Ask one group to share one of their set of sentences. The class must identify the verb tense used.

(15 mins)

	<p>Reading and writing: In pairs, ask students to read Exercise H on pages 37-40. Encourage them to discuss the tenses and make sentences. Encourage one partner to ask questions and the other to reply. Tell them to do actions while asking and answering questions. (10 mins)</p> <p>Differentiated Plan: Some students might find it difficult to answer questions. Give students who are struggling a copy of the Past, Present, Future examples. These students can circle and label the verb in each sentence. Some students might complete their worksheets earlier. Students that finish early will prepare a sentence to act out in front of the class. Ask each student to circle and label the verb. The rest of class will have to guess the verb and tense.</p>
08 mins	<p>Wrap up: If time permits, allow 1-2 students to share their newly created sentence. Let the class guess the verb and the verb tense. Ask students to turn to a partner and tell them one new thing they learned from this lesson. Make sure students speak in complete sentences. Review the essential question. Provide the exit ticket which includes a scrambled sentence. The students must unscramble the sentence, put it in order, then circle and label the verb and tense. They must answer How does knowing the past, present, future tense and present continuous of verbs help us communicate? In their exit slip.</p>
02 mins	<p>Homework assignment – Worksheet 8: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet Answers</p> <p>1. searched - Past</p>

	<ol style="list-style-type: none">2. searching - Present3. will search - Future4. Smiling - Present5. Will smile - Future6. Smiled - Past7. Playing - Present8. Will play - Future9. Played - Past10. Sharpened - Past11. Will sharpen - Future12. Sharpening - Present13. Learned - Past14. Learning- Present15. Will learn - Future16. Studying- Present17. Will study - Future18. Studied - Past19. Bounced - Past20. Will bounce - Future21. Bouncing – Present
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Lesson Plan 48

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 48

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify synonyms of words
- Use synonyms in sentences

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Work sheet

05 mins	<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.]</p> <p>Draw a circle on the with the word 'big' Inside. This Is the start of a word web. Draw a line out from the centre circle and write the word 'Large' Ask students to call out other words that has a similar meaning to the word 'big.'" Branch out from the circle and write their answers. Write another word 'tiny' and ask students to think of words which may have similar meaning to the word. Take responses and branch out to write them on board. Encourage interaction and facilitate the process of learning.</p>
25 mins	<p>Lesson structure</p> <p>Topic:</p> <p>Instructions:</p>

	<p>Tell students that today’s topic is Synonyms.</p> <p>Listening and Speaking:</p> <p>Connect to the warmup activity and remind students that words that have similar meanings are called synonyms. Write the definition on the board. Encourage interaction to share more examples and facilitate the process of learning. Tell students that now we are going to play a game.</p> <p>Go Fish - Game</p> <p>Write a list of synonym pairs on the board, and have students copy each word on an index card. Word pairs might be “big, large,” “close, near,” and “quick, fast.” Continue until you have at least 15 pair (30 cards). Ask the students to work with a partner; instruct the students to place the index cards in a deck. Have one partner deal out five cards to himself and five cards to his partner. Students play the game like Go Fish, by matching synonyms in their hand and putting aside the synonym pairs. If a student has no more pairs, he picks a card. The partner with the most pairs at the end of the game wins.</p> <p>(10 mins)</p> <p>Reading and Writing:</p> <p>Ask students to turn to pages 35 and 36. Encourage them to read in pairs and complete exercise F. Once done, ask them to read aloud and discuss the answers with their pair partner.</p> <p>(10 mins)</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might be hesitant or lost in the pair work. Change their place. Ask them to look at dictionary to find the meanings of the words written on the board. Give few examples to support the students. Encourage students to work in pairs.</p>
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05 mins	Wrap up (Quiz Time): Towards the end of the lesson, ask students what they learnt in today’s lesson.
05 mins	Homework assignment – Worksheet 9: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed. Worksheet Answers <ol style="list-style-type: none">1. large2. nap3. shout4. small5. stone6. glad7. sick8. pal9. leap10. road

Lesson Plan 49

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 49

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- Define term antonym.
- Identify pairs of antonyms.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<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.]</p> <p>Ask the students randomly to tell anything about the following:</p> <ul style="list-style-type: none"> ○ Big in the class / anything small in the class. ○ Clean in the class / anything dirty in the class. ○ Dull / black / white / colorful in the class. ○ New in the class / anything old in the class. ○ After this activity, tell the students that they will learn some similar and opposite words.
25 mins	<p>Lesson structure</p> <p>Topic:</p>

	<p>Tell students that today's topic is Antonyms.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Draw a line out from the center circle and write the word 'small. Ask students to call out other words with meanings that are opposite of "big." Branch out from the center circle and write their answers. Remind students those words with opposite meanings are called antonyms. Write the definition on the board.</p> <p>Write the following words on the board.</p> <ul style="list-style-type: none">– Old, long, difficult, big, hard, tall, heavy, new, small, beautiful, cold, short. <p>Ask the students to work in groups and tell the words and their opposite from the given list of words. Once the students have done with the opposite, discuss similar meanings of the words with them. Let the students guess. Help when required. Ask the students to note down the similar and opposite meaning words in their notebooks side by side.</p> <p>Reading and Writing:</p> <p>Ask students to turn to pages 34. Encourage them to read in pairs and complete exercise E. Once done, ask them to read aloud and discuss the answers with their pair partner.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might be hesitant or lost in the pair work. Change their place. Ask them to look at dictionary to find the meanings of the words written on the board. Give few examples to support the students. Encourage students to work in pairs.</p>
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05 mins	Wrap up (Quiz Time): Towards the end of the lesson, ask students what they learnt in today’s lesson.
05 mins	Homework assignment – Worksheet 10: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed. Worksheet Answers <ol style="list-style-type: none">1. calm2. young3. few4. first5. start6. empty7. hot8. boy9. poor10. sad

Lesson Plan 50

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 50

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- Listening and speaking to perform a dialogue

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up: Enter the class with a smile on your face. 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.]</p>
25 mins	<p>Lesson structure Topic: Tell students they will perform dialogues in today's lesson.</p> <p>Instructions: Listening and Speaking: Ask two students to come in front of the classroom and perform the dialogues given on page 41 and 42. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.</p> <p>Encourage them to give responses. Tell that it is important to pleasant and use courtesy words like please and thankyou.</p> <p>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.</p>

	<p>Reading, Listening and Speaking: In pairs, ask students to perform the dialogues on page 41 and 42 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.</p> <p>Differentiated Plan: Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so he/she could 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 use of ‘please’ and ‘thank you’.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
05 mins	<p>Wrap up At the end of the class, ask questions like: ‘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.</p>
05 mins	<p>Homework assignment: Read page 41 and 42 again.</p>

Lesson Plan 51

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 51

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- read and recognize new sight words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up: Enter the class with a smile on your face. 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.]</p> <p>Write some words on the board and ask students to read them. Ask students How do you read?</p>
30 mins	<p>Lesson structure Topic: Tell students that they will learn some new words today.</p> <p>Instructions: Listening and Speaking: Tell students ways of reading sight words.</p> <p>Reading, Listening and Speaking:</p>

Introduce methods of sight reading and ask them to practice along with you for a chosen word.

See and Read: This is when you see the word on the flash card and says the word while underlining it with your finger.

Tapping arm: This is when you say the word and then spells out the letters while tapping them on your arm.

Writing on the table: This is when you write the letters on a table, first looking at and then not looking at the flash card.

Spell reading: This is when you say the word and spells out the letters, then reads the word again.

Air writing: This is when you say the word, then writes the letters in the air in front of the flash card.

(10 minutes)

Sight word snowball game

Write the words that have been taught so far on a piece of paper and crumple them into a snowball. Let the children play by tossing the "snowballs" around, then ring a bell or blow a whistle for them to stop. Everyone must pick up the snowball nearest to them and read the word.

(10 minutes)

Reading

In pairs, ask students to read the sight words on page 33 using one of the ways introduced in the lesson today. Take rounds, listen to their pronunciations, and support them if there is a need to do so.

(10 minutes)

Differentiated Plan:

Some students might find it difficult to read. Pair slow learners with a fast learner so he/she could provide peer support. Also, provide extra support to such learners in reading sight words. You might have to make them repeat words after you.

	Some students might finish their reading quickly. Ask them to try different ways of reading.
05 mins	Wrap up (Quiz time): At the end of the class, ask questions like: <ul style="list-style-type: none">- What are different ways of reading sight words?- Which way is easier and more interesting for you?- Did you enjoy the activity?
05 mins	Homework assignment: Read sight words given on page 33 exercise C again.

Lesson Plan 52

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 52

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- Comprehend picture

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up (Game time): 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.]</p> <p>Excite students by saying that you know picture talks. When they are excited, tell them its not that the picture has tongue, and it speaks with sound but it still tells you a lot about what is happening.</p>
30 mins	<p>Lesson structure Topic: Tell students that today we are going to read what a picture says.</p> <p>Instructions: Picture Reading</p>



Show student the picture shown above and ask students to discuss and answer the following questions.

- There are _____ people in the picture. (four/three)
- The boy with yellow T shirt is wearing a green _____ (pant/hat)
- They all look _____ (happy/sad)
- They are making _____ (Bar B Que/Sweet dish)
- Pink T shirt has _____ on it (stripes/checkers)

Make more similar blanks and give chance to all pairs to respond to the given blanks and encourage their responses.

(15 mins)

Reading:

Ask students to turn to pages 33-34. Encourage them to read in pairs. Once done, ask them to read aloud and discuss the text with their pair partner. **(05 mins)**

Writing – Exercise A:

Ask students to write the responses and discuss answers to exercise D on pages 33-34 with the students.

(10 mins)

Differentiated Plan:

In written task, facilitate the student facing problem in writing by asking them questions pertaining to their picture and prompting them to write.

Those who completes the written task should be writing 1 line about what they like most about the picture and why.

03 mins	Wrap up: 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, ‘What do this pictures tell you about the family?’
02 mins	Homework assignment: Draw a picture of their choice and write 2 sentences about the picture.

Lesson Plan 53 - Review of the chapter

Subject: English

Grade: 2

Term: 1st

Week:

Unit: 4

Unit Title: Let Us Describe

LP: 53

Textbook Page/s: 30 – 42

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- write a sentence using the past, present, future, or present continuous tense.
- generate synonyms and antonyms for the targeted words

Teaching Aids/Materials/Resources:

- Exam sheets

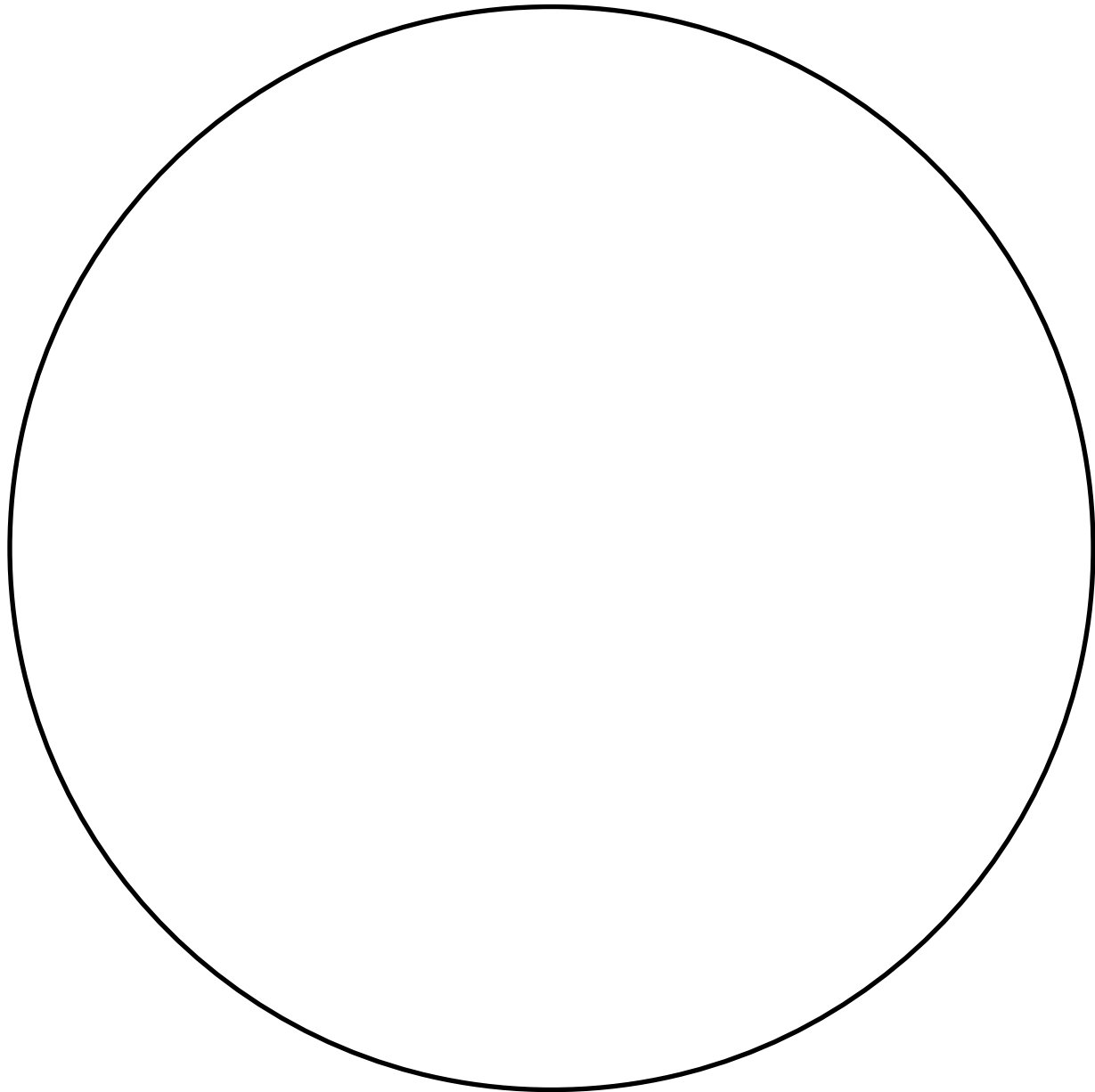
Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up: Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Enter the class and greet students cheerfully. 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 mins	<p>Lesson structure Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate’s work.</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 mins	Wrap up: Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.

Unit 1 –We Thank Allah — Worksheet 1

Lesson Plan 2

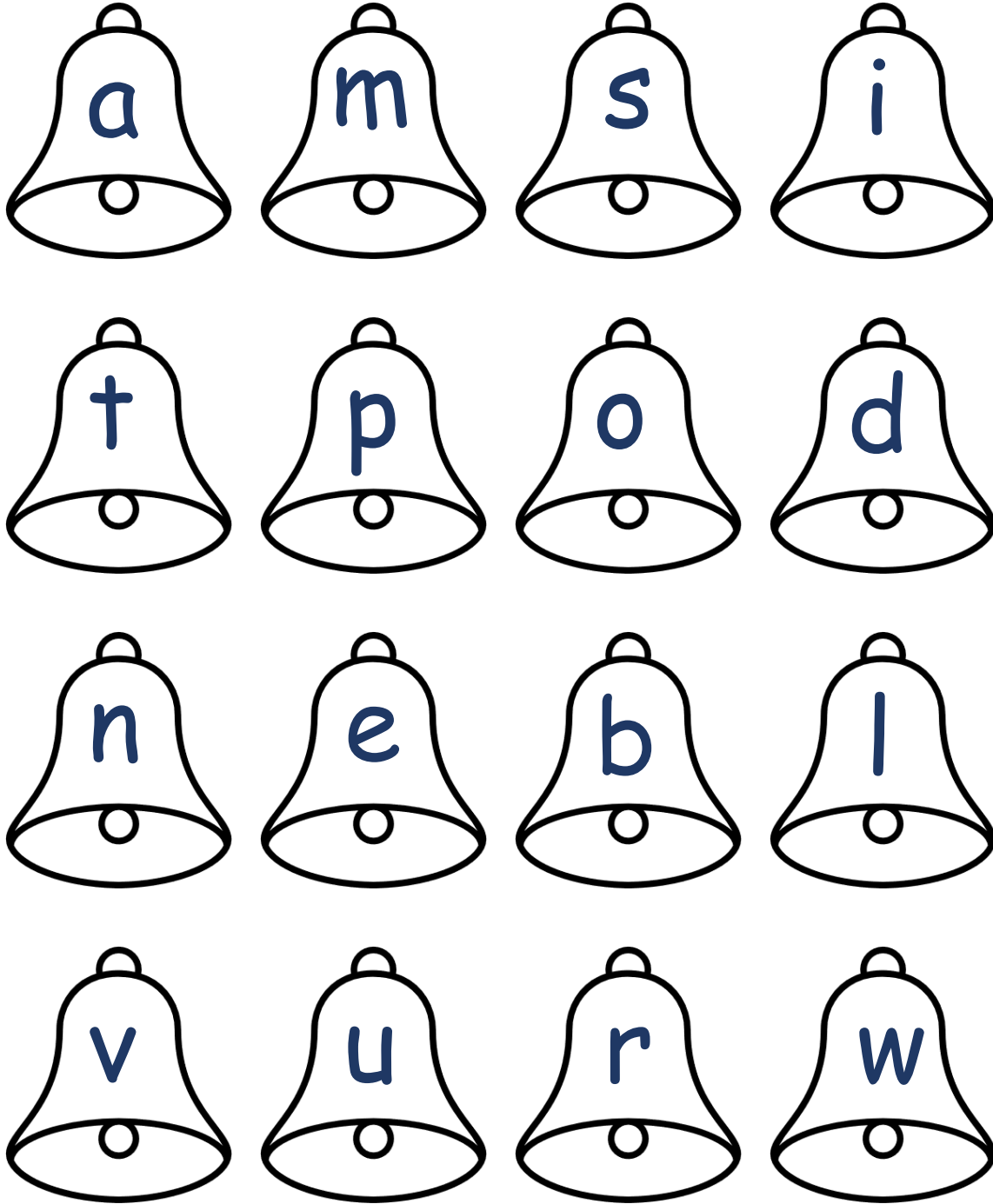
Writ your Name and Circle the ‘vowels’



Unit 1 –We Thank Allah — Worksheet 2

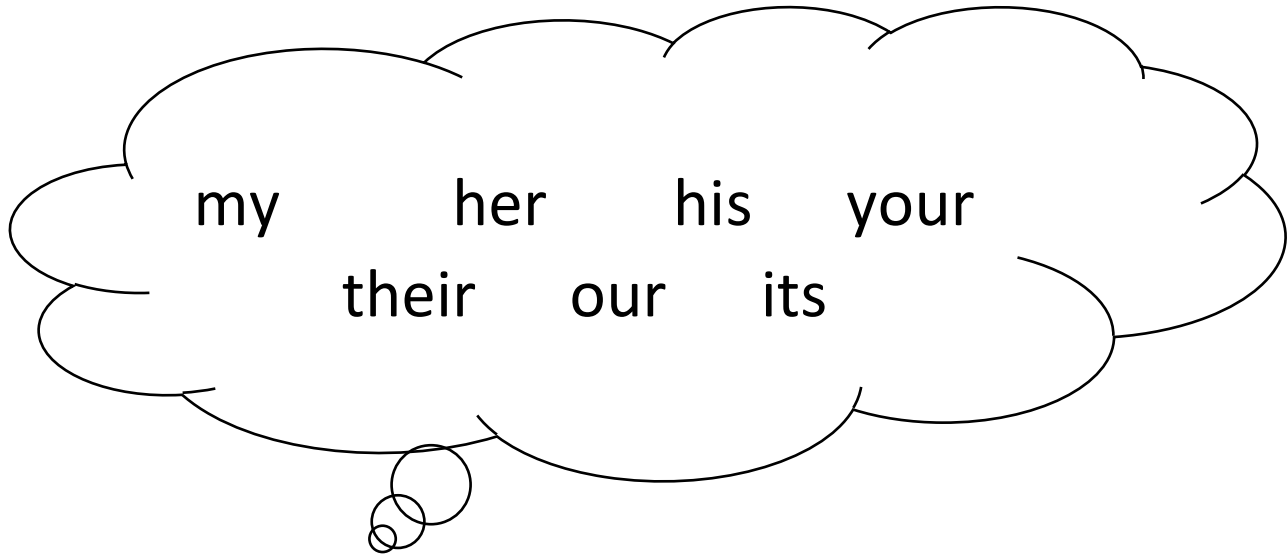
Lesson Plan 4

Colour the bell with ‘vowels’ red and ‘consonants’ with yellow



Unit 1 –We Thank Allah — Worksheet 3

Lesson Plan 5

Insert possessive adjectives from the cloud.

1. She is my friend and _____ name is Amna.
2. The cat has had _____ breakfast.
3. He is new boy in the class. Do you know _____ name?
4. I am hiding this chocolate in _____ pocket.
5. There are girls standing there and these are _____ books.
6. Let's go and eat _____ lunch.
7. You should do _____ homework on time.

Unit 1 –We Thank Allah — Worksheet 4

Lesson Plan 7

Capitalise, add question mark or full stop.

what is you name



i am at home



Are you working



this is my cat, mano



its nice food



is that your fish



Today i am happy



will it be hot on monday



Unit 1 –We Thank Allah — Worksheet 5

Lesson Plan 7

Question Mark or Full Stop

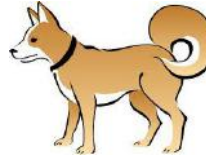
- Who is your English teacher
- The cow is standing with its calf
- Where are you going
- The book is on the table
- How old are you
- What is your name
- Rani is picking up the phone
- I am going to school
- where is my bag
- I am happy

Unit 1 –We Thank Allah — Worksheet 6**Lesson Plan 8****Capitalize and rewrite it!**

1	monday	_____
2	this is my brother, ahmed.	_____
3	my mom’s name is sobia	_____
4	february	_____
5	sana lives in america	_____
6	he is my father	_____
7	islamabad is the capital of pakistan.	_____
8	she is an indian	_____
9	it is december	_____
10	it’s a sunny day.	_____

Unit 1 –We Thank Allah — Worksheet 7**Lesson Plan 9****Fill in: This, That, These or Those**

1 This is a dog.



2 _____ is a school.



3 _____ are parrots.



4 _____ is a car.



5 _____ are shoes.



6 _____ is a hat.



7 _____ are gloves.



8 _____ is an orange



Unit 1 –We Thank Allah — Worksheet 8

Lesson Plan 10

Convert the sentences into questions.

She is working on a new project.

He has returned from the U.S.

Sania has passed the test.

He has won the prize.

She has asked me to go.

You have done your homework.

Salman was present with his friends.

She does know it.

He did apologize.









He did realize.

They were sweet.

Unit 2 – A Baby Sparrow — Worksheet 1

Lesson Plan 14

**Add vowels to the following letters to correctly spell the name of an animal.
Write the name of the animal in the blanks. The first one has been done for you.**

1	ms	<u>mouse</u>	
2	brd	_____	
3	lmb	_____	
4	hrs	_____	
5	snk	_____	
6	tgr	_____	
7	rbbt	_____	
8	ln	_____	

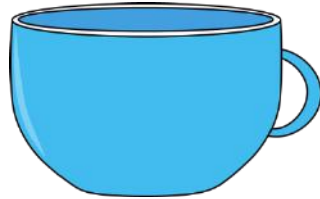
Unit 2 – A Baby Sparrow — Worksheet 2

Lesson Plan 15

Add vowels or consonants to make words.



s__n



c__p



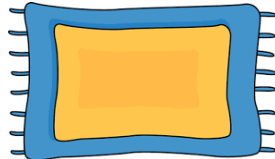
t__p



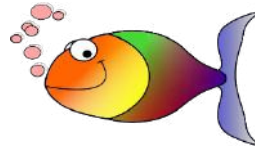
__ox



__ub



ma__



__in



r__d



__ar



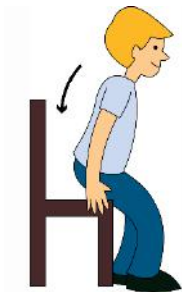
su__



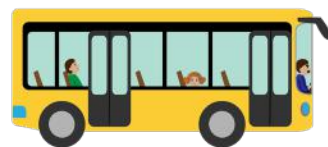
g__m



k__t



__it



__us









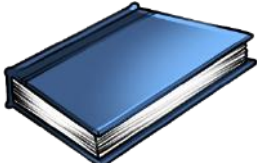
w__t



__op

Unit 2 – A Baby Sparrow — Worksheet 3**Lesson Plan 16**

Circle the nouns in each sentence.

<p>The firemen rescued the cat from the tree.</p>	
<p>My friends and I are going to school.</p>	
<p>My friend likes to read books about birds.</p> 	
<p>Mom and dad are going out for dinner.</p>	
<p>Our teacher gave us homework.</p>	
<p>My sock has a hole in it.</p>	
<p>The book has a blue cover.</p>	

Unit 2 – A Baby Sparrow — Worksheet 4**Lesson Plan 16**

Classifying nouns: person, place or thing.

Instructions: If the noun is a person, circle it. If the noun is a place, draw a box around it. If the noun is a thing, underline it.

Person	Place	Thing
Mom	Kitchen	Cup

class

gym

yard

entrance

window

teacher

student

rug

jogger

marker

principal

pencil

chair

backpack

nurse

desk

eraser

fireman

bus

chalk

notebook

stage

ground

driver

coach

boy

park

hook

table

women

Unit 2 – A Baby Sparrow — Worksheet 5

Lesson Plan 16

Place, Thing, Idea?

A noun is the name of a person, place, thing, or idea. Follow the instructions, and color the nouns below accordingly.

Person

red

Place

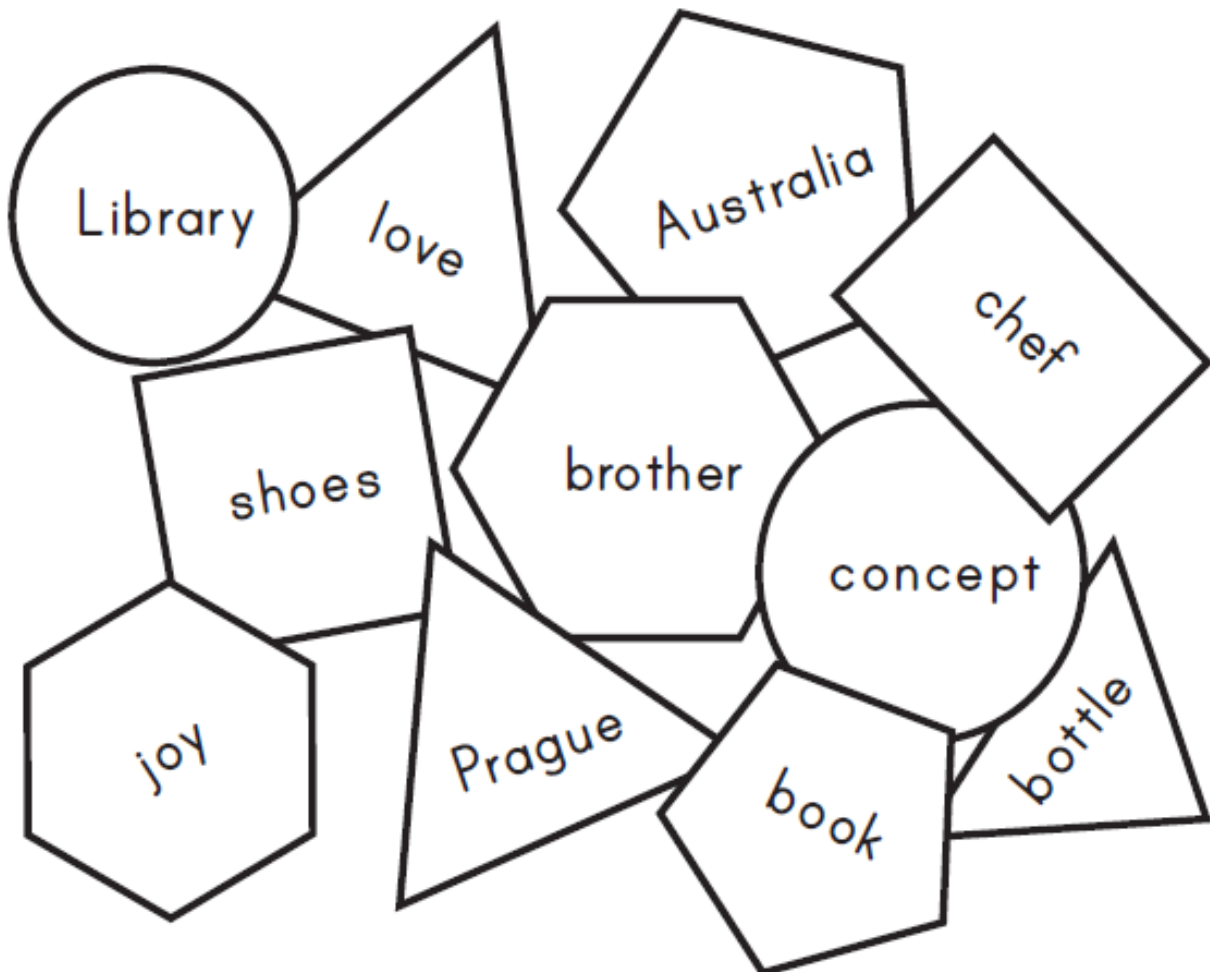
yellow

Thing

green

Idea

blue



Unit 2 – A Baby Sparrow — Worksheet 6**Lesson Plan 17****Circle the adjectives**

pretty

girl

boy

tall

hair

fat

shirt

car

chair

grey

cat

door

short

dog

expensive

lamp

delicious

pie

final

card

soft

rock

old

clothes

young

thin

happy

rough

dirty

clean

Unit 2 – A Baby Sparrow — Worksheet 7

Lesson Plan 17

Choose two adjectives for each sentence.

busy fat empty rough

1. The _____ cat jumped into the _____ box.

blue tall active soft

2. The children at the school are _____ and _____.

pink tasty fast wide

3. The _____ lizard hid in the _____ crack in the wall.

colourful tasty delicate white

4. The _____ painting hung on the _____ wall.

tall dirty wet warm

5. Put your _____ shoes in the mudroom by the _____ clothes.

Unit 2 – A Baby Sparrow — Worksheet 8

Lesson Plan 18

Add an adjective to each sentence.

1. The girl curled her hair.

2. Tania is writing a story.

3. The wind picked up the leaves.

4. The man walked to the house.

5. The grass needs to be cut.

6. The snow is melting.



Hint: The cat played.

The black cat played.

Unit 2 – A Baby Sparrow — Worksheet 9

Lesson Plan 20

Underline the common noun in the sentences below.

Example A-

The Yankees are a good baseball team.

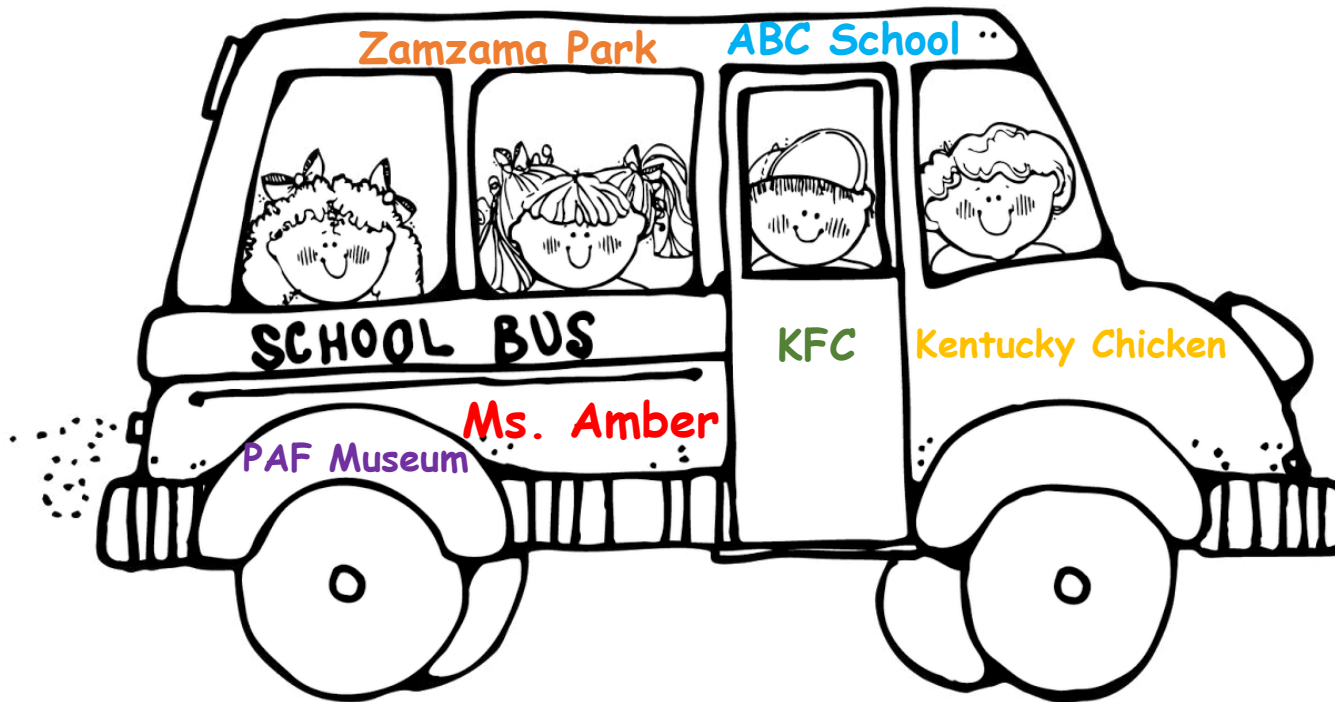
Answer- The Yankees are a good baseball team.

1. Sana must go to school tomorrow.
2. We are going to the park today.
3. What school do you go to?
4. Let's go to dinner.
5. Will we meet at the restaurant?
6. I will sleep in my bed.
7. Salman told me the entire story.
8. I like to play different sports.
9. I live in a small town.
10. The freeway is crowded with cars.

Unit 2 – A Baby Sparrow — Worksheet 10

Lesson Plan 21

Make the story more interesting by inserting proper nouns mentioned on school bus.

**A Great Field Trip!**

My teacher, _____ took the whole class and headed to _____. Then, we went skating at the _____.

In the afternoon, we visited _____ and ate famous food item from there like _____. After the visit, we climbed back on the bus and headed back to _____. This was an amazing trip!

Unit 2 – A Baby Sparrow — Worksheet 11

Lesson Plan 23

Singular Plural.



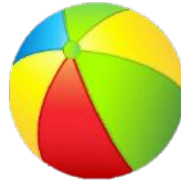
apple _____



fox _____



brush _____



ball _____



tent _____



sandwich _____



watch _____



ax _____



dog _____



house _____



bee _____



tomato _____

Unit 2 – A Baby Sparrow — Worksheet 12

Lesson Plan 24

Convert sentences into affirmative, negative, or interrogative statements.

1. English is a foreign language.

Negative: _____

2. I forgot his name.

Interrogative: _____

3. Sana was not late yesterday.

Affirmative: _____

4. Did you see my name in the list?

Affirmative: _____

5. Mariam is coming to school today.

Interrogative: _____

Unit 2 – A Baby Sparrow — Worksheet 13**Lesson Plan 25**

Choose the correct collective noun to complete the sentences below.

A litter of kittens**A bunch of bananas****A swarm of bees****A pack of gum****A pack of wolves****A herd of cows**

1. The _____ of wolves was hungry
2. The cowboy saw a huge _____ of cows.
3. May I see you cats _____ of kittens?
4. I saw a _____ of wolves in the forest.
5. The _____ of cows grazed in the meadow.
6. That _____ of bees was scary
7. That _____ of cows belongs to Farmer Don.
8. The big _____ of gum cost 95 cents.
9. That _____ of kittens was so cute!
10. He gave the monkey a _____ of bananas.
11. A _____ of bees surrounded me!
12. She bought a _____ bananas at the store.
13. A _____ of bees was chasing me.
14. I saw a _____ of bees buzzing around the purple flower.
15. My cat had a _____ of kittens.
16. My mom needed a _____ of bananas for the cake.
17. I lost my _____ of gum.
18. I'm afraid _____ of that of bees.

Unit 2 – A Baby Sparrow — Worksheet 14**Lesson Plan 26**

Fill in the table with respective male and female versions of each family member


father	
	grandmother
son	
	sister
uncle	
	niece
husband	

Unit 3 – In the Morning — Worksheet 1

Lesson Plan 30


Rhyming Words.

Circle the word/s that rhymes with each picture.




fox

- a) horse
- b) top
- c) box
- d) ox



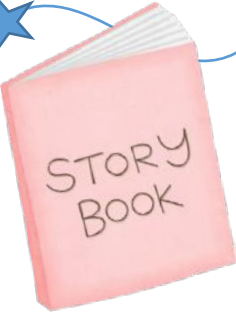
kite

- a) bat
- b) light
- c) train
- d) night




chair

- a) hair
- b) chair
- c) wear
- d) chess




book

- a) look
- b) room
- c) cook
- d) hook



rain

- a) brain
- b) gain
- c) cheese
- d) mice



deer

- a) fear
- b) ear
- c) ride
- d) near

Unit 3 – In the Morning — Worksheet 2

Lesson Plan 30

Syllables!

What is a syllable?

A syllable is the sound of a vowel (a, e, i, o, u) that's created when you pronounce a word. "Cat" has one syllable and "kitten" has two. Longer words have three or more.

Practice identifying syllables in the words below.

How many syllables are there in each word? You can count the number of syllables by writing each syllable you read. It helps to clap when you read each syllable.



WORD	SYLLABLE 1	SYLLABLE 2	How many?
1. kitten	<u>kit</u>	<u>ten</u>	<u>2</u>
2. flute	_____	_____	_____
3. picture	_____	_____	_____
4. Dog	_____	_____	_____
5. sheep	_____	_____	_____
6. Use	_____	_____	_____
7. useful	_____	_____	_____
8. window	_____	_____	_____
9. number	_____	_____	_____
10. Bird	_____	_____	_____
11. camping	_____	_____	_____
12. support	_____	_____	_____
13. puppy	_____	_____	_____
14. respect	_____	_____	_____

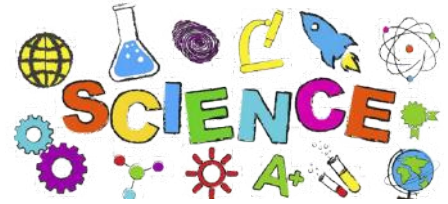
Unit 3 – In the Morning — Worksheet 3

Lesson Plan 34

Pronoun

A pronoun is a word that can take the place of a noun.

In each of the sentences below, write a pronoun from the word box to replace the red nouns.



He	She	They
----	-----	------

Sarah is having a science test at school today.

Salman is getting a ride to school from his dad.

The meeting will last for an hour and a half.

Amna has bought a cheese sandwich for lunch.

Raza is playing in the rain.

The teachers will have a meeting after school.

Sana and Maha like to splash in the puddles.

Ahmer hopes the rain stops before his soccer game.

Maha forgot to pack her umbrella this morning.

Sana is wearing a white lab coat and boots.

Unit 3 – In the Morning — Worksheet 4

Lesson Plan 36

Comparative and Superlative Adjectives

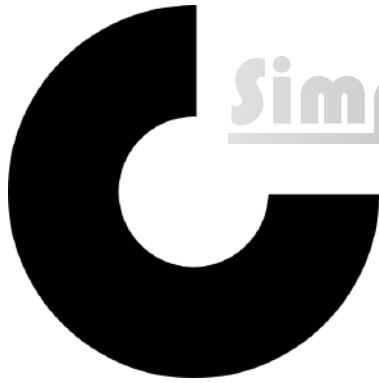
Choose the right words to complete each sentence.

1. Sara was the _____ girl in the room.
(happier / happiest)
2. Amna is _____ than Maha in class.
(more focused / most focused)
3. Cutting wood is the _____ activity I have ever done.
(more demanding / most demanding)
4. The mouse is _____ than the cat and got away.
(faster / fastest)
5. My bed is _____ than my parent's bed.
(more comfortable / most comfortable)
6. The CN tower is the _____ one in Canada.
(taller / tallest)
7. Water from the fridge is _____ than from the tap.
(colder / coldest)
8. The sun is _____ than the moon.
(brighter / brightest)
9. This is the _____ test I have completed.
(harder / hardest)
10. The _____ sports are called extreme sports.
(more dangerous / most dangerous)

Unit 4 – Let Us Describe — Worksheet 1

Lesson Plan 43

Simple Present Tense - Fill in the blanks with correct past forms of verbs given in brackets



Simple Present Tense



1. She _____ milk every morning. (take)
2. My dad _____ money from business. (earned)
3. Maria and Alina _____ to travel together. (like)
4. She _____ to this place. (belonged)
5. You _____ this rope tightly from one side. (holds)
6. Teenager _____ to drive quickly. (learn)
7. I _____ up early in the morning. (gets)
8. Here _____ the school bus! (come)
9. The earth _____ around the sun. (move)
10. If it we shall get wet. (rain)

Unit 4 – Let Us Describe — Worksheet 2**Lesson Plan 43****Simple present tense - Fill in the blanks with correct past forms of verbs given in brackets**

1. Ahmed _____ tea in the morning. (take)



2. My sister _____ tennis. (play)



3. They _____ swimming every Saturday. (enjoy)



4. My cat _____ fish. (eat)



5. He _____ in London. (live)



6. My father _____ the car. (drove)



7. I always _____ my homework on Sunday. (complete)



8. She _____ her aunt and uncle. (love)



9. He _____ movie on TV. (watch)



10. Zara _____ her room every day. (clean)



11. I _____ my mom to wipe the window. (wiped)



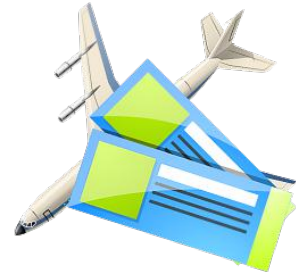
12. Fateh _____ to school. (go)



Unit 4 – Let Us Describe — Worksheet 3**Lesson Plan 44**

Past Tense: Fill in the blanks with correct past forms of verbs given in brackets.

1) We _____ (travel) all over Pakistan last year.



2) The boys _____ (stop) talking when the teacher entered the classroom.



3) The little boy _____ (open) his backpack.



4) The monkey _____ (pick) up a ripped mango from the basket.



5) Mom _____ (smile) when little Nanny spilled the milk.



Unit 4 – Let Us Describe — Worksheet 4

Lesson Plan 44

Past Tense: Write the past tense of each regular verb below.

1) jump



2) search.



3) walk.



4) finish



5) talk



6) like



7) watch



8) start



Unit 4 – Let Us Describe — Worksheet 5**Lesson Plan 45****Future Tense: Fill in the blanks with correct past forms of verbs given in brackets**

1.	The audience _____ after this magic trick. (clapping)
2.	He _____ a pilot within a week. (became)
3.	I _____ all the fruits on the table. (eaten)
4.	They _____ to hangout near the beach. (gone)
5.	She/He _____ me in the seminar hall. (hugged)
6.	We _____ this game if we played well. (won)
7.	The water level _____ if it rains continuously. (risen)
8.	He _____ this project work by tomorrow. (completed)
9.	She _____ pretty in this dress. (looking)
10.	You _____ this secret. (kept)

Unit 4 – Let Us Describe — Worksheet 6

Lesson Plan 46

Present Continuous Tense: Fill in the blanks with correct past forms of verbs given in brackets

1. You are _____ with us right now. (come)
2. She _____ on the floor. (not/dance)
3. Yes, Waseem is _____ today's event. (host)
4. The Chief Minister is _____ the flag. (hoist)
5. _____ they _____ in the drama? (act)
6. He is _____ his new business. (start)
7. She _____ them the value of education. (realize)
8. Am I _____ you right now? (trouble)
9. He is _____ the workshop. (open)
10. _____ they _____ from the top of the mountain? (jump)



Unit 4 – Let Us Describe — Worksheet 7

Lesson Plan 46

Verbs with ing

Present Continuous Tense: Fill in the blanks with correct past forms of verbs given in brackets

Rewrite each verb to tell what is happening now.



1. Are you _____ to open the door?
2. He is _____ basketball with his friends. **(play)**
3. We are _____ to news. **(listen)**
4. Ahmed is _____ his bike to school. **(ride)**
5. She is _____ a cake for her mother. **(bake)**
6. I am _____ the kitten. **(feed)**
7. Our school is _____ paper and plastic. **(recycle)**
8. Amnah is _____ a book. **(read)**
9. Salman is _____ tennis with Raza. **(play)**
10. They are _____ for spelling bee competition. **(prepare)**

Unit 4 – Let Us Describe — Worksheet 8

Lesson Plan 47

Past, Present, Future Sentences - Identify the verb and verb tense by circling and by labeling p = past, pr = present, f = future.

Haris searched for the pot of gold at the end of the rainbow.
He is searching for a pot of gold right now!
He will search for the pot of gold tomorrow.



Mrs. Salman is smiling at her smart students.
She will smile at her students tomorrow.
She smiled at her students yesterday.



Ahmed is playing his favorite video game.
He will play his favorite video game after school.
He played his favorite video game last night.



Ahsan sharpened all the pencils after school.
He will sharpen all the pencils after school.
He is sharpening all the pencils now.



The students learned to write correct sentences yesterday.
They are learning to write sentences right now.
They will learn to write sentences tomorrow.



Ibrahim is studying for his test right now.
He will study for his test tonight at home.
He studied for his test last night.



The ball bounced high into the air.
It will bounce high into the air.
It is bouncing high into the air.



Unit 4 – Let Us Describe — Worksheet 9

Lesson Plan 48

Synonyms - Read each sentence. Decide which word in the box means almost the same as the underlined word. Then write it on the line.

Small	nap	Pal	large	leap
Glad	road	Shout	sick	stone

_____ 1. I ate the big apple.



_____ 2. The baby took a sleep.



_____ 3. Please don't yell.



_____ 4. I saw a little bunny.



_____ 5. I threw a rock in the lake.



_____ 6. I am so happy you came.



_____ 7. I really feel ill today.



_____ 8. You are my best friend.



_____ 9. A frog can jump very far.



_____ 10. I ran down the street.



Unit 4 – Let Us Describe — Worksheet 10**Lesson Plan 49**

Choose the antonyms from the bank for the given words.

1	Loud	
2	old	
3	several	
4	last	
5	stop	
6	full	
7	cold	
8	girl	
9	wealthy	
10	happy	

Bank

Empty	hot	calm	poor	sad
Start	first	young	boy	few

Unit 1 – We Thank Allah**Unit Wise Assessment****Question 1 – Choose the right answer.****1. Have you seen new coat?**

- I
- me
- my
-

2. She has lost keys.

- she
- her
- hers

3. Can I have a look at paper?

- you
- your
- yours

4. The dog has had breakfast.

- it
- its
- it's

5. Do you know name?

- she
- her
- hers

6. What is plan?

- they
- their
- theirs

7. Can you give me address?

- he
- his
- him

8. It is fault.

- he
- him
- his

9. I patted on the shoulder.

- she
- her
- hers

10 She is teacher.

- we
- us
- ours
- our

Unit 2 – A Baby Sparrow**Unit Wise Assessment****Question 1: Fill in the blanks with missing vowels and consonants: (4 marks)**

Can__y



__lock



C__r



Dr__m



Fl__g



Le__o__



__esk



M__irr__r

Question 2: Circle the nouns in each sentence:**(5 marks)**

1. My favorite meal is chicken.
2. Grandma loves watching the ducks in the pond.
3. I keep notes in a notebook from my teacher.
4. Ice cream in a cone is yummy.
5. The house was built with bricks.
6. Jawwad hiked up the hill last summer.
7. The game at the playground was fun.
8. My brother went to the doctor.
9. I mowed the grass on Saturday.
10. Horses are beautiful animals.

Question 3: Add an adjective to each sentence.**(3 marks)**

1. Amnah walked her dog.

2. Salman took his sister to the park.

3. The teacher reads a story.

4. Mom made pizza for dinner.

5. My friend lost his cat.

6. The player scored a goal.

Question 4: Underline proper nouns and double underline common nouns.
(5 marks)

- 1) We watched a game at the Forum.
- 2) The Lucky one mall is near your house.
- 3) Mrs. Imran has a car.
- 4) The children like to read Little Red Riding Hood.
- 5) Amnah has a cat named Mano.
- 6) More people visit the PAF Museum every year.
- 7) Abdullah plays videogames every day.
- 8) Shahid Afridi is a famous cricket player.
- 9) Eating at McDonald's is fun.
- 10) Do you ski in the Rocky Mountains?

Question 5: Write the missing singular or plural.

(3 marks)

Singular	Plural
	oxen
Box	
	marker
deer	
	Brushes
table	

Question 5: Underline the collective nouns found in the sentence. (2.5 marks)

- **Has anyone seen a bunch of keys?**



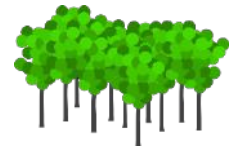
- **She was attacked by a swarm of bees.**



- **For their wedding, I gave them a set of cutlery.**



- **We sat down in the shade of a clump of trees.**



- **She gave a bundle of old clothes to charity organization.**



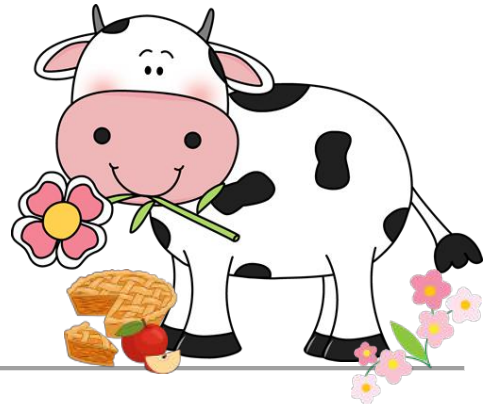
**Question 6: Complete the given table writing masculine or feminine.
(2.5 marks)**

Masculine	Feminine
king	
	princess
headmaster	
	girl
actor	

Unit 3 – In the Morning**Unit Wise Assessment****Question 1: Read the poem and complete the table given below 6 marks****THE COW**

by Robert Louis Stevenson

The friendly cow all red and white,
 I love with all my heart:
 She gives me cream with all her might,
 To eat with apple-tart.



Word	Rhyming word from poem	More rhyming words (2)	Count syllables
White			
Heart			

Question 2: Circle the words with one syllable and cross out the words with two syllables. 6 marks

rabbit

milk

turkey

dog

car

support

apple

cookie

kitchen

snake

show

correct

Question 3: In each of the sentences below, write a pronoun from the word box to replace the red nouns.

5 Marks

He

She

They

1. **The Ahsans** are going on a trip to Kaghan.

2. **Sarwat and Hira** did hiking for the first time.

3. **Sara** would like to see a volcano.

4. **Ahsan** wants to surf in the ocean.

5. **Faraz and Sana** will be on vacations for two weeks.

6. **Children** love playing fun games.

7. **Ahmer** loves to play online games with his friends.

8. **Maria's** report is due first thing tomorrow morning.

9. **Sana** types her science report on her computer.

10. **Maha and Sara** learned to type at school.

Question 4: Degrees of adjectives:**8 Marks****a. Use 'more' or 'most' in the given sentences.**

1. You ask the _____ interesting questions.
2. Sana is _____ delicate than her sister Amna.
3. The sofa is _____ comfortable than the chair.
4. This ceremony is the _____ elegant that I have ever seen.
5. Cats are the _____ interested pets.
6. Science is _____ difficult than arts.
7. Honey is _____ natural than refined sugar.
8. She is _____ beautiful of all.
9. The toy you got is _____ expensive than mine.
10. With this sofa your room looks _____ complete.

b. Use positive, comparative, and superlative form of adjectives to complete the sentence.

1. An apple is _____ than a melon. (sweet, sweeter, sweetest)
2. My dog is _____. (tall, taller, tallest).
3. She is _____ of all. (smart, smarter, smartest).
4. He is a _____ boy. (sharp, sharper, sharpest)
5. He is _____ than me. (fast, faster, fastest).
6. Mom makes _____ food. (good, better, best)

Unit 4 – Let Us Describe**Unit Wise Assessment****Question 1: Select the tense of each of the sentences below. (10 marks)**

1. Salman ate his vegetables.
2. The students listened to the lesson.
3. Tomorrow, it will rain.
4. He climbed the stairs last night.
5. Sana looks happy.
6. He will go for cricket match this summer.
7. We washed our hands with soap.
8. I walk to school with my Mother.
9. The dog barked at the squirrel.
10. My brother will come in the morning.
11. Sana completed her homework.
12. Amnah's mother will come to school tomorrow.
13. Ali's work is neat.
14. He worked very hard on this project.
15. Sana collects stamp as a hobby.
16. We will go for picnic next week.
17. We washed clothes yesterday.
18. I walked to school last week.
19. The cat will follow me if I go out.
20. The flowers look pretty.

past	Present	future
past	Present	future
past	Present	future
past	Present	future
past	Present	future
past	Present	future
past	Present	future
past	Present	future
past	Present	Future
past	Present	future
past	Present	future
past	Present	future
past	Present	future
past	Present	future
past	Present	future
past	Present	Future

Question 2: Find the correct synonyms for the word on left. (5 marks)

1.	begin	_____	(Stop, start, finish)
2.	near.	_____	(Her, far, close)
3.	small.	_____	(Tiny, large, mouse)
4.	loud.	_____	(Quiet, noisy, big)
5.	talk.	_____	(Whisper, speak, shout)
6.	mad.	_____	(Angry, silly, smack)
7.	damp.	_____	(Wet, grass, wash)
8.	fix.	_____	(Six, make, repair)
9.	end.	_____	(Start, finish, begin)
10.	jump.	_____	(Sit, leap, frog)

Question 3: Change the underlined words with their antonyms given in the table. (5 marks)



close	easy	found	chilly	early
hot	tallest	fast	over	happy

My teacher gives hard homework.

We live far from my grandmther.

Have you lost your pencil?

School starts too late.

My cat can climb under the fence.

I like a cold lunch.

Ahmed is the shortest boy in our class.

Today it will be warm outside.

Maryam is sad about the party.

I am slow at running the race.

Question 4: Look at the word in the first column. Write a synonym and antonym for each. Use the words in the cloud. (5 marks)

	<i>Synonyms</i>	<i>Antonyms</i>
<i>angry</i>		
<i>sky</i>		
<i>windy</i>		
<i>old</i>		
<i>clean</i>		



Terminal Assessment Paper

First Term

1. Answer the following questions. (08)

1. The Holy Prophet ﷺ was sent to us for what purpose?
2. Who gives us all we need?
3. Where did the mother sparrow go to pick seeds?
4. Whom did the mother sparrow thank? Why?
5. What were the bees doing in the poem?
6. What does exercise do to us?
7. How old was the boy who was sharing pictures?
8. Why did the boy not draw a sun?

2. Complete the sentences below with: this, these, that or those (06)

1. _____ shoes are black. (*Scene: Shoes are kept nearby.*)
2. _____ shoes are gray. (*Scene: Shoes are kept faraway.*)
3. _____ pen is small. (*Scene: Pen is kept nearby.*)
4. _____ pen is very large. (*Scene: Pen is kept faraway.*)
5. The time on _____ clock is 5:00. (*Scene: Clock is kept faraway.*)
6. The time on _____ clock is 11:50. (*Scene: Clock is kept nearby.*)
7. _____ plane is a toy. (*Scene: Plane is kept faraway.*)
8. _____ plane isn't a toy. (*Scene: Plane is kept nearby.*)
9. _____ cat is eating. (*Scene: Cat is nearby.*)
10. _____ cat isn't eating. (*Scene: Cat is faraway.*)
11. _____ glasses are for reading. (*Scene: Glasses are kept faraway.*)
12. _____ glasses are sunglasses. (*Scene: Glasses are kept nearby.*)

3. Choose the correct word from the box given below. You can use one word twice. (07)

They, we, am, were, her, his, me, will, your, he, she, my, is, are. It, was

1. Sana told her friend Dania that _____ is happy to see _____.
2. Salman was happy to put his backpack down; _____ is heavy.
3. Ahmed finished his work, so _____ can play now.
4. Did _____ water the plants?

5. If there is an extra marker, I would like _____ for my art.
6. They _____ not coming today.
7. Look at Sana and Salman play basketball; _____ are really good.
8. You and I are the same; _____ both like sweets.
9. _____ were working on an artwork yesterday.
10. William is waiting for his turn. Don't make _____ wait too long.
11. I _____ coming to your house today.
12. She _____ waiting for you yesterday.
13. Give this to _____ I like it.
14. _____ you come to my house tomorrow?

4. Write the opposite gender.**(5)**

1. niece
2. father
3. grandmother
4. aunty
5. husband
6. boy
7. sister
8. son
9. sir
10. headmistress

5. Change these words into plural.**(5)**

1. house
2. tomato
3. book
4. sandwich
5. box
6. candy
7. hotel
8. axe
9. dog
10. mug

6. Complete the sentences below with the correct form of verb. (5)

- 1- If you want to be much _____, you should exercise every day. (healthy)
- 2- To become _____ than others, some people start wrong activities. (wealthy)
- 3- My new car is _____ than my old one. (pretty)
- 4- Everyone struggles to have an even _____ life in the future. (happy)
- 5- My brother is _____ than me. (lucky)

7. Write synonyms of the given words. (5)

1. thin
2. tiny
3. store
4. see
5. friendly
6. tasty
7. smelly
8. smile
9. think
10. break

8 - Write Antonyms of the given words. (5)

1. smooth
2. cry
3. push
4. different
5. happy
6. win
7. tall
8. nothing
9. take
10. easy

9 - Write down the correct form of the verb given in the bracket to make a sentence into the Present Continuous tense.

(4)

1. I _____ a horse. (ride)
2. You _____ with us right now. (come)
3. Am I _____ you right now? (trouble)
4. He is _____ the workshop. (open)
5. She is _____ her limits. (cross)
6. _____ they _____ from the top of the mountain? (jump)
7. He is _____ everyone who come in front of him.(not/kill)
8. You are _____ us for the trip. (join)

KEY**1. Answer the following questions.**

1. The Holy Prophet ﷺ was sent to us to guide what is good for us and teach us Quran
2. Allah gives us all we need.
3. The mother sparrow went to the field to pick seeds.
4. The mother sparrow thanked Allah for His help.
5. The bees were singing in the park.
6. Exercise keeps us fit and makes us strong.
7. The boy who was sharing pictures was eight-year-old.
8. The boy dint drew a sun because it was cloudy.

2. Complete the sentences below with: this, these, that or those

1. These
2. Those
3. This
4. That
5. that
6. This
7. That
8. This
9. This
10. That
11. Those
12. These

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

1. she, her
2. it
3. he
4. you
5. it
6. are
7. they
8. we
9. were
10. him

11. am
12. was
13. me
14. will

4- Write the opposite gender.

1. nephew
2. mother
3. grandfather
4. uncle
5. wife
6. girl
7. brother
8. daughter
9. miss
10. headmaster

5- Change these words into plural.

1. houses
2. tomatoes
3. books
4. sandwiches
5. boxes
6. candies
7. hotels
8. axes
9. dogs
10. mugs

6- Complete the sentences below with the correct form of verb.

1. healthier
2. wealthier
3. prettier
4. happier
5. luckier

7- Write synonyms of the given words

1. skinny
2. small
3. shop
4. observe
5. kind
6. delicious
7. stinky
8. grin
9. ponder
10. ruin

8 - Write Antonyms of the given words

1. rough
2. laugh
3. pull
4. same
5. sad
6. lose
7. short
8. everything
9. give
10. hard

9- Write down the correct form of the verb given in the bracket to make a sentence into the Present Continuous tense.

1. am riding
2. are coming
3. troubling
4. opening
5. crossing
6. Are, jumping
7. not killing
8. joining

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

SPECTRUM ENGLISH

TEACHING GUIDE

SECOND TERM

2



Prepared by:
Saima Imran

Reviewer:
Sharjeel Ahmed Khan


Spectrum
Enlightening Generations

Spectrum English Grade 2

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.

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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 – Monkeys at the Funfair

Unit Overview

This Unit emphasizes on asking for, giving, and following directions. Its core idea is to ensure one's safety by taking measures like

- seeking for permission before going anywhere
- stay connected with familiar people throughout – particularly adults
- do not interact with strangers
- observe rides before experiencing them
- read and follow signs or the directions at given place
- follow rules and restrictions
- keep hands and feet safely inside the equipment while taking any rides

Our parents are more experienced and can take better decisions for our safety. Similarly, the rules of any place are made considering our safety and therefore shall be followed as this can lead us to live a healthy and safe life.

Model Answers

Exercise A

Answer 1 – The monkeys were excited because they were going to a funfair in the jungle.

Answer 2 – No, they did not know the way to the funfair.

Answer 3 – The elephant told them to go back.

Answer 4 – The rabbit told them that the funfair was near the lake.

Answer 5 – No, rabbit was not going to the funfair, but donkey was going to the funfair.

Exercise B and C

This exercise helps to identify two sounds of the letter 'g' and 'c'. The two consonant letters "c" and "g" can be pronounced with both hard and soft sounds. It can be helpful, before reviewing pronunciation rules, to look at exactly how these sounds are enunciated with c's and g's as well as with other consonants. This will help pronounce words correctly identifying the rules of when to pronounce the word with hard sound and when to pronounce it with soft sound.

Soft Sound	Hard Sound
cap	cent
cat	centre
car	cell
cake	ceiling

call	cement
camel	ceramic
carrot	century
cot	Cig
comb	City
colour	Cist
come	cinema
cold	circus
count	citrus
corn	
cup	
cut	
cube	
cute	
curry	
curve	
culture	

Exercise D

This exercise is to compare the present indefinite, past indefinite, future indefinite, and present continuous tense sentences and convert them into negative sentences.

Exercise E

This exercise is to convert the present indefinite, past indefinite, future indefinite, and present continuous tense sentences into negative sentences.

Exercise F

This exercise is to compare the present indefinite, past indefinite, future indefinite, and present continuous tense sentences and convert them into interrogative sentences.

Exercise G

This exercise is to convert the present indefinite, past indefinite, future indefinite, and present continuous tense sentences into interrogative sentences.

Exercise H

This exercise will assist students to select right form of the verbs for the given sentences.

1. helps
2. lost
3. pay
4. learning
5. change
6. understand
7. spend
8. sending
9. know
10. want
11. play
12. kidding

Exercise G

Ask students to perform a role play using the dialogues given on page 50 and 51. 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 54

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 54	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading a story for comprehension and pleasure
- analyze ways of asking for, giving, and following directions.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up (Game time): 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.]</p> <p>Ask students if they have seen monkeys around? Ask them if they like monkeys. Take responses about their experiences with monkeys. Tell them that we are going to read a monkey story today.</p>
30 mins	<p>Lesson structure Topic: Tell students they will learn about monkeys going to funfair.</p> <p>Instructions: Reading, Listening and Speaking: Ask students that have they ever been to a funfair? How is it like? What do they like most about such funfair?</p> <p>First Lines Reading:</p>

	<p>Ask students to open textbook to page 20 and introduce the text to the students. Ask students read only the first line of the text or read aloud only the first line.</p> <p style="text-align: center;"><i>‘The monkeys were very excited to hear that there was going to be funfair in the jungle.’</i></p> <p>Ask students to make predictions for the reading based on the first sentence.</p> <p>Engage the class in discussion about the predictions. Write predictions on the board.</p> <p>Read aloud and discuss the text with the students. Pause at different segments of the text and ask the following questions.</p> <ul style="list-style-type: none">– What did monkeys plan to enjoy at the funfair?– Did the monkeys know the way to the funfair?– Why do you think donkey was nice? <p>Encourage students to return to their original predictions which is written on the board after reading the text, assessing their original predictions, and building evidence to support those predictions which are accurate. Students can create new predictions as well. (10 mins)</p> <p>Game: Divide students in groups and tell that we are going to play a game. Draw a square, a triangle and a circle on the floor and challenge students that one of you must walk on the lines of the drawn shapes and rest of the group members will provide directions for that person to walk on the lines. Whichever group completes walking on all three shape is the winner. (05 minutes)</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>Writing – Exercise A:</p>
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	<p>Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 45 with the students.</p> <p>Instruct them to write answers in complete sentences in their notebooks.</p> <p>(10 minutes)</p> <p>Differentiated Plan:</p> <p>Include writing as a way of organizing predictions and/or thoughts generated from discussions. Have students work in groups and support each other as they make a prediction. Remind students that there is not a "right" or "wrong" way to make predictions about a text. Emphasize that they should be able to support their predictions from the information in the sentence.</p> <p>In written task, facilitate the student facing problem in writing by asking them questions pertaining to the text and probing them to reach to the answer.</p> <p>Those who completes the written task can be asked to create a question from the given text and write the answer as well.</p>
05 mins	<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, ‘How do we navigate using directions?’</p>
05 mins	<p>Homework assignment:</p> <p>Read Unit 5, Pages 43-44 again.</p>

Lesson Plan 55

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 55	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify the hard ‘c’ and soft ‘c’ sounds in words.
- sort ‘c’ words according to their hard and soft consonant sounds.
- generate their own list of words with hard and soft consonant sounds using ‘c’.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word cutouts

05 mins	<p>Recall: 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.]</p> <p>Gather students to the rug for the start of the lesson. Ask students to name the 5 vowels, A, E, I, O, and U. Ask them what makes vowels special. Answers might include, "Each letter makes two sounds," or "Vowels are sometimes silent within a word." If students are not able to come to these answers, prompt them or tell them.</p>
30 mins	<p>Lesson structure (Presentation)</p> <p>Instructions: Topic: Say, "Today we are going to learn about one of the special consonants that also make two sounds. The letters ‘C’.</p>

Listening and Speaking:

Discuss with students the concept of hard and soft sound of ‘c’. Tell them to remember the following rule.

- A soft ‘c’ is pronounced as ‘s’ e.g., cell, city, mice, citrus, cylinder.
- A hard ‘c’ is pronounced as ‘k’ e.g., clock, correct, cup, cage, class.

Tell them that here is a handy trick to figuring out if the letter will be using its soft or hard sound.

Rule for hard ‘c’: If the letter after the c is any other letter, it will most likely make the hard sound. The hard sound is more common for letter c. Also, when ‘c’ comes before the vowel ‘a’, ‘o’, and ‘u’ it produces ‘k’ as in cat, cot, cup.

Rule for soft ‘c’: Look at the word and if the letter after the c is an i, e, or y, then c will most likely make the soft sound. Which means it usually produces ‘s’, as in cell, city, cycle.

(05 mins)

Soft and Hard Sound Game:

Divide the students in groups. Tell the students that you will show them a word card. They will read the word and tell if it has a soft ‘c’ or hard ‘c’ sound. All the students must actively participate in reading and guessing the sounds. Whichever group provides the correct answer, will get a star cutout. The group with maximum stars wins the game. The following words can be used.

Soft Sound	Hard Sound
cent	car
cell	cot
city	card
cider	cut
cement	cane
ice	colour
mice	curl
juice	cup
citrus	cat

(10 mins)

	<p>Reading and Writing: Start the reading game. Draw a table with 2 columns, one as soft C sound the other one with hard C sound. Create cutouts from the words given on page 45 and 46. Ask students one by one to come and pick out the cutout tell/help anyone with the reading of the word. If the student reads correctly appreciate him/her by saying good/very good, if a student fails to read, pass the same word to the student sitting next. Then ask students to share whether its 'c' with a soft sound or hard sound. Ask class to evaluate if the answer is correct. Encourage them to speak up. Clap for them and praise them so they gain confidence to speak. Write the correct responses. Erase the board as the task completes.</p> <p>Ask students to write the words sorted words from page 45 and 46 into soft sound and hard sound under the heading of soft 'c'/hard 'c' like this. Also ask students to add 5 words of their own to the list according to its sound. (15 mins)</p> <p>Differentiated Plan: Some students find it difficult to speak in front of the class. Encourage them to speak up. Clap for them and praise them so they gain confidence to speak.</p> <p>Some students might speak more. Subtly balance their talk time with others.</p>
03 mins	<p>Wrap up: Ask about the learning from today's lesson. Discuss the answers again as a class.</p>
02 mins	<p>Homework assignment: Generate a list of 5 words each with soft and hard sound of C.</p>

Lesson Plan 56

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 56	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify the hard ‘g’ and soft ‘g’ sounds in words.
- sort ‘g’ words according to their hard and soft consonant sounds.
- generate their own list of words with hard and soft consonant sounds using ‘g’.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word cutouts
- Word cards
- Rule display

05 mins	<p>Warm up (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.]</p> <p>Ask and write responses on the board:</p> <ul style="list-style-type: none"> - How many sounds do each of the consonants have? - Tell me 5 words with soft ‘c’ sound. - Tell me 5 words with hard ‘c’ sound.
30 mins	Lesson structure

	<p>Topic: Say, “Today we are going to learn about one of the special consonants that also make two sounds. The letters ‘G’.</p> <p>Instructions:</p> <p>Listening and Speaking: Write 'soft g' and 'hard g' on opposite ends of your board or hang signs with those terms on opposite ends of your classroom. Pair students up and pass out a word card to each set of partners.</p> <p><u>Soft ‘g’ rule:</u> A soft ‘g’ is pronounced as ‘j’ e.g., giant, giraffe, and gypsy. ‘g’ when comes before the vowels ‘e’ ‘i’ and ‘y’ it usually produces ‘j’ sound as in gentle, giraffe, (y sounds like ‘i’ as in gym).</p> <p><u>Hard ‘g’ rule:</u> A hard ‘g’ is pronounced as ‘g’. When ‘g’ comes before the vowel ‘a’, ‘o’, and ‘u’ it produces ‘g’ sound as in gate, goat, gun.</p> <p>Once talked about the difference between hard and soft consonant sounds ask students to practice making the sounds themselves. Encourage interaction and facilitate the process of learning.</p> <p>Ensure to display rules in the class for students to visit whenever required.</p> <p>(05 mins)</p> <p>‘G’ Game: Provide ‘g’ words, one on each of the card to each of the students in the class. Invite students to read the word on their card with their partner, and then stand together underneath the soft g or hard g sign. Depending on the size of your class, you may want to have only a few sets of a partners do this at a time. Encourage interaction and facilitate the process of learning throughout. The following list of words can be used for this game.</p>
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Soft Sound of 'g' as 'j'	Hard Sound of 'g' as 'g'
gem	goat
gym	gun
page	gate
germ	go
giant	gone
magic	goal
age	gave
gel	gulp
huge	goes
gee	gust
	good
	gum

Ask: As a class, read the word cards of the students standing under the soft g sign.

Ask

- Is the soft g sound present in all of them?
- Are there any words that don't belong?

Take students feedback and make necessary changes. Repeat this process with the students standing under the hard g sign.
(10 mins)

Reading and Writing:

Start the reading game. Draw a table with 2 columns, one as soft G sound the other one with hard G sound. Create cutouts from the words given on page 46. Ask students one by one to come and pick out the cutout tell/help anyone with the reading of the word. If the student reads correctly appreciate him/her by saying good/very good, if a student fails to read, pass the same word to the student sitting next. Then ask students to share whether its 'g' with a soft sound or hard sound. Ask class to evaluate if the answer is correct. Encourage them to speak up. Clap for them and praise them so they gain confidence to speak. Write the correct responses. Erase the board as the task completes.

Ask students to write the words sorted words from page 46 into soft sound and hard sound under the heading of soft

	<p>'g'/hard 'g' like this. Also ask students to add 5 words of their own to the list according to its sound. (15 mins)</p> <p>Differentiated Plan: Some students find it difficult to speak in front of the class. Encourage them to speak up. Clap for them and praise them so they gain confidence to speak.</p> <p>Some students might speak more. Subtly balance their talk time with others.</p>
03 mins	<p>Wrap up: Ask about the learning from today's lesson. Discuss the answers again as a class.</p>
02 mins	<p>Homework assignment: Generate a list of 5 words each with soft and hard sound of C.</p>

Lesson Plan 57

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 57	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall hard and soft sounds of the letters c (e.g. cat and city) and g (e.g. gap and gel).
- sort hard and soft sounds of the letters c and g.
- generate hard and soft sounds of the letters c and g.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word cutouts
- Word cards
- plastic bags or envelopes

05 mins	<p>Warm up (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.]</p> <p>Ask and make web to write responses on the board:</p> <ul style="list-style-type: none"> - How many sounds do each of the consonants have? - Tell me 5 words with soft 'c' sound. - Tell me 5 words with hard 'c' sound. - Tell me 5 words with soft 'g' sound. - Tell me 5 words with hard 'g' sound.
30 mins	<p>Lesson structure</p> <p>Topic: Say, "Today we are going to review our learning about two of the special consonants that also make two sounds. We</p>

	<p>have done this in previous class and includes the letters ‘C’ and ‘G’.</p> <p>Instructions:</p> <p>Listening and Speaking: Revise the rules by asking students.</p> <p><u>Rule for hard ‘c’:</u> If the letter after the c is any other letter, it will most likely make the hard sound. The hard sound is more common for letter c. Also, when ‘c’ comes before the vowel ‘a’, ‘o’, and ‘u’ it produces ‘k’ as in cat, cot, cup.</p> <p><u>Rule for soft ‘c’:</u> Look at the word and if the letter after the c is an i, e, or y, then c will most likely make the soft sound. Which means it usually produces ‘s’, as in cell, city, cycle.</p> <p><u>Soft ‘g’ rule:</u> A soft ‘g’ is pronounced as ‘j’ e.g., giant, giraffe, and gypsy. ‘g’ when comes before the vowels ‘e’ ‘i’ and ‘y’ it usually produces ‘j’ sound as in gentle, giraffe, (y sounds like ‘i’ as in gym).</p> <p><u>Hard ‘g’ rule:</u> A hard ‘g’ is pronounced as ‘g’. When ‘g’ comes before the vowel ‘a’, ‘o’, and ‘u’ it produces ‘g’ sound as in gate, goat, gun.</p> <p>Once talked about the difference between hard and soft consonant sounds ask students to practice making the sounds themselves.</p> <p>(10 mins)</p> <p>Reading and Writing: Create a sort it out! game Divide the class into two large groups and assign one group letter ‘c’ and other group letter ‘g’. Create three groups within two large groups. Invite students to create their own paper-based version of the Sort It Out Game. Students should continue to work in small to brainstorm soft g and hard g words, write them on index cards or small pieces of paper. They will also need to make a card that reads 'soft g', 'soft i' and a card that reads 'hard g', 'hard i'. Once they are done with making the game. Check students' work, then distribute</p>
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	<p>plastic baggies or envelopes for students to put their games in. Ask students to trade games with another set of partners and complete the sort.</p> <p>(20 mins)</p> <p>Differentiated Plan: During the activity of creating a sort it out game, group students who need additional support with a partner or gather in a small group and work together with the teacher or aide to complete the activity.</p> <p>Those who complete earlier, ask them to go on “hard or soft” hunt. Give students a clipboard and pencil and ask them to search through a variety of books and record the words they find.</p>
03 mins	<p>Wrap up: Ask about the learning from today’s lesson. Discuss the answers again as a class. Review by saying hard and soft sounds can be tricky, but if we remember that if the letter after the c or g is an i, e, or y then the g or c will most likely make the soft sound, and if the letter after the g or c is any other letter, it will most likely make the hard sound then we’ll be able to remember how to pronounce the word.”</p>
02 mins	<p>Homework assignment: Generate a list of 5 words each with soft and hard sound of C and G.</p>

Lesson Plan 58

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at the Funfair
LP: 58	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall the changing of regular verb
- identify changing irregular verb form present into past tense
- use simple past indefinite verb tense in sentences

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcards: wake up, eat, drink, go to school, sing, swim, star jump (we'll use this for "have fun"), go home (use for "come back home"), ride a bike, do homework, put on, sleep
- Worksheet
- Blindfold

03 mins	<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.]</p> <p>Students will be asked a question related to the actions that happened in the past by using certain adverbs. (Yesterday, last night, last week)</p> <p><i>Example</i></p> <p>What did you do after school yesterday? Encourage students to respond in past tense of regular verb.</p> <p>Spin the Bottle Game</p> <p>Students have covered some regular verbs using the past tense form in a previous lesson. Let's begin this lesson with a review of these by playing a game of "Spin the Bottle". Ask everyone</p>
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	<p>to sit in a circle. Start by spinning a plastic bottle in the middle of the circle. Whoever the bottle points at when it stops spinning is shown one the regular verbs flashcards (from the previous lesson) - make sure no one else sees the flashcard. That student must then say, "Yesterday I ..." and act out the verb on the card. Everyone has to guess what he/she is doing and shout out the correct verb in the past tense (e.g. "jumped in puddles"). Play until you have practiced all the verbs on the cards.</p>																				
<p>30 mins</p>	<p>Lesson structure</p> <p>Topic:</p> <p>Instructions</p> <p>Explain to students that not all verbs follow this rule as there are many irregular verbs. Write some on the board and drill the past tense verbs with students.</p> <p><i>Example</i></p> <table border="1" data-bbox="626 993 1372 1417"> <tr> <td>break</td> <td>broke</td> </tr> <tr> <td>throw</td> <td>threw</td> </tr> <tr> <td>sing</td> <td>sang/sung</td> </tr> <tr> <td>is</td> <td>was</td> </tr> <tr> <td>bite</td> <td>bit</td> </tr> <tr> <td>run</td> <td>ran</td> </tr> <tr> <td>shoot</td> <td>shot</td> </tr> <tr> <td>come</td> <td>came</td> </tr> <tr> <td>sit</td> <td>sat</td> </tr> <tr> <td>are</td> <td>were</td> </tr> </table> <p>Before class, print the following flashcards: wake up, eat, drink, go to school, sing, swim, star jump (we'll use this for "have fun"), go home (use for "come back home"), ride a bike, do homework, put on, sleep. Divide the class up into groups of 3 or 4 and divide the flashcards between the groups. Next, on the right-side of the board draw 12 circles. Students will be sticking the flashcards inside the circles, so make them just big enough to fit the cards inside. Under each circle write verbs as follows:</p>	break	broke	throw	threw	sing	sang/sung	is	was	bite	bit	run	ran	shoot	shot	come	came	sit	sat	are	were
break	broke																				
throw	threw																				
sing	sang/sung																				
is	was																				
bite	bit																				
run	ran																				
shoot	shot																				
come	came																				
sit	sat																				
are	were																				

- wake up – woke up
- eat my breakfast – ate my breakfast
- drink my milk – drank my milk
- go to school – went to school
- sing a song – sang a song
- swim in the pool – swam in the pool
- have fun – had fun
- come back home – came back home
- ride my bike – rode my bike
- do my homework – did my homework
- put on my pajamas – put on my pajamas
- sleep all night – slept all night

Invite a student up with one of their flashcards and ask him/her to place it into the correct circle on the board – their team-mates can help. Support students to be able to get the correct answer for most of the circles. Keep going until all the flashcards have been stuck on the board in the circles. Next, chorus each verb three times (e.g. Teacher: "wake up, woke up", Students "wake up, woke up" ... 2 more times). Don't worry at this stage if your students don't understand why there are two versions of each verb – we'll come to that next. Finally, write the word "Yesterday" at the top of the board and draw a red circle around it (or a different color to the color of the word) and chorus "Yesterday". Point at the first flashcard and say "Yesterday, I wake up. Is that okay? Wake up?". Try and get someone to say the correct form "Woke up". Circle the word "woke" in red (to signify this is the correct form of the verb to use with the word "Yesterday"). Now go through all the remaining verbs asking your students which is the correct form and circling the past tense version in red.

Pair practice:

In pairs, students are going to say the infinitive and past tense of the verbs together – once with both students looking at the board and the second time with one student looking away from the board (being tested).

First round: Put students in pairs. Start by modeling the activity with another student and both sit looking at the board. Teacher starts by saying the infinitive form of a verb and his/her partner has to say the past form with the phrase

"Yesterday, I ...", for example: Teacher: drink my milk. Student: Yesterday, I drank my milk. Teacher: ride my bike. Student: Yesterday, I rode my bike. Once everyone understands what to do, have the pairs go through all the verbs, changing roles after all the verbs have been practiced so both get the chance to say the past forms.

Second round: Keep everyone in the same pairs, however one student must sit with their back to the board. Students do the same thing but the student with his/her back to the board must try and remember the correct past tense form – their partners can help if they get stuck. Again, change roles. Once finished, get everyone to find a new partner and try again, one with their back to the board.

Writing – Worksheet 1:

Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers of the worksheet, allowing students to adjust their answers as needed. Tell students that they need to read worksheet. Discuss the answers first. Encourage students to answer these worksheet responses themselves.

Worksheet Answers

1. woke
2. drove
3. broke
4. forgot
5. ate
6. did
7. had
8. knew
9. saw
- 10. were**

Ask students to complete Exercise H on page 50 independently as quiz.

(10 mins)

	<p>Differentiated Plan:</p> <p>Some students might find it difficult to identify the changed form of irregular verb. Gather them on one desk and recap irregular verbs. Use examples to support their learning.</p> <p>Some students might complete their work early. Ask them to identify more verbs, identify whether its regular or irregular and change its form.</p>
05 mins	<p>Wrap up:</p> <p>Play "Blindfold Guess" game to conclude the lesson – you will need a blindfold. Get everyone to form a large circle and give everyone a verb flashcard (tell everyone to keep their flashcard secret and not to show anyone). Invite one person to volunteer to be blindfolded. Once the blindfold is on, spin him/her around in the middle of the circle and then tell him/her to go forward and ask the person they first bump into "What did you do yesterday?". That person needs to answer the question, based on his/her flashcard. However, s/he can speak in a funny voice to avoid being identified. Then the blindfolded person must guess who it is. Play so that everyone has a turn to be blindfolded.</p>
02 mins	<p>Homework assignment – Worksheet 2:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. broke 2. came 3. did not chose 4. spoke 5. stood 6. flew 7. slept 8. won 9. forgot 10. wrote

Lesson Plan 59

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 59	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- use do and does in present indefinite tense
- change affirmative sentences into negative sentences
- converting present indefinite tense into negative sentences using without changing its meaning

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Sentence strips
- Animal flashcards
- Worksheet

05 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Ask them how they are doing today. Ask them to use 'Not' in each of the sentence that you say.</p> <ul style="list-style-type: none"> - I am happy. - She is sleepy. - We are hungry. <p>Plausible responses would be</p> <ul style="list-style-type: none"> - I am not happy. - She is not happy.
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	<ul style="list-style-type: none"> - We are not hungry. <p>Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that we will convert sentences into negative sentences today.</p> <p>Instructions</p> <p>Listening and speaking</p> <p>Hold up a picture of an animal for the class to see. Form a positive and a negative sentence.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> - <i>This is not a lion.</i> - <i>It is a tiger.</i> <p>Write the sentences on the board. Show another three pictures. Let the students make positive and negative sentences about each picture. Encourage them to construct sentences creatively. Encourage interaction and facilitate the process of learning throughout.</p> <p><u><i>Example:</i></u></p> <ul style="list-style-type: none"> - <i>The tigers are not at the zoo.</i> - <i>They are in the jungle.</i> <p>Write these sentences on the board as well. Explain to the students that the word ‘not’ is used to make a word or expression that is the opposite in meaning. It is used to say that something is not true, not correct or is not happening. Use more pictures to show the students. Ask them to make a positive or negative sentence about the picture. Then ask the students if the sentence you have made is correct. Ask them to correct the wrong sentences. Encourage interaction and facilitate the process of learning throughout.</p> <p>(05 mins)</p>

Bingo Game:

Divide the students into groups and give each group a Bingo card. Say a positive and a negative sentence.

Examples:

- *This animal is not a tiger.*
- *It is an elephant.*

Based on the sentences, students need to identify the animal by its name and put a cross in the box with that animal name. The first group to cross out all the squares in a row (vertically, horizontally, or diagonally) wins the game. You may want to award points to the group that wins the game.

(05 mins)

Present indefinite tense - Using do and does:

Tell students that we use *Present Indefinite Tense* for the actions that happen regularly. Use “do” and “does” in the present tense (present simple). Tell students that we use “do” with **I, you, we,** and **they**. And that you use “does” with the other pronouns: **he, she,** and **it**. For negative sentences you also add “not.” The letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. In negative sentences, ‘not’ comes after ‘do’. Encourage interaction and facilitate the process of learning throughout.

Model one for the students on the board emphasizing on the rules and then share sentences strips with students and ask them to make them negative.

Example:

Affirmative – I want to drink too much water.

Negative – I do not want to drink too much water.

Affirmative – You read enough.

Negative – You do not read enough.

Affirmative – Ali washes the dishes well.

Negative – Ali does not wash the dishes well.

Affirmative – Sana plays the piano.

Negative – Sana does not play the piano.

Affirmative – The canary bird sings.

Negative – The canary bird does not sing.

Affirmative – We have a car.

Negative – We do not have a car.

Affirmative – He paints very well.

Negative – He does not paint very well.

(10 mins)

Reading and Writing:

Provide affirmative sentences given below. Ask students to read them and write negative sentences of same in their notebook.

1. Salman wants to read.
2. Sana likes to eat vegetables.
3. We sit on the table.
4. Aunty knows how to drive.
5. Mom works day and night to make us happy.

(10 mins)

Differentiated Plan:

Some students might find it difficult to change sentences into negative. Probe and encourage them to make negative sentences. Gather such students on one table and provide additional support when they are on the written task. Give examples to support their learning.

05 mins	<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 converting sentences into negative form.</p>
05 mins	<p>Homework assignment – Worksheet 3:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 6. She does not want to read. 7. Ahmed does not like to play outside. 8. We do not have a wonderful house. 9. Sana does not know how to bake a cake. 10. He does not work hard. 11. She does not have a car. 12. My mother does not read a lot of books. 13. She does not leave for work at 8.30 am. 14. Do not put the bag on the table 15. They do not sell the shell.

Lesson Plan 60

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 60	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- use did in past indefinite tense
- change affirmative sentences into negative sentences
- converting past indefinite tense into negative sentences using without changing its meaning

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Warm up (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.]</p> <p>Enter the class and greet students cheerfully. Ask them how they are doing today. Recall the concept of making negative sentences from present indefinite tense by asking students to convert the following sentences into negative.</p> <ul style="list-style-type: none"> - Sana eats chocolate. - Danish likes to play table tennis. - We have a big house. - Ahmed completes his homework on time. - Sadia has a beautiful pencil with her.
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that we will convert sentences into negative sentences today.</p> <p>Instructions</p> <p>Listening and speaking</p> <p>Past indefinite tense - Using did</p> <p>Tell students that <i>Past Indefinite Tense</i> represents an action occurred in the past or a habit of the past and uses the past form of the verb. Explain that we use “did” when we want to make a negative sentence in the past tense (past simple). We can use “did” for all the pronouns (I, you, he, she, it, we, they). In negative sentences, ‘not’ comes after ‘did’. Encourage interaction and facilitate the process of learning throughout.</p> <p>Model one for the students on the board emphasizing on the rules and then share sentences strips with students and ask them to make them negative.</p> <p><u>Example:</u></p> <p><i>Affirmative – I saw the sign.</i> <i>Negative – I did not see the sign.</i></p> <p><i>Affirmative – You flew to Pakistan.</i> <i>Negative – You did not fly to Pakistan.</i></p> <p><i>Affirmative – He went to work yesterday.</i> <i>Negative – He did not go to work yesterday.</i></p> <p><i>Affirmative – The program finished at 8 o’clock.</i> <i>Negative – The program did not finish at 8 o’clock.</i></p> <p><i>Affirmative – We had rice with our dinner.</i> <i>Negative – We did not have rice with our dinner.</i></p> <p><i>Affirmative – They wore their hats.</i> <i>Negative – They did not wear their hats.</i></p> <p><u>Add more examples to involve more students.</u></p>
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	<p><u>Note</u></p> <p>An important rule is that when you use “do,” “does,” and “did” you don’t need to change the verb. That means that in sentences with “do,” “does” and “did” you’re using the infinitive (the most basic form of the verb).</p> <p>(10 mins)</p> <p>Reading and Writing:</p> <p>Provide affirmative sentences given below. Ask students to read them and write negative sentences of same in their notebook. Encourage interaction and facilitate the process of learning throughout.</p> <ol style="list-style-type: none">1. I went to the mall.2. He wore helmet for safety.3. She gave me her books4. Ahmed broke the glass.5. Sana tore all pages of textbook. <p>(10 mins)</p> <p>Game:</p> <p>Divide students into 2 large groups and ask them to create as many affirmative sentences in past indefinite tense as possible and bank it in a bag. Review each of the sentences while bagging it. Provide bag of one group to another and ask both groups to create negative sentences of the bag received and paste it on the board. Group will maximum correct responses wins. Encourage participation and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to change sentences into negative. Probe and encourage them to make negative sentences. Gather such students on one table and provide</p>
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	additional support when they are on the written task. Give examples to support their learning.
03 mins	<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 converting sentences into negative form.</p>
02 mins	<p>Homework assignment – Worksheet 4:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. The workers did not finish the work. 2. She did not give me her books. 3. He did not play handball. 4. Sana did not wait in the kitchen. 5. I did not make the beds. 6. They did not clean the classroom. 7. She did not ask a lot of questions. 8. The friends did not get new computers. 9. I did not go to Saba’s party last weekend. 10. You did not build a house. 11. Salman did not buy a new guitar. 12. We did not go shopping.

Lesson Plan 61

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 61	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall future and present continuous tense
- change affirmative sentences into negative sentences
- converting future and present continuous tenses into negative sentences using without changing its meaning

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Ask them how they are doing today. Recall the concept of making negative sentences from present indefinite tense and past indefinite tense by asking students to first identify the tense of the sentence and then convert the following sentences into negative.</p> <ul style="list-style-type: none"> - Fahad likes to play football. - Salman played well. - Danish eats junk food. - We have a big house. - Sana wore a beautiful dress - Sadia has a beautiful pencil with her.
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that we will convert sentences into negative sentences today.</p> <p>Instructions</p> <p>Listening and speaking</p> <p><u>Future indefinite tense - Using will</u></p> <p>Tell students that <i>Future indefinite tense</i> is used to express an action that has not taken place yet and will take place in the future. Remind students that we use ‘will’ with all the Nouns and Pronouns and the first form of the verb in future tense. In negative sentences, ‘not’ comes after ‘will’.</p> <p>Model one for the students on the board emphasizing on the rules and then share sentences strips with students and ask them to make them negative.</p> <p><u>Example</u></p> <p><i>Affirmative – He will make an airplane.</i> <i>Negative – He will not make an airplane.</i></p> <p><i>Affirmative – I will do this work.</i> <i>Negative – I will not do this work.</i></p> <p><i>Affirmative – Sana will eat dinner.</i> <i>Negative – Sana will not eat dinner.</i></p> <p><i>Affirmative – Salman will play outside next week.</i> <i>Negative – Salman will not play outside next week.</i></p> <p><i>Affirmative – Ahmed will come back tomorrow.</i> <i>Negative – Ahmed will not come back tomorrow.</i></p> <p><u>Present continuous tense – Using -ing</u></p> <p>Remind students <i>Present Continuous Tense</i> indicate an action which is in progress at the time of speaking or at the present time. We add -ing to the main verb in the sentence.</p> <p>In negative sentences, ‘not’ comes before ‘- ing word’.</p>
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Model one for the students on the board emphasizing on the rules and then share sentences strips with students and ask them to make them negative.

Affirmative – He is reading his favourite book.

Negative – He is not reading his favourite book.

Affirmative – I am eating an apple.

Negative – I am not eating an apple.

Affirmative – Sana is liking the game.

Negative – Sana is not liking the game.

Affirmative – Mother is cooking delicious food.

Negative – Mother is not cooking delicious food.

(15 mins)

Reading and Writing – Worksheet 5:

Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers of the worksheet, allowing students to adjust their answers as needed. Tell students that they need to read worksheet. Discuss the answers first. Encourage students to answer these worksheet responses themselves.

(15 mins)

Worksheet answers

1. The audience will not clap after this magic trick.
2. He will not become a pilot within a week.
3. I will not eat all the fruits on the table.
4. They will not go to hangout near the beach.
5. She will not hug me in the seminar hall.
6. She will not win this game.
7. The water level will not rise if the rain continues.
8. He will not complete this project.
9. She will not look pretty in this dress.
10. You will not keep this secret.

	<p>Differentiated Plan:</p> <p>Some students might find it difficult to change sentences into negative. Probe and encourage them to make negative sentences. Gather such students on one table and provide additional support when they are on the written task. Give examples to support their learning.</p>
05 mins	<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 converting sentences into negative form.</p>
05 mins	<p>Homework assignment – Worksheet 6:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. You are not trying to open the door. 2. He is not playing basketball with his friend. 3. We are not listening to news. 4. Ahmed is not riding his bike to the school. 5. She is not baking a cake for her mother. 6. I am not feeding the kitten. 7. Our school is not recycling paper and plastic. 8. Amna is not reading a book. 9. Salman is not playing tennis with Raza. 10. They are not preparing for spelling bee competition.

Lesson Plan 62

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 62	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall present indefinite, past indefinite, future indefinite, and present continuous tense
- change affirmative sentences into negative sentences
- converting present indefinite, past indefinite, future indefinite, and present continuous tense into negative sentences using without changing its meaning

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

02 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Ask them how they are doing today.</p>
33 mins	<p>Lesson structure</p> <p>Topic: Tell students that we will review converting sentences into negative sentences today.</p> <p>Instructions</p> <p>Reading:</p>

	<p>Ask students to turn to page 47 and read the sentences in pairs from “Tenses table”. Ask students to compare the sentences and reflect on their learning from the previous sessions.</p> <p>(10 mins)</p> <p>Listening and speaking</p> <p><u>Present indefinite tense - Using do and does</u></p> <p>Recall that we use <i>Present Indefinite Tense</i> for the actions that happen regularly. Use “do” and “does” in the present tense (present simple). Tell students that we use “do” with I, you, we, and they. And that you use “does” with the other pronouns: he, she, and it. For negative sentences you also add “not.” The letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. In negative sentences, ‘not’ comes after ‘do’. Ask students to underline do and does from “Tenses table” on page 47.</p> <p>Write on the board an example and discuss.</p> <p><u>Example:</u></p> <p><i>Affirmative – I want to drink too much water.</i> <i>Negative – I do not want to drink too much water.</i></p> <p><u>Past indefinite tense - Using did</u></p> <p>Recall that <i>Past Indefinite Tense</i> represents an action occurred in the past or a habit of the past and uses the past form of the verb. Explain that we use “did” when we want to make a negative sentence in the past tense (past simple). We can use “did” for all the pronouns (I, you, he, she, it, we, they). In negative sentences, ‘not’ comes after ‘did’. Ask students to underline did from “Tenses table” on page 47.</p> <p>Write on the board an example and discuss.</p> <p><u>Example:</u></p> <p><i>Affirmative – I saw the sign.</i></p>
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	<p><i>Negative – I did not see the sign.</i></p> <p><u><i>Future indefinite tense - Using will</i></u></p> <p>Tell students that <i>Future indefinite tense</i> is used to express an action that has not taken place yet and will take place in the future. Remind students that we use ‘will’ with all the Nouns and Pronouns and the first form of the verb in future tense. In negative sentences, ‘not’ comes after ‘will’. Ask students to underline will from “Tenses table” on page 47. Write on the board an example and discuss.</p> <p><u><i>Example</i></u></p> <p><i>Affirmative – He will make an airplane.</i> <i>Negative – He will not make an airplane.</i></p> <p><u><i>Present continuous tense – Using -ing</i></u></p> <p>Remind students <i>Present Continuous Tense</i> indicate an action which is in progress at the time of speaking or at the present time. We add -ing to the main verb in the sentence.</p> <p>In negative sentences, ‘not’ comes before ‘- ing word’. Write on the board an example and discuss. Ask students to underline -ing words from “Tenses table” on page 47.</p> <p><i>Affirmative – He is reading his favourite book.</i> <i>Negative – He is not reading his favourite book.</i></p> <p>(13 mins)</p> <p>Writing</p> <p>In pairs, ask students to read Exercise E on pages 48. Encourage them to discuss the sentences solve the exercise. Encourage partners to discuss answers. Discuss answers and ask them to make corrections if they response is incorrect.</p> <p>(10 mins)</p>
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	<p>Differentiated Plan:</p> <p>Some students might find it difficult to change sentences into negative. Probe and encourage them to make negative sentences. Gather such students on one table and provide additional support when they are on the written task. Give examples to support their learning.</p>
03 mins	<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 converting sentences into negative form.</p>
02 mins	<p>Homework assignment – Worksheet 7:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. He is doing his homework. 2. We did not have old furniture. 3. I have a mobile phone. 4. They are not my friends 5. She does not have 2 brothers. 6. Dinner is not ready. 7. She will read the story. 8. Sana is not a pretty girl. 9. He has done his homework. 10. Children are not making a noise.

Lesson Plan 63

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 63	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- use do and does in present indefinite tense
- change affirmative sentences into interrogative sentences
- converting present indefinite tense into interrogative sentences using without changing its meaning

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Sentence cards with each word and punctuation mark on a separate card. Make them big enough for the whole class to see. Keep the two sets of sentence cards separate.
- Worksheet

10 mins	<p>Warm up - Game:</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.]</p> <p>Enter the class and greet students cheerfully. Ask them how they are doing today.</p> <p>Tell students that we will start today's day with a game. Share instructions of the game.</p> <p>Sentence Cards. Lay out the cards prepared for the sentence <i>It is a book.</i> (5 cards) Invite five students to the front of the class. Each should take a card and stand in order, so they create a sentence. Then ask them to rearrange themselves to create a question. When the It and is have changed places, ask if there</p>
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	<p>is anything else they must do to make it a correct question? Reveal the additional three cards (Is / it / ?) and ask the students to correct the question. Repeat the procedure for the second set of cards. Distribute blank cards to small groups and ask them to make up their own sentence and question cards. Ask teams to exchange their new sentence cards and play. Encourage interaction and facilitate the process of learning throughout. Tell that to change a sentence into a question, simply move the verb to the beginning</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students that we will convert sentences into interrogative sentences today.</p> <p>Instructions</p> <p>Listening and speaking</p> <p>Tell them that you will be giving an answer and they will have to say what could be the possible questions.</p> <ul style="list-style-type: none"> - I am happy. - She is sleepy. - We are hungry. <p>Probe them to give the following responses</p> <ul style="list-style-type: none"> - Am I happy? - Is she happy? - Are we hungry? <p>Encourage interaction and facilitate the process of learning throughout. Explain that they will learn about interrogative sentences, which end with question marks and ask questions. Ask your students to come up with any example sentences. For example, where are they going? They are going to the mall. They are shopping. Write these sentences on the board. Ask for some volunteers to identify the types of sentences on the board.</p> <p>Focusing on the interrogative questions, explain why interrogative questions require a question mark. Ask them to write two to three additional interrogative sentences on their</p>

own pieces of paper. Ask for volunteers to raise their hands and share their interrogative sentences. Tell other students to answer their questions, demonstrating that interrogative sentences can generally be answered. Encourage interaction and facilitate the process of learning throughout.

(05 mins)

Present indefinite tense - Using do and does:

Tell students that we use *Present Indefinite Tense* for the actions that happen regularly. Use “do” and “does” in the present tense (present simple). Tell students that we use “do” with **I, you, we,** and **they**. And that you use “does” with the other pronouns: **he, she,** and **it**. For interrogative sentences you also add “not.” The letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the interrogative sentence. In interrogative sentences, ‘not’ comes after ‘do’. Encourage interaction and facilitate the process of learning throughout.

Model one for the students on the board emphasizing on the rules and then share sentences strips with students and ask them to make them interrogative.

Example:

Affirmative – I want to drink too much water.

Interrogative – Do I want to drink too much water?

Affirmative – You read enough.

Interrogative – Do you read enough?

Affirmative – Salma washes the dishes well.

Interrogative – Does Salma wash the dishes well?

Affirmative – Sana plays with dolls.

Interrogative – Does Sana play with dolls?

Affirmative – The canary bird sings.

Interrogative – Does the canary bird sing?

Affirmative – We have a car.

	<p><i>Interrogative – Do we have a car?</i></p> <p><i>Affirmative – He paints very well.</i></p> <p><i>Interrogative – Does he paint very well?</i></p> <p>(10 mins)</p> <p>Reading and Writing:</p> <p>Provide affirmative sentences given below. Ask students to read them and write interrogative sentences of same in their notebook.</p> <ol style="list-style-type: none"> 16. Salman wants to read. 17. Sana likes to eat vegetables. 18. We sit on the table. 19. Aunty knows how to drive. 20. Mother works day and night to make us happy. <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to change sentences into interrogative. Probe and encourage them to make interrogative sentences. Gather such students on one table and provide additional support when they are on the written task. Give examples to support their learning.</p>
05 mins	<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 converting sentences into interrogative form. Encourage interaction and facilitate the process of learning throughout.</p>
05 mins	<p>Homework assignment – Worksheet 8:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p>

	<p>Worksheet answers</p> <ol style="list-style-type: none">1. Does she want to read?2. Does Ahmed like to play outside?3. Do we have a wonderful house?4. Does Sana know how to bake a cake?5. Does he work hard?6. Does she have a car?7. Does my mother read a lot of books?8. Does he leave for work at 8.30 am?9. Does she keep the bag on the table?10. Do they sell the shell?
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Lesson Plan 64

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 64	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- use did in past indefinite tense
- change affirmative sentences into interrogative sentences
- converting past indefinite tense into interrogative sentences using without changing its meaning

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Warm up (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.]</p> <p>Enter the class and greet students cheerfully. Ask them how they are doing today. Recall the concept of making interrogative sentences from present indefinite tense by asking students to convert the following sentences into interrogative.</p> <ul style="list-style-type: none"> - Sana eats chocolate. - Danish likes to play table tennis. - We have a big house. - Ahmed completes his homework on time. - Sadia has a beautiful pencil with her.
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that we will convert sentences into interrogative sentences today.</p> <p>Instructions</p> <p>Listening and speaking</p> <p>Past indefinite tense - Using did</p> <p>Tell students that <i>Past Indefinite Tense</i> represents an action occurred in the past or a habit of the past and uses the past form of the verb. Explain that we use “did” when we want to make an interrogative sentence in the past tense (past simple). We can use “did” for all the pronouns (I, you, he, she, it, we, they). In interrogative sentences, ‘not’ comes after ‘did’. Encourage interaction and facilitate the process of learning throughout.</p> <p>Model one for the students on the board emphasizing on the rules and then share sentences strips with students and ask them to make them interrogative.</p> <p><u>Example:</u></p> <p><i>Affirmative – I saw the sign.</i> <i>Interrogative – Did I see the sign?</i></p> <p><i>Affirmative – You flew to Pakistan.</i> <i>Interrogative – Did you fly to Pakistan?</i></p> <p><i>Affirmative – He went to work yesterday.</i> <i>Interrogative – Did he go to work yesterday?</i></p> <p><i>Affirmative – The program finished at 8 o’clock.</i> <i>Interrogative – Did the program finish at 8 o’clock?</i></p> <p><i>Affirmative – We had rice with our dinner.</i> <i>Interrogative – Did we have rice with our dinner?</i></p> <p><i>Affirmative – They wore their hats.</i> <i>Interrogative – Did they wear their hats?</i></p>
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	<p>Encourage interaction and facilitate the process of learning throughout.</p> <p><u>Add more examples to involve more students.</u></p> <p><u>Note</u> An important rule is that when you use “do,” “does,” and “did” you don’t need to change the verb. That means that in sentences with “do,” “does” and “did” you’re using the infinitive (the most basic form of the verb).</p> <p>(10 mins)</p> <p>Reading and Writing:</p> <p>Provide affirmative sentences given below. Ask students to read them and write interrogative sentences of same in their notebook. Encourage interaction and facilitate the process of learning throughout.</p> <ol style="list-style-type: none">6. I went to the mall.7. He wore helmet for safety.8. She gave me her books9. Ahmed broke the glass.10. Sana tore all pages of artbook. <p>(10 mins)</p> <p>Game:</p> <p>Divide students into 2 large groups and ask them to create as many affirmative sentences in past indefinite tense as possible and bank it in a bag. Review each of the sentences while bagging it. Provide bag of one group to another and ask both groups to create interrogative sentences of the bag received and paste it on the board. Group will maximum correct responses wins. Encourage participation and facilitate the process of learning throughout.</p> <p>(10 mins)</p>
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	<p>Differentiated Plan:</p> <p>Some students might find it difficult to change sentences into interrogative. Probe and encourage them to make interrogative sentences. Gather such students on one table and provide additional support when they are on the written task. Give examples to support their learning.</p>
03 mins	<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 converting sentences into interrogative form. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework assignment – Worksheet 9:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 13. Did the workers finish the work? 14. Did she give me her books? 15. Did he play handball? 16. Did Sana wait in the kitchen? 17. Did I make the beds? 18. Did they clean the classroom? 19. Did she ask a lot of questions? 20. Did the friends get new computers? 21. Did I go to shopping last weekend? 22. Did you build a house? 23. Did Salman buy a new story book? 24. Did we go shopping?

Lesson Plan 65

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 65	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall future and present continuous tense
- change affirmative sentences into interrogative sentences
- converting future and present continuous tenses into interrogative sentences using without changing its meaning

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Ask them how they are doing today. Recall the concept of making interrogative sentences from present indefinite tense and past indefinite tense by asking students to first identify the tense of the sentence and then convert the following sentences into interrogative.</p> <ul style="list-style-type: none"> - Fahad likes to play football. - Salman played well. - Danish eats junk food. - We have a big house. - Sana wore a beautiful dress - Sadia has a beautiful doll with her.
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that we will convert sentences into interrogative sentences today.</p> <p>Instructions</p> <p>Listening and speaking</p> <p><u>Future indefinite tense - Using will</u></p> <p>Tell students that <i>Future indefinite tense</i> is used to express an action that has not taken place yet and will take place in the future. Remind students that we use 'will' with all the Nouns and Pronouns and the first form of the verb in future tense. In interrogative sentences, 'not' comes after 'will'. Model one for the students on the board emphasizing on the rules and then share sentences strips with students and ask them to make them interrogative.</p> <p><u>Example</u></p> <p><i>Affirmative – He will make an airplane.</i> <i>Interrogative – Will he make an airplane?</i></p> <p><i>Affirmative – I will do this work.</i> <i>Interrogative – Will I do this work?</i></p> <p><i>Affirmative – Sana will eat dinner.</i> <i>Interrogative – Will Sana eat dinner?</i></p> <p><i>Affirmative – Salman will play outside next week.</i> <i>Interrogative – Will Salman play outside next week?</i></p> <p><i>Affirmative – Ahmed will come back tomorrow.</i> <i>Interrogative – Will Ahmed come back tomorrow?</i></p> <p><u>Present continuous tense – Using -ing</u></p> <p>Remind students <i>Present Continuous Tense</i> indicate an action which is in progress at the time of speaking or at the present time. We add -ing to the main verb in the sentence.</p> <p>In interrogative sentences, 'not' comes before '- ing word'.</p>
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Model one for the students on the board emphasizing on the rules and then share sentences strips with students and ask them to make them interrogative.

Affirmative – He is reading his favourite book.

Interrogative – Is he reading his favourite book?

Affirmative – I am eating an apple.

Interrogative – Am I eating an apple?

Affirmative – Sana is liking the game.

Interrogative – Is Sana liking the game?

Affirmative – You are cooking delicious food.

Interrogative – Are you cooking delicious food?

(15 mins)

Reading and Writing – Worksheet 10:

Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers of the worksheet, allowing students to adjust their answers as needed. Tell students that they need to read worksheet. Discuss the answers first. Encourage students to answer these worksheet responses themselves.

(15 mins)

Worksheet answers

11. Will the audience clap after this magic trick?
12. Will he become a pilot within a week?
13. Will I eat all the fruits on the table?
14. Will they go to hangout near the beach?
15. Will she see me in the seminar hall?
16. Will she win this game?
17. Will the water level rise if the rain continues?
18. Will he complete this project?
19. Will she look pretty in this dress?
20. Will you keep this secret?

	<p>Differentiated Plan:</p> <p>Some students might find it difficult to change sentences into interrogative. Probe and encourage them to make interrogative sentences. Gather such students on one table and provide additional support when they are on the written task. Give examples to support their learning.</p>
05 mins	<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 converting sentences into interrogative form.</p>
05 mins	<p>Homework assignment – Worksheet 11:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 11. Are you trying to open the door? 12. Is he playing basketball with his friend? 13. Are we listening to news? 14. Is Ahmed riding his bike to the school? 15. Is she baking a cake for her mother? 16. Am I feeding the kitten? 17. Is our school recycling paper and plastic? 18. Is Amnah reading a book? 19. Is Salman playing tennis with Raza? 20. Are they preparing for spelling bee competition?

Lesson Plan 66

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 66	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall present indefinite, past indefinite, future indefinite, and present continuous tense
- change affirmative sentences into interrogative sentences
- converting present indefinite, past indefinite, future indefinite, and present continuous tense into interrogative sentences using without changing its meaning

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

02 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Ask them how they are doing today.</p>
33 mins	<p>Lesson structure</p> <p>Topic: Tell students that we will review converting sentences into interrogative sentences today.</p> <p>Instructions</p> <p>Reading:</p>

	<p>Ask students to turn to page 48 and 49 and read the sentences in pairs from “Tenses table”. Ask students to compare the sentences and reflect on their learning from the previous sessions.</p> <p>(10 mins)</p> <p>Listening and speaking</p> <p><u>Present indefinite tense - Using do and does</u></p> <p>Recall that we use <i>Present Indefinite Tense</i> for the actions that happen regularly. Use “do” and “does” in the present tense (present simple). Tell students that we use “do” with I, you, we, and they. And that you use “does” with the other pronouns: he, she, and it. For interrogative sentences you also add “not.” The letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the interrogative sentence. In interrogative sentences, ‘not’ comes after ‘do’. Ask students to underline do and does from “Tenses table” on page 48 and 49.</p> <p>Write on the board an example and discuss.</p> <p><u>Example:</u></p> <p><i>Affirmative – I want to drink too much water.</i> <i>Interrogative – Do I want to drink too much water?</i></p> <p><u>Past indefinite tense - Using did</u></p> <p>Recall that <i>Past Indefinite Tense</i> represents an action occurred in the past or a habit of the past and uses the past form of the verb. Explain that we use “did” when we want to make a interrogative sentence in the past tense (past simple). We can use “did” for all the pronouns (I, you, he, she, it, we, they). In interrogative sentences, ‘not’ comes after ‘did’. Ask students to underline did from “Tenses table” on page 48 and 49.</p> <p>Write on the board an example and discuss.</p> <p><u>Example:</u></p> <p><i>Affirmative – I saw the sign.</i> <i>Interrogative – Did I see the sign?</i></p>
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Future indefinite tense - Using will

Tell students that *Future indefinite tense* is used to express an action that has not taken place yet and will take place in the future. Remind students that we use 'will' with all the **Nouns and Pronouns** and **the first form of the verb in future tense**. In interrogative sentences, 'not' comes after 'will'. Ask students to underline will from "Tenses table" on page 48 and 49.

Write on the board an example and discuss.

Example

Affirmative – He will make an airplane.

Interrogative – Will he make an airplane?

Present continuous tense – Using -ing

Remind students *Present Continuous Tense* indicate an action which is in progress at the time of speaking or at the present time. We add -ing to the main verb in the sentence.

In interrogative sentences, 'not' comes before '- ing word'.

Write on the board an example and discuss. Ask students to underline -ing words from "Tenses table" on page 48 and 49.

Affirmative – He is reading his favourite book.

Interrogative – Is he reading his favourite book?

(13 mins)

Writing

In pairs, ask students to read Exercise G on pages 49.

Encourage them to discuss the sentences solve the exercise.

Encourage partners to discuss answers. Discuss answers and ask them to make corrections if they response is incorrect.

(10 mins)

	<p>Differentiated Plan:</p> <p>Some students might find it difficult to change sentences into interrogative. Probe and encourage them to make interrogative sentences. Gather such students on one table and provide additional support when they are on the written task. Give examples to support their learning.</p>
03 mins	<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 converting sentences into interrogative form.</p>
02 mins	<p>Homework assignment – Worksheet 12:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 11. Is he doing his homework? 12. Did we have old furniture? 13. Do I have a mobile phone? 14. Are they my friends? 15. Does she have 2 brothers? 16. Is dinner ready? 17. Will she read the story? 18. Is Sana a pretty girl? 19. Has he done his homework? 20. Are children making a noise?

Lesson Plan 67

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 67	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading and writing sight words and improving vocabulary

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up (Recall): Enter the class with a smile on your face. 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.]</p> <p>Write some words on the board and ask students to read them. Ask students How do you read?</p>
30 mins	<p>Lesson structure Topic: Tell students that they will learn some new words today.</p> <p>Instructions: Listening and Speaking: Tell students ways of reading sight words.</p> <p>Reading, Listening and Speaking: Recall methods of sight reading and ask them to practice along with you for a chosen word.</p>

See and Read: This is when you see the word on the flash card and says the word while underlining it with your finger.

Tapping arm: This is when you say the word and then spells out the letters while tapping them on your arm.

Writing on the table: This is when you write the letters on a table, first looking at and then not looking at the flash card.

Spell reading: This is when you say the word and spells out the letters, then reads the word again.

Air writing: This is when you say the word, then writes the letters in the air in front of the flash card.

(10 minutes)

Sight word snowball game

Write the words that have been taught so far on a piece of paper and crumple them into a snowball. Let the children play by tossing the "snowballs" around, then ring a bell or blow a whistle for them to stop. Everyone must pick up the snowball nearest to them and read the word.

(10 minutes)

Reading

In pairs, ask students to read the sight words from text given on page 43 and 44 of the textbook.

- jungle
- funfair
- wonderful
- direction
- elephant
- crossroads
- requested
- straight
- confused

	<p>Ask them to use one of the ways introduced in the lesson today. Take rounds, listen to their pronunciations, and support them if there is a need to do so.</p> <p>(10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to read. Pair slow learners with a fast learner so he/she could provide peer support. Also, provide extra support to such learners in reading sight words. You might have to make them repeat words after you.</p> <p>Some students might finish their reading quickly. Ask them to try different ways of reading.</p>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <ul style="list-style-type: none"> - What are different ways of reading sight words? - Which way is easier and more interesting for you? - Did you enjoy the activity?
05 mins	<p>Homework assignment:</p> <p>Read and underline sight words given on page 43 and 44.</p>

Lesson Plan 68

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 68	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify and define prepositions.
- demonstrate correct usage of prepositions.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<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.]</p> <p>Enter the classroom and greet students cheerfully. Write a sentence on the board.</p> <p><i>The cat sits the table.</i></p> <p>Ask students what is wrong with the sentence (e.g., it's missing a word; it doesn't make sense). Explain that, in this sentence, it is unclear how the dog and the table are related to one another. Draw a picture of a cat under a table and ask the students to use the picture to decide what word should be added to the sentence to make it clearer. Invite a student to come up to the board and rewrite the correct sentence (i.e., The cat sits under the table.) Underline the word under in the new sentence and explain that this word is a preposition. A preposition is a word that expresses the relationship between a noun and another word. In this</p>
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	<p>case, the preposition tells us the cat's position in relation to the table.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will practice prepositions in sentences.</p> <p>Instructions:</p> <p>Listening and speaking</p> <p>Draw a new picture of a cat next to a table. Ask students to come up with a new sentence that describes the picture (i.e., The cat sits beside the table.) Write the sentence on the board and underline the preposition. Ask the students to turn to a neighbour and discuss why a preposition is an important part of a complete sentence. Call on students to share answers and guide the discussion as needed (i.e., A preposition helps us understand how a noun or the subject of the sentence is related to other words in the sentence; when the preposition changes, it changes the meaning of the sentence; without a preposition, a sentence won't make sense). Write the word preposition and its definition (a word that expresses the relationship between a noun and another word) on the board for student reference.</p> <p>(05 mins)</p> <p>Reading - Game</p> <p>Explain prepositions to the students by asking them to think of two words that describe what they could do with a box. You could even draw a box on the board or have a box to use as a visual aid. Brainstorm these words and write them on the board. Most of the words will be prepositions. (Examples: inside, into, under, by, over, beneath, beside)</p> <p>Write a sentence that is missing its preposition on the board. Include a blank line where the preposition should be (i.e., The mouse ran ____ the house.) On a sheet of paper, have each student rewrite the sentence three times, using three different prepositions from the list. Instruct students to pass their paper to a neighbor when they have finished their sentences. Then tell students to underline the prepositions in the sentences they received from their classmate. Call on a few students to read their sentences aloud. (10 mins)</p>

	<p>Writing – Worksheet 13: Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers of the worksheet, allowing students to adjust their answers as needed. Tell students that they need to read worksheet. Discuss the answers first. Encourage students to answer these worksheet responses themselves.</p> <p>Worksheet Answers</p> <ol style="list-style-type: none"> 1. in 2. behind 3. between 4. in front of 5. on 6. beside 7. under 8. above <p>(15 mins)</p> <p>Differentiated Plan: Some students might find it difficult to complete the worksheet. Gather them on one desk and recap concepts. Use examples to help them recognize and recall prepositions.</p> <p>Some students might complete their work early. Ask them to write prepositions and make sentences in their notebooks so they stay busy.</p>
03 mins	<p>Wrap up (Quiz time): Ask about the learning from today’s lesson and list the preposition of place on the board.</p>
02 mins	<p>Homework assignment: Read dialogues on page 50 and 51 of textbook and circle prepositions of place.</p>

Lesson Plan 69

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 69	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- use adverbs of place to tell where something happens

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<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.]</p> <p>Walk into the classroom in a hurried manner and pretend to be searching for something frantically. Do the action of searching for something for about a few minutes. Ten, looking frustrated, get the students to help you to look for the item. You may use the following sentences which have adverbs of place, time, manner, and duration when talking to the students.</p> <p><i>Example: I have been searching frantically for my ring file. I have been looking for it since this morning. I have searched everywhere for it but in vain. I hope to find it soon. Maybe, all of you can help me?</i></p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that today we are going to learn about adverbs of place.</p>

	<p>Instructions:</p> <p>Listening and Speaking</p> <p>Once the students have located your ring file, ask the students the following questions using ‘how’, ‘in what way’, ‘when’, ‘where’ and to what extent something is done.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> – How did I search for my ring file? – How long did I search for my ring file? – Where did I look for my ring file? – When did I hope to find my ring file? <p>After the students answer each of the questions, underline the adverbs in the sentences.</p> <p><i>Example:</i></p> <p>I was searching <u>frantically</u> for my ring file. I searched for it <u>for several minutes</u> before I found it. I searched <u>everywhere</u> for it. I hoped to find it <u>soon</u>.</p> <p>Tell students that adverb expresses a time, place, manner, degree, or frequency. Write the definition on the board. Tell the students how important it is to have lively, interesting verbs in sentences. Adverbs help to make verbs more interesting and easier to understand the action better.</p> <p>Say: Let’s start with the sentence.</p> <p><i>Example:</i></p> <p>I searched everywhere for it. (Adverb of place).</p> <p>Explain to the students that adverbs of place tell them where something happens. Provide the students with more examples.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> – The children are <u>outdoors</u>. – Please turn <u>right</u> at the roundabout. – Book is kept <u>on</u> the shelf. <p>Get the students to construct sentences using adverbs of place. You may need to assist them by asking questions to get them on the right track. Write other adverbs of place that the students used when making their sentences on the board. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p>
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The list Challenger – Game:

Assign students into teams of four. Explain that each team must work together against every other team to come up with sentences that include the prepositions that are displayed on the board. Such as: on, in, under, in front of, into, above, at, below, between. Teams need to create as many sentences as they can in a specific time frame with no mistakes to win points. Encourage interaction and facilitate the process of learning throughout.

The team with the most points wins!

(10 mins)

Reading and writing – Worksheet 14:

Pass out the worksheet and ask the students to read in pairs and then to work independently to complete it. Then review each of the questions and answers of the worksheet, allowing students to adjust their answers as needed. Tell students that they need to read worksheet. Discuss the answers first.

Encourage students to answer these worksheet responses themselves. Encourage interaction and facilitate the process of learning throughout.

Worksheet Answers

1. inside
2. here
3. everywhere
4. away
5. outside
6. upstairs

(10 mins)

Differentiated Plan:

Some students might find it difficult to complete the worksheet. Gather them on one desk and recap concepts. Use examples to help them recognize and recall adverb.

Some students might complete their work early. Ask them to write adverb and make sentences in their notebooks so they stay busy.

03 mins	Wrap up (Quiz time): Ask about the learning from today’s lesson and list the adverbs of place on the board.
02 mins	Homework assignment: Read dialogues on page 50 and 51 of textbook and underline adverbs of place.

Lesson Plan 70

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 70	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- using *prepositions* and *adverbs* to ask for and give directions
- reading a dialogue for comprehension and pleasure

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up: 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.]</p> <p>Enter the classroom and greet students cheerfully.</p>
25 mins	<p>Lesson structure Topic: Tell students they will practice dialogues in the class today.</p> <p>Instructions: Listening and Speaking: Ask two students to come in front of the classroom and perform the dialogues given on page 50 and 51. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.</p> <p>Encourage them to give responses. Tell that it is important to pleasant and use courtesy works like Excuse me and thank you.</p> <p>Reading, Listening and Speaking:</p>

	<p>In pairs, ask students to perform the dialogues on page 50 and 51 with action. Encourage them to perform with actions. Take rounds, listen to their dialogues, and ask them to emphasize on the adverbs and prepositions.</p> <p>Writing: Get the students to work in pairs and identify a place in their school that they like to go. Then, get them to write about directions of the place using adverbs of place to reach the place selected. Ask them to underline adverbs of place in the directions written by them. (10 mins)</p> <p>Listening and Speaking - Presentation: Once students have completed writing the directions, ask them to present their direction to the class sharing adverbs of direction. Give all students an equal chance to tell directions. Provide support and feedback. (10 mins)</p> <p>Differentiated Plan: 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 your classroom is a learning space where everyone is valued.</p>
05 mins	<p>Wrap up At the end of the class, ask questions like: 'What polite words should we use?' Encourage them to reply, 'We should use words like Excuse me and please.'</p>
05 mins	<p>Homework assignment: Read page 50 and 51 again.</p>

Lesson Plan 71 - Review of the chapter

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 5	Unit Title: Monkeys at Funfair
LP: 71	Textbook Page/s: 43 – 51	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- using present, past, and future indefinite and present continuous tenses in the affirmative, negative, and interrogative sentences
- using prepositions and adverbs in sentences

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up: 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.]</p> <p>Enter the class and greet students cheerfully. 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 mins	<p>Lesson structure Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate’s work.</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 mins	Wrap up: Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.
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Unit 6 – A Sack of Gold Coins

Unit Overview

This unit emphasizes the fact about the money that we get without earning does not bring prosperity and happiness. It also focusses on the following points.

- Allah loves and Blesses those who help the poor and are kind to them.
- Good people give and accept good advice.
- Real happiness lies in good deeds.
- Charitable giving is one of the greatest virtues.
- A Muslim seeks purely Allah’s pleasure in whatever he or she does.

Model Answers

Exercise A

Answer 1 – The two brothers lived in a small village of Pakistan.

Answer 2 – They found a sack of gold coins in the field.

Answer 3 – They gave all gold coins to the poor people in the village.

Answer 4 – Yes, the younger brother agreed with his elder brother.

Answer 5 – They became very rich and famous.

Exercise B

Identify three sounds of the letter “y”.

Consonant y	Short vowel y	Long vowel y
young	any	by
yawn	gym	cycle
yarn	honesty	fry
yoke	nosy	imply
you	only	reply
yum	safety	sky
yard	sorry	style
yam	simba	try
year	syrup	deny
yet	ugly	apply

Exercise C

I do it myself.

Exercise D

1. himself
2. themselves
3. yourself
4. myself
5. himself
6. itself
7. ourselves

Exercise E

This exercise provide the opportunity to compare present indefinite, past indefinite, future indefinite, and present continuous tense in positive, negative and interrogative form without changing its meaning

Exercise F

Present continuous tense	Past continuous tense	Future continuous tense
is	was	will be
is		will be
are not	were standing	will not be
is	were	will

Exercise G

Answer to the questions

1	Yes, you were speaking.
	No, you were not speaking.
2	Yes, she will be driving.
	No, she will not be driving.
3	Yes, he is working.
	No, he is not working.
4	Yes, I am bothering.
	No, I am not bothering.
5	Yes, he was watching.
	No, he was not watching.
6	Yes, you will be starting.
	No, you will not be starting.
7	Yes, they will be joining.
	No, they will not be joining.
8	Yes, it is falling.
	No, it is not falling.

9	Yes, we were disturbing.
	No, we were not disturbing.
10	Yes, we were leaving.
	No, we were not leaving.

Exercise H

Ask students to perform a role play using the dialogues given on page 58 and 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 72

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 72	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- analyze that the money that we get without earning does not bring prosperity and happiness.
- read story for comprehension and pleasure

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Names Jar with name chits
- Question jar with questions

05 mins	<p>Warm up (Game time): 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.]</p> <p>Tell students that they are going to play game in which teacher will pull a chit out of name jar of the students and a question chit out of the Question jar. The students whose name would be pulled out will answer the question which is pulled out of question jar. Tell students that there is no right or wrong answer here.</p> <p>Put the following questions in question jar.</p> <ul style="list-style-type: none"> - What is money? - Can money make us happy? - What do you know about good deeds? - Have you ever done any good deed to anyone? What was it?
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	<ul style="list-style-type: none"> - With money can you buy everything you want? - What is a good deed? - Why do we need to do a good deed?
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will learn about monkeys going to funfair.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Listen: Read the story to students. Make a graphic organizer on the board while reading the story to guide the students about the story.</p> <p>Read: Ask students to analyze the graphic organizer as drawn on the board to analyze the story.</p> <p>Discuss: Lead a classroom discussion of the story. Encourage students to reflect on learning from the story. Ask the following questions during the story is being discussed.</p> <ul style="list-style-type: none"> - Where did the two brothers live? - What did the brothers find? - Did they find the owner of the sack? - What did they do with the sack of gold coins? - ‘The money that a man gets without earning is not good for him’ what does this mean? - Did the younger brother agree with his elder brother? - Why distributing the gold coins in poor villagers, a good deed? - What did they become? <p>Teacher will establish the following points as learning from the story.</p> <ul style="list-style-type: none"> - Easy come, easy go. (The money that we get without earning does not bring prosperity and happiness). - Allah loves and blesses those who help the poor and are kind to them. - Good people give and accept good advice. - Real happiness lies in good deeds.

	<ul style="list-style-type: none"> – Charitable giving is one of the greatest virtues. – A Muslim seeks purely Allah’s pleasure in whatever he or she does. <p>(15 mins)</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>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 54 with the students. Instruct them to write answers in complete sentences in their notebooks. (10 minutes)</p> <p>Differentiated Plan: Facilitate the student facing problem in writing by asking them questions pertaining to the text and probing them to reach to the answer.</p> <p>Those who completes the written task can be asked to create a question from the given text and write the answer as well.</p>
03 mins	<p>Wrap up: 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>Revisit question bar to see if the student’s perception changed.</p>
02 mins	<p>Homework assignment: Read Unit 6, Pages 52-53 again. Do one good deed and write about it in your notebook.</p>

- *y can make the /y/ sound as in “yellow”*
- *y can make the long i sound as in “shy”*
- *y can make the long e sound as in “happy”*

In second and third one, the letter y is used as a vowel in the word.

- Explain that when [y] is at the end of the word, it makes a long e sound.
- When [y] makes a long [e] sound at the end of the word, it is a vowel.

Discuss the sound [y] makes at the beginning of a word and the sounds [y] makes at the end of a word. Ask them to think of words in which [y] makes a [yuh] sound versus and [ee] sound and write their examples on the board.

(10 mins)

Game:

Use magnetic letters to create words using all three of the sounds of y. This can be a dictation activity or an open-ended activity. Students will be shown columns of different words, all with the letter [y] in them. Individually, they will count how many times they see the letter [y] appears as a vowel. They will present their scores out loud. To ensure that every student recognizes the difference, go through each word to confirm the number of words that contain the vowel [y].

Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Reading:

Divide the class into groups. Ask them to turn to page 54 and 55. Ask them to read the words and sort them into correct column based on the Y sound. Take rounds and guide students while they work. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Differentiated Plan:

Some students might find it difficult to read the words. Gather them on one table while others are busy in their task, and read out the words and help identify the sound to be able to sort them.

	Some students might quickly finish their work. Ask them to find more y words in the textbook and add to the column based on its sound.
05 mins	Wrap up: Discuss the answers of sentences created by students as a class. Encourage interaction and facilitate the process of learning throughout.
05 mins	Homework assignment: Find and write 10 words from textbook with 'y' sorting them into 3 columns based on its sound.

Lesson Plan 74

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 74	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recognize reflexive pronouns
- use myself, ourselves, yourself, himself, herself, itself, and themselves as reflexive pronouns
- make sentences using reflexive pronouns

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Recall: 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.]</p> <p>Enter the class and greet students cheerfully. Ask them how they are doing today. Write the following sentence on the board:</p> <p>The little boy saw himself in the water.</p> <p>Call on a student to read the sentence aloud and circle the subject of the sentence. Remind students that the subject of a sentence is who or what the sentence is about. Encourage responses from students and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Topic: Tell students they explore how to use reflexive pronouns in daily lives.</p>

Listening and Speaking

Tell students that a reflexive pronoun is a pronoun that refers to the subject of the sentence. Explain that reflexive pronouns are used when the subject and the object of the sentences are the same.

Circle the word himself in the sentence you wrote on the board. Explain to students that himself, the object, is also referring to the boy. Tell students that reflexive pronoun can also be used to emphasize the subject.

Write the next sentence on the board:

The girl will pick up the toys herself.

Explain to students that the word herself emphasizes that the girl will do the job on her own. Ask students to raise their hands if they have heard or read a reflexive pronoun before. Remind students that learning to recognize and use new parts of speech will help them become better readers. Tell students that they can use the image of a mirror to think about reflexive pronouns because a mirror's job is to reflect back to you, just like a reflexive pronoun.

Ask the students to stand up and repeat the following choral chant and movement: I (point to self) see (point to eyes) myself (draw a mirror with fingers) reflexive pronoun (clap to the rhythm of the syllables).

(05 mins)

Game

Write the following sentences on the blackboard. Suggested answers are in brackets, so be sure to leave those out.

- Sana combs her own hair. (Sana combs her hair herself.)
- The issue will resolve on its own. (The issue will resolve itself.)
- Ahmed practices soccer alone. (Ahmed practices soccer by himself.)
- The students did the entire project without any help. (The students did the entire project themselves.)

	<ul style="list-style-type: none"> - We like to make ice cream at home without any help. (We like to make ice cream at home ourselves.) - I can fly an airplane on my own. (I can fly an airplane myself.) - Driving can be difficult, so you shouldn't try it without help. (Driving can be difficult, so you shouldn't try it yourself.) <p>Give students a few minutes to rewrite each sentence using a reflexive pronoun and remind them to not change the meaning of the sentences. Finally, either collect the new sentences to review or ask for volunteers to write their answers on the blackboard. Be sure to discuss and correct any reflexive pronoun use errors. Keep track of scores. Student will most correct answer wins.</p> <p>(15 mins)</p> <p>Reading and Writing: Ask students to create their own non-reflexive pronoun sentences to exchange with partner, who must then read and rewrite the sentences to include a reflexive pronoun. Ask students to share their non-reflexive and reflexive pronoun sentences with class. Correct sentences.</p> <p>(10 mins)</p> <p>Differentiated Plan: Some students find it difficult to speak in front of the class. Encourage them to speak up. Clap for them and praise them so they gain confidence to speak.</p> <p>Some students might speak more during the presentation. Subtly balance their talk time with others.</p>
03 mins	<p>Wrap up: Discuss the sentences created by students as a class.</p>
02 mins	<p>Homework assignment: Read pages 55, exercise C and identify reflexive pronouns.</p>

Lesson Plan 75

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 75	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recognize reflexive pronouns
- practice use of myself, ourselves, yourself, himself, herself, itself, and themselves as reflexive pronouns
- make sentences using reflexive pronouns

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<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.]</p> <p>Enter the class with a smile on your face. Ask the class: Who do you see when you look in a mirror? Hopefully, the answer that comes back is "myself." Next, ask the class for other words that contain the suffix "self" or "selves." Write the answers on the board and supplement any missing words with the following complete list of reflexive pronouns.</p> <ul style="list-style-type: none"> - myself - yourself - himself - herself - itself - ourselves - yourselves
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	<ul style="list-style-type: none"> - themselves <p>Encourage responses from students and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell that today they will be learning about a part of speech called reflexive pronouns. Write the words "reflexive pronouns" on the board.</p> <p>Instructions</p> <p>Listening and Speaking: Refer to the list on the board, explain that reflexive pronouns are used when the subject and the object of the sentence are the same.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> - "I" always try to better "myself." - "We" like to walk by "ourselves." - "The shopping cart" rolled away by "itself." <p>Split students up into small groups and pass out a set up the reflexive pronoun cards to each group of students. Model mixing the cards up on the table and finding the cards that match.</p> <p><i>For example, I and myself go together.</i></p> <p>Ask students to finish matching the pronouns with the reflexive pronouns. Allow one group of students to share their answers. Write the following sentence frame on the board:</p> <p>_____ walked to the park by _____.</p> <p>Explain to students that they will be finishing the sentence frame using subject pronouns and reflexive pronouns.</p> <p>(10 mints)</p> <p>T- Chart</p> <p>Create a T-chart on the board and label the left column "Subject Pronouns" and the right column "Reflexive</p>

	<p>Pronouns." Write down the following words under the column labeled "Subject Pronouns:" I, you, he, she, we, they. Model finishing the sentence frame using one of the subject pronouns. For example, write "I walked to the park by _____," and model thinking aloud to finish the sentence. Say, "I'm wondering how to create a reflexive pronoun that will finish the sentence. Hmm. Let me think...who can remember the chant and movement we did in the beginning of the lesson? (provide wait time for students to think) Oh yes, 'I (point to self) see (point to eyes) myself (draw a mirror with fingers) reflexive pronoun (clap to the syllables).' I think the reflexive pronoun for I would be myself." Ask students to show a thumbs up if they agree or a thumbs down if they disagree. Finish the sentence by writing the word "myself" on the line. Record the word "myself" in the right column of the T-chart. Encourage a few students to come up to the board to model figuring out the reflexive pronouns that connect to the subject pronouns you and he.</p> <p>Remind students to refer back to their pronoun cards for support and pass out the whiteboards and whiteboard markers for students to record their answers. Have students figure out the remaining reflexive pronouns for the pronouns she, we, and they in their small groups. When the groups are finished, ask a few students to record their answers on the whiteboard.</p> <p>(10 mins)</p> <p>Reading and Writing:</p> <p>Ask students to turn to page 56 and read Exercise D of their textbook. Ask students to underline the subject pronoun in each sentence as they read. Ask students to discuss the subject pronoun and what could be the possible reflexive pronoun with it. Discuss answers with students and ask them to make corrections accordingly.</p> <p>(10 mins)</p>
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	<p>Differentiated Plan:</p> <p>Some students might be shy in working with their partner. Encourage them. Tell them to be confident and not to be shy as they are amongst friends. Show them your classroom is a learning space where everyone is valued.</p>
03 mins	<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 subject pronoun and reflexive pronoun.</p>
02 mins	<p>Homework assignment – Worksheet 1:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. myself 2. ourselves 3. itself 4. themselves 5. yourself 6. himself 7. myself 8. himself 9. ourselves 10. yourself

Lesson Plan 76

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 76	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- define 'present continuous verb'
- recognize a present continuous verb
- use a present continuous verb in a sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up (Recall) – Slowly reveal the flash card</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.]</p> <p>Enter the class and greet the students cheerfully. Before class prepare the flashcards with run, cook, eat, swim, walk, drink, draw, sleep. You can also add some more action flashcards to this list for more practice. Start with the "run" flashcard – place it behind the pack of the other flashcards so your students can't see the picture. Slowly push the flashcard up, revealing a little of the picture. Encourage students to shout out what they think it is. Keep slowly revealing the image until someone shouts the correct word (or for new words you will have to tell them the answer). Then chorus the word 3 times. Finally, shout "Ok, everyone run for 5 seconds ... 1 – 2 – 3 – 4 – 5 – Stop!" and have everyone run around as you count five seconds. Then do the same routine with the other flashcards.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell that today we will do the present continuous tense (also known as the present progressive tense). It is used to talk about actions that are happening now or are unfinished.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Game "What are you doing?" actions</p> <p>Start by modeling the activity. Get a volunteer to help you. Start running on the spot and have your volunteer say, "What are you doing?" and reply "I am running!". Then start doing a cooking action and have the student ask again "What are you doing?". Reply "I am cooking!". Continue this for all the verbs, in the order of the song, using the flashcards on the board (or the song poster) as prompts.</p> <p>Next, pair up your students. Ask one to do all the actions and the other asking "What are you doing?". Once finished, students swap roles.</p> <p>(10 mins)</p> <p>"I am, He is, She is, They are"</p> <p>Start by teaching the following structures on the board:</p> <ul style="list-style-type: none"> - I am running (draw a stick man / woman running and write your name under the picture) - He is running (draw a stick man running) - She is running (draw a stick woman running) - They are running (draw some stick people running) <p>Chorus the sentences. Then ask students to come up to the board and draw stickman doing other actions (e.g., "She is drawing", "They are sleeping", "He is eating", etc.). Write the following sentences on the writing board and ask the students to change them in present continuous tense.</p> <ul style="list-style-type: none"> - I watched a movie which was not interesting at all. - Ali ran after the kitten. - I get ready for school early in the morning. - Ayesha laughed at Amir`s joke. - Ahmed drives his father`s car without permission. <p>(10 mins)</p>
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	<p>Reading and writing – Worksheet 2: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>(10 mins) Worksheet answers</p> <ol style="list-style-type: none"> 1. waiting 2. doing, writing 3. working 4. working 5. getting 6. standing 7. waiting 8. seeing 9. expanding 10. living <p>Differentiated Plan: Some students might be hesitant or lost in the pair work. Change their place. Ask them to look at the examples and make sentences with present continuous tense. Make a few sample sentences for them. Write the sentences for them if possible. But encourage them to make sentences on their own.</p>
03 mins	<p>Wrap up - Dumb charade Call one student. Show the rest of the class the flashcard and then all the students must act out the word together. Ask the student next to you ‘What are they doing?’ and let them guess.</p>
02 mins	<p>Homework assignment- "Magazine cut and paste activity" Ask students to look for pictures of people doing things which can be cut and pasted to frame sentences around it in present continuous form. Ask students to paste these pictures in notebook and frame one sentence for each in which they need to use present continuous tense.</p>

Lesson Plan 77

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 77	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall 'present continuous verb'
- recognize a negative form of present continuous verb
- convert present continuous tense into a negative present continuous sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up (Recall) - Game "Teacher Says"</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.]</p> <p>Enter the classroom and greet students cheerfully. This is the same as the game "Simon Says" but with the word "teacher" instead of "Simon". Line everyone up in front and say, "Teacher says drink" and have everyone do the drinking action. Go through a few more verbs with everyone doing the actions. Then say "sleep" without the "Teacher says" part – anyone who does the action is out! First time, give a warning but after that any mistakes result in the student sitting out the round. Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell that today we will do the present continuous tense in a negative form.</p>

Instructions:**Listening and Speaking - Doing with magazine**

Start by modeling. Hold up a magazine and flick through some pages asking questions about what the people are doing E.g. "What is he doing?" and elicit "He is walking", etc. Feel free to choose pictures with other verbs your students might know (e.g., "She is talking"). For each picture you choose, cut it out and stick onto a large piece of construction paper with the following written in marker pen in the middle: "What is he doing? What is she doing? What are they doing?". Choose a magazine or web page with lots of activity and ask students questions based on the pictures.

- *What are they doing now?*
- *What is she holding in her hand?*
- *Which sport are they playing?*

Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Negative Form:

To teach the negative form, use the magazine or web pages to ask yes or no questions focusing on eliciting a negative response. Model a few examples before asking students.

- *Is she playing tennis? - No, she is not playing tennis. She is playing golf.*
- *Is he wearing shoes? - No, he is not wearing shoes. He is wearing boots.*
- *Are they eating lunch?*
- *Is she driving a car?*

After demonstrating with a few pictures, split your class up into groups – the same number of groups as the number of magazines that you have (3-4 students per group is ideal). Give each group a large sheet of chart paper with the given text written in the middle ("What is he not doing? What is she not doing? What are they not doing?"). Ask the groups to go through the magazines to cut out and paste pictures of people doing things onto their chart paper. As they are doing so encourage everybody to use the key structures. When everyone has finished get one or two students from each group to join a new group. They will then ask questions about the people in the pictures (e.g., "What is she not doing?") and

the other members need to reply (e.g., "She is not riding a bike"). Encourage interaction and facilitate the process of learning throughout.

Finally, end this activity by asking questions to each group about their pictures. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Reading and Writing – Worksheet 3:

Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers of the worksheet, allowing students to adjust their answers as needed. Tell students that they need to read worksheet. Discuss the answers first. Encourage students to answer these worksheet responses themselves. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Worksheet answers

1. are, reading
2. is talking
3. are, riding
4. are swimming
5. are playing
6. is working
7. is raining
8. am washing
9. is going
10. are playing
11. is sleeping
12. am playing

Differentiated Plan:

Some students might find it difficult to complete the worksheet. Gather them on one table and provide additional individual support by sharing example.

	Some students might complete their worksheets earlier. Ask them to make some sentences with negative present continuous verb.
03 mins	Wrap up: Write some sentences on the board and ask the students to convert the sentences into negative present continuous verb.
02 mins	Homework assignment – Worksheet 4: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed. Worksheet answers <ol style="list-style-type: none"> 1. I am not walking. 2. She is not cooking. 3. Asma is not jumping around the house. 4. Both friends are not smiling at each other. 5. Ahmed is not sleeping on the sofa. 6. They are not coming to meet me. 7. Mariam is not enjoying the rain. 8. Sana and Amna are not shopping today. 9. I am not talking to my friend. 10. They are not meeting their aunt.

Lesson Plan 78

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 78	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall 'present continuous verb'
- recognize a present continuous verb in an interrogative form
- convert present continuous into interrogative present continuous sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up (Recall) – Slowly reveal the flash card</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.]</p> <p>Enter the class and greet the students cheerfully. Perform actions and ask students to guess. Remind them that these are present continuous tense when you talk about what might be happening now.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell that today we will do the present continuous tense in an interrogative form. Means we will be creating questions.</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

Explain that if the subject is- it, he, she or a singular noun then auxiliary verb is- 'is' and in case the subject is – they, we, I, you or a plural noun then the aux verbs are- 'are', 'am'. Share examples.

Given below are some examples of Present Continuous Interrogative Sentences.

- *Is it working now?*
- *Is he studying?*
- *Is she drawing?*
- *Is the bus moving?*
- *Are they coming?*
- *Are we having dinner?*
- *Am I going with you?*
- *Are you missing him?*
- *Are the children playing cricket?*

(10 mins)

Game "What is the question?"

Start by modeling the activity. Say that I will be telling you some answers and you need to think of questions.

- I am eating fruits.
- Ahmed is sleeping.
- Salman is going to picnic.
- Amnah is reading a book.
- They are going for a field trip.
- Sara and Sana are playing together.
- Akmal is coming to my place.

(10 mins)

Reading and writing – Worksheet 5:

Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.

(10 mins)

Worksheet answers

1. Is it falling?
2. Is he sleeping?
3. Is she drawing?

	<ol style="list-style-type: none"> 4. Is the dog barking? 5. Are we going to the terrace? 6. Am I thinking about him? 7. Are you troubling me? 8. Are children playing? 9. Is Asma smiling? 10. Are Sadia and Ahmed running? <p>Differentiated Plan: Some students might be hesitant or lost in the pair work. Change their place. Ask them to look at the examples and make sentences with present continuous tense. Make a few sample sentences for them. Write the sentences for them if possible. But encourage them to make sentences on their own.</p>
03 mins	<p>Wrap up Ask students what they have learned in today’s class. Ensure students’ talk time is more than yours. Encourage those who have not yet spoken to participate in the discussion.</p>
02 mins	<p>Homework assignment- Ask students to write ten questions in present continuous form in their notebook.</p>

Lesson Plan 79

Subject: English Grade: 2 Term: 2nd
 Week: Unit: 6 Unit Title: A Sack of Gold Coins
 LP: 79 Textbook Page/s: 52 – 60 Duration: 40 minutes
 Teacher: School: Date:

Student Learning Outcomes (SLOs)

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

- define 'past continuous verb'
- recognize a past continuous verb
- use a past continuous verb in a sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Warm up (Recall) - Present Continuous:</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.]</p> <p>Enter the class and greet students cheerfully. Ask students to write five sentences. Ask them to go out of the class, note and write down whatever they see happening? Encourage them to stand at different points in the school so that they write different sentences as.</p> <ul style="list-style-type: none"> - <i>A crow is flying in the sky.</i> - <i>One teacher is walking in the ground.</i> - <i>A chocolate wrapper is lying on the floor.</i> <p>Tell students we have written present continuous sentences.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students 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>Storytelling: Tell a story with exaggerated details using the past continuous. For example: "I remember that day well. The birds were singing, the sun was shining, and the children were playing games peacefully. At that moment, I saw Ahmed and he was looking so cute in his jump suit and little shoes." Point out how the past continuous is used to paint a picture of the scene. Quickly review the past continuous structure with the class. Go over differences in usage between the past simple and past continuous. Point out that the past continuous focuses on a specific moment in the past. Write various examples on the board of sentences combining the past simple and past continuous to illustrate the idea of an interrupted past. For example, "I was walking through the park when I met David." Ask students to comment on what function the past continuous plays in the example sentences. (10 mins)</p> <p>Game - FREEZE Divide the class into two teams. Ask one student from each team to come forward. Tell one student to close eyes or face the wall. Show the other student an action verb like "playing cricket or hopscotch". The student silently acts out the action until you say FREEZE. When you say FREEZE, the acting student will stop/freeze right there. The student of other team can now open eyes and see the student. The students guess what student was doing. Ask the guessing student: – <i>What was he/she doing?</i> Ask student to guess and answer in a complete sentence. – <i>He was playing cricket, or she was playing hopscotch.</i> Give the team one point for making a correct guess. After the game, asks student:</p>
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	<ul style="list-style-type: none"> - <i>Why were we using a past tense ‘was’ in the questions and answers in the game?</i> <p>Encourage students if they give right answer. Correct their responses if they give wrong answers.</p> <p>Ask them:</p> <ul style="list-style-type: none"> - <i>Why were we using ‘ing’ with verbs in the game?</i> <p>Encourage students if they give right answer. Correct them if they give wrong answers. Re-teach students the past continuous tense. Write some examples on the writing board. (10 mins)</p> <p>Reading and Writing - My Birthday</p> <p>Ask students to write on a special day which can be “My birthday”. Write a description of an important day in your life. Include the most important events that occurred during that day in the past simple. Once you have written the important events using the past simple, try to include a description of what was happening at some of the specific moments when those events occurred to provide more details. Once they've written their paragraph, ask students to find a partner. Next, ask your partner your questions and discuss. Listen to your partner's story and answer their questions. Encourage interaction and facilitate the process of learning throughout the learning process. (10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might be hesitant or lost in the group work. Change their place. Support them and make a few sample sentences for them. Write the sentences for them if possible. But encourage them to make sentences.</p>
<p>03 mins</p>	<p>Wrap up (Quiz Time):</p> <p>Towards the end of the lesson, ask students what they learnt in today’s lesson. Quickly repeat the use of present and past continuous tenses with the students. Ask students to give two examples of each tense.</p>

02 mins	<p>Homework assignment – Worksheet 6:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none">1. was watching2. were playing3. were studying4. were eating5. were travelling6. was giving7. was learning8. was struggling9. was studying10. were leaving
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Lesson Plan 80

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 80	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall 'past continuous verb'
- recognize a negative form of past continuous verb
- convert past continuous tense into negative past continuous sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up: 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.]</p> <p>Enter the classroom and greet students cheerfully.</p>
30 mins	<p>Lesson structure Topic: Tell students they will practice numbers in this lesson.</p> <p>Instructions: Listening and Speaking - Past Continuous Tell students what you usually do late at night and lead in to the past continuous: <i>I always go to bed at 11pm. So, last night at 11:30 I was sleeping.</i> Write your typical schedule on the board with your usual everyday activities: <i>7:30 am – breakfast</i> <i>9 to 12 – classes</i> <i>12 – lunch</i> <i>1pm to 5pm – classes</i></p>

	<p>6pm – gym 8pm – dinner 11pm – bedtime</p> <p>Now, give them examples of what you were doing exactly at a certain time yesterday: <i>At noon, I was having lunch. At 1pm, I was giving a class.</i> Ask students to tell you what you were doing and have them answer in second person singular: <i>You were sleeping at midnight.</i></p> <p>Students jot down their own daily schedules, or what they did yesterday, and then take turns first saying what they were doing at certain time: <i>I was having breakfast at 7am.</i> Then, they switch schedules with a classmate and say what he or she was doing: <i>Juan was having breakfast at 10 am.</i> Then, they make comparisons: <i>I was studying. He was playing video games.</i> Or find similarities: <i>We were all sleeping at midnight.</i> Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Introduce the Past Continuous – Negative forms</p> <p>Use the same daily schedule of activities and make negative statements:</p> <p><i>I wasn't watching TV at 3pm; I was working.</i> <i>Salman wasn't having breakfast at 7am; he was sleeping.</i></p> <p>Use your students' schedules as well. Then, ask them to do the same, first with theirs, and then with a classmates', but always alternating between negative and affirmative statements. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Reading and Writing - Worksheet 7</p> <p>Pass out the worksheet and ask the students to work independently to complete it. Then review each of the questions and answers of the worksheet, allowing students to adjust their answers as needed. Tell students that they need to read worksheet. Discuss the answers first. Encourage students to answer these worksheet responses themselves.</p>
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	<p>Encourage interaction and facilitate the process of learning throughout. (10 mins)</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. She was not learning Spanish when I met her. 2. Sana was not cooking meal when the children arrived. 3. Salman was not driving when the car’s tire burst. 4. Mr. Ahmed was not walking down the street when I saw him. 5. He was not doing yoga in the park. 6. I was not enjoying the weather at hill station last Sunday. 7. They were not working on the project when I joined them. 8. You were not planting flowers in your garden when I met you. 9. I was not planning my weekly schedule. 10. He was not going to the market an hour ago. <p>(10 mins)</p> <p>Differentiated Plan: Some students might be hesitant or lost in the group work. Change their place. Support them and make a few sample sentences for them. Write the sentences for them if possible. But encourage them to make sentences.</p>
<p>03 mins</p>	<p>Wrap up (Quiz time): Towards the end of the lesson, ask students what they learnt in today’s lesson. Quickly repeat the use of present and past continuous tenses in negative form with the students. Ask students to give two examples of each tense.</p>
<p>02 mins</p>	<p>Homework assignment Ask students to write five past continuous in one column and write its negative in part continuous for.</p>

Lesson Plan 81

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 81	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall 'past continuous verb'
- recognize a past continuous verb in an interrogative form
- convert a past continuous verb into an interrogative past continuous verb in a sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Warm up (Recall) - Past Continuous:</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.]</p> <p>Enter the class and greet students cheerfully. Ask students to write five sentences. Ask them to make sentences in past continuous tense and write them on the board. Ask students how we can change it into questions. Change some sentences and write them on the board to get them started.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students we will make questions from past continuous tense.</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

Game:

In groups, provide picture of park and ask students to ask as many questions as possible about actions happening in the picture. Support students to make question in past continuous form and team with the maximum questions win.

(15 mins)**Reading and Writing**

Ask students to make questions from the words given and write it in their notebook. Once task is completed, they need to exchange notebook with the partner and read to provide support.

What / you / do _____

What / they / do _____

Where / the bald man / sit _____

What / you / eat _____

They / eat / ice creams _____

Where/ you / stand _____

The man/ read / a book _____

They / laugh _____

Responses may look like

What were you doing?

What were they doing?

Where was the bald man sitting?

What were you eating?

Were they eating ice creams?

Where were you standing?

Was the man reading a book?

Were they laughing?

Appreciate students for correct responses and probe if they are unable to answer.

(15 mins)**Differentiated Plan:**

Some students might be hesitant or lost in the group work. Change their place. Support them and make a few sample

	sentences for them. Write the sentences for them if possible. But encourage them to make sentences.
03 mins	<p>Wrap up (Quiz Time):</p> <p>Towards the end of the lesson, ask students what they learnt in today’s lesson. Quickly repeat the use of present and past continuous tenses with the students. Ask students to give two examples of each tense.</p>
02 mins	<p>Homework assignment – Worksheet 8:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. Was she learning Spanish when I met her? 2. Was Sana cooking meal when the children arrived? 3. Was Salman driving when the car’s tire burst? 4. Was Mr. Ahmed not walking down the street when I saw him? 5. Was he doing yoga in the park? 6. Was I enjoying the weather at hill station last Sunday? 7. Were they working on the project when I joined them? 8. Were you planting flowers in your garden when I met you? 9. Was I planning my weekly schedule? 10. Was he going to the market an hour ago?

Lesson Plan 82

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 82	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall 'future continuous verb'
- recognize a future continuous verb
- convert present continuous sentence into a future continuous sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Warm up (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.]</p> <p>Enter the class and greet the students cheerfully. Teacher will ask students what they know about tenses and focus on future continuous tense. Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell that today we will do the future continuous tense (also known as the future progressive tense). It is used to talk about actions that will happen in future.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Future continuous</p>

	<p>Ask yes or no questions and model the correct way to give short answers:</p> <p>- T: <i>Were you watching TV yesterday at 10pm?</i> - S: <i>Yes, I was./No, I wasn't.</i></p> <p>Ask students to ask each other yes or no questions in past continuous, and have them practice replying with short answers.</p> <p>Ask them <i>What are they doing this weekend?</i> and ask them to answer using the future tense (I will be...).</p> <p>Write their answer on the board. Ask the class how many verbs are in this sentence. There should be at least two (the second being whatever the student is doing).</p> <p>Circle the verbs and explain that, by adding another verb, they used the future continuous tense. Instruct the class to give a big round of applause to the student who unknowingly used this tense.</p> <p>Using the student's sentence on the board, write "future tense" over the phrase "will be," and write "present participle" over the "doing" verb. Explain that a present participle is a verb with the -ing ending.</p> <p>Inform students that the future continuous tense is used to describe actions we will be taking in the future.</p> <p>Explain that the Future Continuous Tense is used to describe an activity that will occur in the future and continue for a period of time.</p> <p><i>Example</i> <i>Next Sunday Samina will be flying to Japan.</i></p> <p>Explain that the Future Continuous Tense is used to describe a longer action occurring in the future that will be interrupted by another action.</p> <p><i>Example</i> <i>I will be packing when you drop by tonight.</i></p> <p>Explain that the Future Continuous Tense is used to describe an activity that is starting now and will continue for a certain time in the future.</p> <p><i>Example</i> They will be waiting for the subway for two more minutes. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p>
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Future Continuous

To introduce this tense use illustrations or pictures where there are lots of people carrying out different actions; the best places are those where there are fixed schedules, like an airport, train station, or movie theater.

For example, show the illustration of a busy train station and ask:

T: Is Mr. Ahmed boarding his train right now?

S: No, he's waiting at the platform.

*T: That's right! He **will be boarding** his train at 7pm/in 10 minutes.*

Go on with more examples: *He'll be taking the train to New York City. He'll be leaving from Track 2. He'll be arriving at 9pm.* Show students another illustration and have them supply examples with the future continuous. Finally, ask students to give you examples based on what they will be doing the next day at a particular time, either events they've scheduled or actions that will be in progress.

Ask students to convert these sentences into future continuous form:

- I am running.
- He is running.
- She is running.
- They are running.

Add more sentences ensuring all students in the class gets to respond. Encourage interaction and facilitate the process of learning throughout.

Role Play:

Salman is a friend of yours going on vacation to the place you have seen. Advise him about his flights, schedules, and places he should visit, etc.

(10 mins)

Reading and writing

Ask students to write 5 sentences in future continuous tense planning for school party. Ask them to exchange their notebooks with the partner and read the plan. Ask them to discuss responses. Volunteer students can present their responses in class. Teacher to share feedback. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

	<p>Differentiated Plan:</p> <p>Some students might be hesitant or lost in the pair work. Change their place. Ask them to look at the examples and make sentences with present continuous tense. Make a few sample sentences for them. Write the sentences for them if possible. But encourage them to make sentences on their own.</p>
03 mins	<p>Wrap up</p> <p>Towards the end of the lesson, ask students what they learnt in today’s lesson. Quickly repeat the use of present, past and future continuous tenses with the students. Ask students to give two examples of each tense. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework assignment- Worksheet 9:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. It will be falling. 2. He will be sleeping. 3. She will be drawing. 4. The dog will be barking 5. We will be going to the terrace. 6. I will be thinking about him. 7. You will be troubling me. 8. Children will be playing. 9. Asma will be smiling. 10. Sadia and Ahmed will be running.

Lesson Plan 83

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 83	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall 'future continuous verb'
- recognize a negative form of future continuous verb
- use a negative future continuous verb in a sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Warm up (Recall) - Future Continuous – Short answers</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.]</p> <p>Enter the classroom and greet students cheerfully. Ask students to ask you questions about future events and reply with affirmative and negative short answers: <i>S: Will you be going somewhere for the holidays?</i> <i>T: Yes, I will/No, I won't.</i></p> <p>Students now take turns asking each other questions and replying with short answers. Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell that today we will do negative form of future continuous verb</p>

	<p>Instructions:</p> <p>Listening and Speaking</p> <p>Future Continuous – Negative form</p> <p>Use the information supplied by students about things they will be doing the next day, and make negative statements, alternating between affirmative and negative.</p> <p><i>T: Salman will be having dinner with his family at 8pm.</i></p> <p><i>He won't be playing football.</i></p> <p>Ask students to provide more sentences in the negative form by using their own examples or the illustrations used in class. Encourage interaction and facilitate the process of learning throughout.</p> <p>(15 mins)</p> <p>Reading and Writing:</p> <p>What not to do?</p> <p>Ask students to imagine that they will be travelling in time capsule, although it doesn't necessarily have to be as fancy as a capsule to be buried outside. Simply ask students to write down all the things they imagine they will be not doing in twenty years time. Once they've written down their predictions, review their work for tenses and then they put them into an envelope and seal it with this specific note across the front: DO NOT OPEN UNTIL 2045! They should keep these envelopes safely hidden at the bottom of a drawer or inside a book. Imagine their faces when they open them 20 years from now! Encourage interaction and facilitate the process of learning throughout.</p> <p>(15 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to complete the worksheet. Gather them on one table and provide additional individual support by sharing example.</p> <p>Some students might complete their worksheets earlier. Ask them to make some sentences with negative present continuous verb.</p>
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03 mins	<p>Wrap up:</p> <p>Towards the end of the lesson, ask students what they learnt in today’s lesson. Quickly repeat the use of present, past and future continuous tenses in negative form with the students. Ask students to give two examples of each tense.</p>
02 mins	<p>Homework assignment – Worksheet 10:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. It is not falling. 2. He is not sleeping. 3. She is not drawing. 4. The dog is not barking. 5. We are not going to the terrace. 6. I am not thinking about him. 7. You are not troubling me. 8. Children are not playing 9. Asma is not smiling. 10. Sadia and Ahmed are not running.

Lesson Plan 84

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 84	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall 'future continuous verb'
- recognize an interrogative form of future continuous verb
- convert future continuous tense into an interrogative future continuous sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up (Recall) – Slowly reveal the flash card</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.]</p> <p>Recall interrogative form of future continuous verb. Ask students questions about what they will be doing some time in the near future:</p> <p><i>T: What will you be doing for the Eid holidays?</i> <i>S: I will be visiting my relatives in Lahore.</i> <i>T: Ask a classmate!</i> <i>S: Sarah, what will you be doing for the Eid holidays?</i></p> <p>Ask students to ask more questions. Encourage them to use <i>what time, when, where, who</i>, etc... Make sure they notice that questions in future continuous sound more polite than questions in simple future.</p> <p>Encourage interaction and facilitate the process of learning throughout.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell that today we will do the interrogative form of future continuous verb.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Past Continuous – Interrogative forms</p> <p>First, model yes or no questions, then, questions with <i>what, where, which, etc...</i>:</p> <ul style="list-style-type: none"> - T: <i>Were you watching TV at midnight last night?</i> - S: <i>No!</i> - T: <i>Ask me!</i> - S: <i>Were you watching TV at midnight last night?</i> - T: <i>What were you doing at 7am this morning?</i> - S: <i>I was sleeping.</i> - T: <i>Ask Salman!</i> - S: <i>What were you doing, Juan, at 7am?</i> <p>Continue with more questions from students. Encourage them to ask different types of questions in different singular and plural persons. If they are unsure as to how to ask a question, model it for them first. Encourage interaction and facilitate the process of learning throughout.</p> <p>(15 mins)</p> <p>Reading and writing – Worksheet 11:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>(15 mins)</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. Is it falling? 2. Is he sleeping? 3. Is she drawing? 4. Is the dog barking? 5. Are we going to terrace? 6. Am I thinking about him? 7. Are you troubling me? 8. Are children playing?
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	<p>9. Is Asma smiling? 10. Are Sadia and Ahmed running?</p> <p>Differentiated Plan: Some students might be hesitant or lost in the pair work. Change their place. Ask them to look at the examples and make sentences with present continuous tense. Make a few sample sentences for them. Write the sentences for them if possible. But encourage them to make sentences on their own.</p>
03 mins	<p>Wrap up Towards the end of the lesson, ask students what they learnt in today’s lesson. Quickly repeat the use of present, past and future continuous tenses in negative and interrogative form with the students. Ask students to give two examples of each tense.</p>
02 mins	<p>Homework assignment Ask students to write 5 future continuous sentences and convert future continuous tense into an interrogative future continuous sentence</p>

Lesson Plan 85

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 85	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall present indefinite, past indefinite, future indefinite, and present continuous tense
- change affirmative sentences into negative sentences and interrogative sentences
- converting present indefinite, past indefinite, future indefinite, and present continuous tense into negative and interrogative sentences without changing its meaning

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

02 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Ask them how they are doing today. Recall present indefinite, past indefinite, future indefinite, and present continuous tense</p>
33 mins	<p>Lesson structure</p> <p>Topic: Tell students that we will review Converting present indefinite, past indefinite, future indefinite, and present continuous tense into negative and interrogative sentences without changing its meaning.</p>

	<p>Instructions</p> <p>Reading:</p> <p>Ask students to turn to page 56 and 57 and read the sentences in pairs from “Tenses table”. Ask students to compare the sentences and reflect on their learning from the previous sessions.</p> <p>(10 mins)</p> <p>Listening and speaking</p> <p>Discuss converting present indefinite, past indefinite, future indefinite, and present continuous tense into negative and interrogative sentences without changing its meaning. Give examples of each of the segment.</p> <p>Writing</p> <p>In pairs, ask students to read Exercise F on pages 57. Encourage them to discuss the sentences solve the exercise. Encourage partners to discuss answers. Discuss answers and ask them to make corrections if they response is incorrect.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to fill the table. Probe and encourage them to make negative and interrogative sentences. Gather such students on one table and provide additional support when they are on the written task. Give examples to support their learning.</p>
03 mins	<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 converting sentences into negative form and interrogative.</p>

02 mins

Homework assignment – Worksheet 12:

Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.

Worksheet answers

Type of Sentence	Present Continuous Tense	Past Continuous Tense	Future Continuous Tense
Affirmative	I am going to park.	I was going to park.	I will be going to park.
Negative	I am not going to park.	I was not going to park.	I will not be going to park.
Interrogative	Am I going to park?	Was I going to park?	Will I be going to park?
Affirmative	He is sleeping.	He was sleeping.	He will be sleeping.
Negative	He is not sleeping	He was not sleeping	He will not be sleeping.
Interrogative	Is he sleeping?	Was he sleeping?	Will he be sleeping?
Affirmative	They are enjoying.	They were enjoying.	They will be enjoying.
Negative	They are not enjoying.	They were not enjoying.	They will not be enjoying.
Interrogative	Are they enjoying?	Were they enjoying?	Will they be enjoying?
Affirmative	It is walking.	It was walking.	It will be walking.
Negative	It is not walking	It was not walking.	It will not be walking.
Interrogative	It is walking?	Was it walking?	Will it be walking?
Affirmative	You are exercising.	You were exercising.	You will be exercising.

	Negative	You are not exercising.	You were not exercising.	You will not be exercising.
	Interrogative	Are you exercising?	Were you exercising?	Will you be exercising?
	Affirmative	We are suffering.	We were suffering.	You will be suffering.
	Negative	We are not suffering.	We were not suffering.	We will not be suffering.
	Interrogative	Are we suffering?	Were we suffering?	Will we be suffering?

Lesson Plan 86

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 86	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- listening and speaking to perform a dialogue

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up: Enter the class with a smile on your face. 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.]</p>
25 mins	<p>Lesson structure Topic: Tell students they will perform dialogues in today's lesson.</p> <p>Instructions: Listening and Speaking: Ask two students to come in front of the classroom and perform the dialogues given on page 58, 59 and 60. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.</p> <p>Encourage them to give responses. Tell that it is important to pleasant and use courtesy words like please.</p> <p>Encourage children to use polite words frequently and abundantly.</p>

	<p>Reading, Listening and Speaking: In pairs, ask students to perform the dialogues on page 58, 59 and 60. 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.</p> <p>Differentiated Plan: Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so he/she could 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 use of ‘please’ and ‘thank you’.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
05 mins	<p>Wrap up At the end of the class, ask questions like: ‘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.</p>
05 mins	<p>Homework assignment: Read page 58, 59 and 60 again.</p>

Lesson Plan 87

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 87	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- read and recognize new sight words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up:</p> <p>Enter the class with a smile on your face. Greet students cheerfully with السّلام 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.]</p> <p>Write some words on the board and ask students to read them. Ask students How do you read?</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will learn some new words today.</p> <p>Instructions:</p> <p>Listening and Speaking: Tell students ways of reading sight words.</p> <p>Reading, Listening and Speaking:</p> <p>Recall methods of sight reading and ask them to practice along with you for a chosen word.</p> <p><u>See and Read:</u> This is when you see the word on the flash card and says the word while underlining it with your finger.</p>

Tapping arm: This is when you say the word and then spells out the letters while tapping them on your arm.

Writing on the table: This is when you write the letters on a table, first looking at and then not looking at the flash card.

Spell reading: This is when you say the word and spells out the letters, then reads the word again.

Air writing: This is when you say the word, then writes the letters in the air in front of the flash card.

(10 minutes)

Sight word snowball game

Write the words that have been taught so far on a piece of paper and crumple them into a snowball. Let the children play by tossing the "snowballs" around, then ring a bell or blow a whistle for them to stop. Everyone must pick up the snowball nearest to them and read the word.

(10 minutes)

Reading and writing

In pairs, ask students to read the following sight words using one of the ways introduced in the lesson today.

- ploughing
- stumbled
- treasure
- search
- vain
- owner
- indeed
- trouble
- distribute
- reward

Take rounds, listen to their pronunciations, and support them if there is a need to do so. Ask students to write these sight words in their notebooks.

(10 minutes)

	<p>Differentiated Plan:</p> <p>Some students might find it difficult to read. Pair slow learners with a fast learner so he/she could provide peer support. Also, provide extra support to such learners in reading sight words. You might have to make them repeat words after you.</p> <p>Some students might finish their reading quickly. Ask them to try different ways of reading.</p>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <ul style="list-style-type: none"> - What are different ways of reading sight words? - Which way is easier and more interesting for you? - Did you enjoy the activity?
05 mins	<p>Homework assignment:</p> <p>Read sight words written in notebooks.</p>

Lesson Plan 88- Review of the chapter

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 6	Unit Title: A Sack of Gold Coins
LP: 88	Textbook Page/s: 52 – 60	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- using myself, ourselves, yourself, himself, herself, itself, and themselves as reflexive pronouns
- using present, past, and future continuous tense in the affirmative, negative and interrogative sentences

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up: 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.]</p> <p>Enter the class and greet students cheerfully. 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 mins	<p>Lesson structure Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate's work.</p> <p>Write the time limit on the board.</p> <p>Keep mentioning the time after every 10 mins.</p>

	Collect the answer sheets exactly after 30 mins,
05 mins	Wrap up: Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.

Unit 7 – I Am Strong

Unit Overview

This unit emphasizes on inculcation healthy habits/lifestyle from the primary years. It further establishes that germs can only make us ill when we are weak. So, to make us strong, it is important to develop healthy habits. It helps students enlist healthy habits like eating vegetables and fruits, drinking milk, taking exercise regularly, sleeping early at night and practicing cleanliness. Also, it reiterates that Allah is happy with those who take care of others.

Model Answers

Exercise A

Answer 1 – Fiza wasn't feeling well as she was coughing and had fever.

Answer 2 – Yes, she eats vegetables and fruits. She drinks milk too.

Answer 3 – When we do not exercise, we may fall ill.

Answer 4 – We should cover our mouth with a tissue or with our elbow and not let our germs fly all over when we sneeze or cough.

Answer 5 – A used tissue should always be dropped in a dustbin.

Exercise B

Vowel-consonant-e: When a word ends in this pattern, the first **vowel** is **long** and the final -e is silent. name, meme, lime, dome, plume. This exercise helps understand and develop two of the sounds.

Exercise C

This exercise is for students to read to be able to identify how questions are made and thus it is scaffolded to make questions.

Exercise D

Already solved in the text book. See page 66-67.

Exercise E

Whose shirt is it?

Line 2 – Saad’s shirt

Line 3 – Haq’s shirt

Line 4 – Noor’s shirt

Line 5 –Zia’s shirt

Exercise F

Ask students to perform a role play using the dialogues given on page 68. 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 89

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 7	Unit Title: I Am Strong
LP: 89	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- explain the difference between healthy and unhealthy habits
- demonstrate how to make decisions in their best interests
- listen and speak to ask and answer questions and engage in a conversation

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Chits for students to write healthy and unhealthy habits

05 mins	<p>Warm up (Brainstorming):</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.]</p> <p>Entre classroom looking sick with flu and cough. Generate discussion about you feeling unhealthy and weak. Let students show concern about your health. Ask the following questions.</p> <ul style="list-style-type: none"> - Why do we fall sick? - What should we do to stay strong and healthy? <p>Ask students about what they do all day and jot down responses in form of a web on the board.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will learn about how to stay strong and healthy.</p>

	<p>Instructions:</p> <p>Listening and Speaking Game: Tell students that they are going to play a game. Provide labels to students in groups and introduce the activity by telling students that the class will be looking at personal habits as mentioned on the board and sort out those we believe are healthy from others that are not. Ask them to paste their labels on a chart paper under the 2 categories as healthy and not healthy. Display their presentation in class and tell students that we will check answers after reading the story of Fiza. (10 minutes)</p> <p>Reading Game: 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. Create pairs within the classroom by identifying which student require help on specific skills and who the most appropriate students are to help other students learn those skills. Model the procedure to ensure that students understand how to use the strategy. Ask each member of the teacher-assigned pair to take turns being "Coach" and "Player." These pairs are changed regularly, and over a period as students work. Thus, all students can be "coaches" and "players."</p> <p>Note: It is important for teachers to monitor and support students as they work together. Ask the stronger reader to begin this activity as the "Player" and read orally for 5 minutes. Ask the "Coach" to follow along and correct any mistakes when necessary. Ask the pair to switch roles and ask the weaker reader to become the "Player." The "Player" rereads the same passage for the next 5 minutes and the "Coach" provides corrective feedback. One point is earned for each correct sentence read (optional). (10 minutes)</p> <p>Listening and Speaking Game - Continuation: Provide the respective charts to students in groups and ask them to revisit their initial responses and change it accordingly. Visit each group and probe responses to ensure</p>
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	<p>right responses are mentioned and sorted as healthy or unhealthy habits. Relate responses to the story.</p> <p>Taking an Oath: Motivate students to take an Oath that they would take right actions to develop healthy habits and healthy lifestyle.</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 64 with the students. Instruct them to write answers in complete sentences in their notebooks. (10 minutes)</p> <p>Differentiated Plan: Facilitate the student facing problem in writing by asking them questions pertaining to the text and probing them to reach to the answer.</p> <p>Those who completes the written task can be asked to create a question from the given text and write the answer as well.</p>
03 mins	<p>Wrap up: 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. Focus on the following points.</p> <ul style="list-style-type: none"> - Germs can only make us ill when we are weak. To make us strong, it is important to develop healthy habits. - Healthy habits include eating vegetables and fruits, drinking milk, taking exercise regularly, sleeping early at night and practising cleanliness. - Allah is happy with those who take care of others. - We cover our mouth when we sneeze or cough. - We put litter in the dustbin.
02 mins	<p>Homework assignment: Read Unit 7, Pages 61-63 again. Do write five important healthy habits in your notebook.</p>

Lesson Plan 90

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 7	Unit Title: I Am Strong
LP: 90	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall the name of the five vowels.
- identify words with the short and long vowel sound E.
- brainstorm words beginning with the letter E.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Recall: 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.]</p> <p>Enter the class with a smile on your face. Ask your students to recite the alphabet. Tell your students that today they will focus on the letter E. Write the uppercase and lowercase letters next to each other on the board.</p>
30 mins	<p>Lesson structure Instructions: Topic: Tell students they will do group work in today’s lesson.</p> <p>Listening and Speaking: The Long ‘e’ Sound</p>

Explain that words with a long E sound like the letter name. Invite students to begin brainstorming words that have the long E sound. Write the words on the chart paper in list form as the students say them.

The Short ‘e’ sound

Please put your hand over your throat and feel the vibration when you make the e sound of short e. The e sound is another smile vowel with your lips partially open enough to put your index finger between your lips when you make the sound.

Demonstrate the short e sound (/e/) to your class. Ask them to repeat the sound back to you. Ask your students to make the sound that the letter E makes.

Finding

In groups, give students cards with short e and other letters they have studied and have them search for things in the room whose names have the sound in them. Give them time to share their findings. Help them to write the word for the object on the board for them to underline the e.

Sorting Game

To help students further differentiate between long E spellings and short E spellings, have them participate in an activity to sort words. Distribute word sort cards among students so that each student or pair of students gets a word. Ask students to sort the words by putting short e cards in on pile and non-short e cards in another pile.

Show and Tell

Ask students to bring in objects with a particular short or long vowel sound ‘e’. Place these or other objects on a table labeled with that vowel and the short or long symbol. Students will pick the object and name the object.

(10 mins)

CVC Words

Group your students at their workstations before starting the lesson. This will cut down on distractions when transitioning to the execution of the activity. Begin the lesson by activating your students' prior knowledge about CVC words. Ask a volunteer to tell you what a CVC word is.

Example answer: A CVC word is a three-letter word that has two consonants sandwiching a vowel.

Ask the class whether most CVC words have a short vowel sound or a long vowel sound. After consolidating that CVC words have short vowel sounds, explain that today the class will be learning how to recognize, read, and write words with long vowel sounds.

Introduce your class to the concept of silent e, which changes a short vowel CVC word into a long vowel word by making the vowel say its name.

Choose an example of a CVC word that will be familiar to your students, as well as follow the silent e rule. Write the word on the board.

Example: tub, cap, pin.

Encourage the class to sound out the CVC word with you, and then say the whole word together.

Write the CVC word with an "e" at the end under the original word on the board. Use a different colour marker to help illustrate how the silent e changes the word. Tell the class to listen as you sound out the new word, pointing to each letter as you make the sound. Point to the e but stay silent as you do. For example: /t/ /U/ /b/. Tube. Ask if anyone can tell you what is different about this word. You are looking for someone to mention the long vowel sound, and that nothing was said when you pointed to the e. Use the new word in a sentence. For example: I have a tube of toothpaste. Explain that now you have two words you can recognize, read, and write with: tub and tube. Tell the class that they will be using both kinds of words while doing an art project.

(10 mins)

Reading and Writing – Word Tent – Worksheet 1:

Divide the class up into pairs. Give each student a copy of the Just Add E worksheet. This will act as a word list. Start each pair on partner practice: one student is responsible for reading the short vowel words from the worksheet aloud, and the other the long vowel words. As you listen to the students read aloud, certain words may be difficult to pronounce or define. Help each pair of students identify three difficult or unfamiliar words to work on. Pass out the paper folded into thirds. Direct

	<p>students to cut along the folded lines, so that they're left with three separate pieces of paper. Have them fold each piece of paper in half lengthwise. Using a dictionary or other reference tool, students will create word tents. Tell each student to write a tricky word and the definition on one side of their word tent and write the word in a sentence on the other side of the tent. Students that have difficulty producing complete sentences may be allowed to copy a sentence from the dictionary or reference tool and write their own sentence later. (10 mins)</p> <p>Differentiation: Students finishing their work earlier, give each student a blank word search grid. Challenge your students to create their own word finds with long E words and trade with a partner.</p> <p>Students who need more support, modify the Word Search E worksheet by underlining the first letter of each word so that students can find the word more easily. Underline the long E spellings to prompt the students or simply have the students color-code the long E spellings. For example, the letters “ea” in a word could be written in red, while the remainder of the letters are blue. Have the students complete the -eep worksheet if they struggle with the comprehension component of some -ee words</p>
03 mins	<p>Wrap up: Ask for volunteers to give an example of a word they were unfamiliar with before this lesson. See if each student can use that word in a sentence now.</p>
02 mins	<p>Homework assignment: Read words from worksheet 1 again.</p>

Lesson Plan 91

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 7	Unit Title: I Am Strong
LP: 91	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recognize, read, spell, and write one-syllable words with long vowels and short vowels.
- identify how silent e may still impact the pronunciation of the word with letter 'e'.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Chart paper, glue, scissors, teardrop-shaped petal pattern, felt, and pipe cleaners

05 mins	<p>Recall: 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.]</p> <p>Enter the class with a smile on your face. Ask your students to recite the alphabet. Tell your students that today they will focus on the letter E. Write the uppercase and lowercase letters next to each other on the board.</p> <p>The Long 'e' Sound Remind that words with a long E sound like the letter name. Revisit the words on the chart paper from last class.</p> <p>The Short 'e' sound Remind and ask them to repeat the sound back to you. Ask your students to make the sound that the letter E makes.</p>
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30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Topic: Tell students they will do group work in today’s lesson.</p> <p>Listening and Speaking:</p> <p>Ask students to turn to Exercise B, page 64 and 65 of textbook. In pairs, ask students to read the words with silent ‘e’. Encourage them to discuss the pronunciation. Encourage one partner to correct if the pronunciation is wrong. Visit pairs to support.</p> <p>(10 mins)</p> <p>CVC Flowers</p> <p>Pass out chart paper, glue, scissors, teardrop-shaped petal pattern, felt, and pipe cleaners to each activity station. On a piece of chart paper, ask students to draw a circle that will be the center of the flower. Ask them to write an "e" inside of this circle. Direct students to use the pipe cleaners and felt to create a stem and leaves for their flower. Using the petal pattern, have students create 6-10 petals for their flower. On each petal, students should write a CVC word that can be changed by adding a silent "e" on the end of it. For example: pin, cut, can, mop. Ask students to glue their word petals around the "e" in the center of their flower. Independent working time. Students can be asked to visit page 64 of textbook for help.</p> <p>Ask them to pick familiar words from the list and write sentences with these. After students have had time to write, have them pair and share with a new partner. Ask students give each other constructive criticism as well as compliments on their piece. Students will begin to edit their writing. This will give the teacher time to visit different tables to make comments and suggestions on improvements before a final draft is made. (20 mins)</p> <p>Differentiation:</p> <p>Students who are more skilled in writing may be given more responsibility in the type of flower project completed, and in the writing assignment given. Though it is critical for students to be paired with other students who are working on various</p>
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	<p>levels, more careful thought to the content of the writing and writing styles may be the most important factor when deciding on how to pair students. A less skilled student may be more creative in their thinking, and even more adventurous in their independent work tasks. Pairing this student with a student that has a better grasp on grammar and writing mechanics may be the most beneficial for both students.</p> <p>Students who are less skilled in writing may be given less responsibility in the type of flower project completed, and in the writing assignment given. Writing can also be a socially rewarding time, in that it allows us to gather our thoughts and organize them the way we want before we present them to someone else. Sometimes, students need this structured environment to feel secure as they learn social skills in speaking.</p>
03 mins	<p>Wrap up: Pick 5 pairs of the CVC-silent e word pairs and write these on the board. Ask students to read together as a whole group, and then call on individuals to read randomly selected words.</p>
02 mins	<p>Homework assignment: Read pages 64 again.</p>

Lesson Plan 92

Subject: English

Grade: 2

Term: 2nd

Week:

Unit: 7

Unit Title: I Am Strong

LP: 92

Textbook Page/s: 69 – 75

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- ask and answer who, when, where, how, why, and what questions to show understanding of key details in a text.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet.

05 mins	<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.]</p> <p>Ask your students if they know what the 5 W's are. Write them on the board if they come up with the correct answer. Add the ones that they didn't come up with on the board. Give examples of each from a story that you have recently read in class.</p>
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<p>30 mins</p>	<p>Lesson structure</p> <p>Topic: Tell students that they will be making interesting questions today.</p> <p>Instructions</p> <p>Listening and Speaking</p> <p>Explain we use interrogative pronouns to ask questions. They are: <i>who, which, whom, what</i> and <i>whose</i>. These are also known as <i>wh</i>-words. Questions using these are called <i>wh</i>-questions:</p> <p>Who called last night? Which keys are yours? Whom do I ask for at the desk? What did you do when the electricity failed? Whose watch is this?</p> <p>Interrogative pronouns: uses</p> <p>We use <i>who</i> and <i>whom</i> on their own:</p> <p>Who paid? Whom did you speak to?</p> <p>We can use <i>whose, which</i> and <i>what</i> either on their own (as pronouns) or with a noun head (underlined):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">As pronouns</th> <th style="padding: 5px;">With a noun head</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Whose are these books?</td> <td style="padding: 5px;">Whose <u>books</u> are these?</td> </tr> <tr> <td style="padding: 5px;">Which did you buy?</td> <td style="padding: 5px;">Which <u>sweater</u> did you buy?</td> </tr> <tr> <td style="padding: 5px;">What is the number on the door?</td> <td style="padding: 5px;">What <u>number</u> is your house?</td> </tr> </tbody> </table> <p>We can use <i>who, whose, which</i> and <i>what</i> both as subject and object:</p> <p>Who is the best footballer in the world? (<i>who</i> as subject) Who did you meet? (<i>who</i> as object) What happened next? (<i>what</i> as subject) What did you buy? (<i>what</i> as object)</p> <p><i>Who</i> or <i>whom</i>?</p> <p>Warning:</p> <p>We use <i>whom</i> as an object in formal styles. When we use a preposition before <i>whom</i>, it is even more formal. We don't normally use it in speaking:</p>	As pronouns	With a noun head	Whose are these books?	Whose <u>books</u> are these?	Which did you buy?	Which <u>sweater</u> did you buy?	What is the number on the door?	What <u>number</u> is your house?
As pronouns	With a noun head								
Whose are these books?	Whose <u>books</u> are these?								
Which did you buy?	Which <u>sweater</u> did you buy?								
What is the number on the door?	What <u>number</u> is your house?								

	<p>Whom did you give the book to? (formal) To whom did you give the book? (very formal) Or, less formally: Who did you give the book to? <i>What</i> or <i>which</i>?</p> <p>We use <i>what</i> when we ask about specific information from a general range of possible answers: What's the tallest building in the world? What did you say? I couldn't hear you. What's your address?</p> <p>We use <i>which</i> when we ask for specific information from a restricted range of possible answers: [looking at a list of addresses] A: Which is your address? B: <i>This one here.</i> Which hand do you write with? [looking at a photograph of three women] Which one is your sister? Which airport do we leave from, International or Domestic? (10 mins)</p> <p>Writing – Worksheet 2:</p> <p>Give the 5 W's worksheet to complete with a partner. Ask them to ask the questions aloud to their partner before writing them done in their worksheet. Go over the worksheet with them as a class. Remind them to write their answers in complete sentences.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. Sana is the woman in the story. 2. The three activities the cats love to do are run, play catch and meet other cats. 3. This story takes place on last Saturday. 4. The story takes place at the park. 5. The lady loses her cat, Mano. <p>Emphasize on the 5 types of questions. (10 mins)</p>
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	<p>Presentation:</p> <p>Once students are done, ask at least five students to come forward and present their work to the class. Encourage students 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.</p> <p>(10 mins)</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 your classroom is a learning space where everyone is valued.</p>
03 mins	<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 5 Ws or regarding the presentation.</p>
02 mins	<p>Homework assignment – Worksheet 3:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ul style="list-style-type: none"> - Answers may vary as the students will be making own questions.

Lesson Plan 93

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 7	Unit Title: I Am Strong
LP: 93	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- develop and express questions

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Warm up (Game time): 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.]</p> <p>Ask about learning from the last class. Show students how to formulate their own questions using the 5 W's: who, what, when, where, and why. For example, using Little Red Riding Hood, one can ask questions like: Why did Red Riding Hood visit Grandma? Who did she meet when she walked through the woods? Tell the students that when sentences begin with asking words, they usually ask questions and end with question marks. Teach the 5 W's explicitly, going over each one and formulating a question for the class to answer. Record questions on the board for students to reference</p>
30 mins	<p>Lesson structure Topic: Tell students that they will be making interesting questions today.</p> <p>Instructions:</p>

	<p>Reading: Ask students to read and identify questions on page number 65, 66 and 67, exercise C and D of the textbook. Support the process of learning by visiting each of the pair while they are reading. (10 mins)</p> <p>Activity Display index cards containing different question words and practice creating question sentences using the card. (10 mins)</p> <p>Writing: As students to create questions using 5”W’s” in their notebook about what happened in the classroom today. (10 mins)</p> <p>Differentiated Plan: Some students might find it difficult to complete the task. Students who have difficulty writing a sentence can be placed in small groups. Work with them to collectively come up with a sentence</p> <p>Some students might try to complete early and disturb others. Encourage the students to use other words that can begin an asking sentence (e.g., how, can, if, did, and will).</p>
03 mins	<p>Wrap up: Towards the end of the lesson, ask students what they learnt in today’s lesson. Clarify any misconceptions about the lesson. As an exit ticket, have students use the cards to identify which of the 5 W’s a question is interesting and why.</p>
02 mins	<p>Homework assignment: Read and identify questions on page number 65, 66 and 67, exercise C and D of the textbook again.</p>

Lesson Plan 94

Subject: English

Grade: 2

Term: 2nd

Week:

Unit: 7

Unit Title: I Am Strong

LP: 95

Textbook Page/s: 69 – 75

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- Use the affirmative, negative, and interrogative forms of the verb **to have** to describe themselves and others.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Plain white sheets

05 mins	<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.]</p> <p>Same and Different. Working in pairs, have students take notes on a Venn Diagram about how they are the same and different. They can then use the notes as they describe the traits they have, or don't have, in common to the class. For example, students might say, <i>I have brown eyes and she has blue eyes.</i> Or, <i>We both have red shirts.</i> Encourage students to also use the negative, such as "I don't have glasses, but he has glasses." The class may add any comparisons that weren't mentioned.</p>
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25 mins	<p>Lesson structure</p> <p>Topic: Tell students 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>Share some pictures with the students and ask them to continue to play and this time their sentences should use the verb have/has, and be about the images.</p> <p>(05 mins)</p> <p>Game - My Name Is and I Have.... Do a Round robin activity with the class. Instruct the students to say their names and an object that starts with the same letter or sound as their names. Each student adds his own name and object, and then repeats what the previous people have said.</p> <p><i>Example:</i></p> <p><i>Student 1: My name is Sana. I have a sandwich.</i></p> <p><i>Student 2: My name is Ahmed. I have a kite. Sana has a sandwich.</i></p> <p><i>Student 3: My name is Salman. I have a banana. Ahmed has a kite, and Sana has a sandwich.</i></p> <p>For an extra challenge, encourage every third student to say something he or she doesn't have, such as "My name is Laiba. I don't have juice. I have jam."</p> <p>(10 mins)</p> <p>Writing- Describe and Draw.</p> <p>Ask all students to draw a picture of a person and include as many details as they can. Tell them NOT to show their pictures to their partners. When they have finished, one student describes the picture, using have/has, and the partner draws it. Once completed, they compare the two drawings. Partners then switch roles and do it again.</p> <p>(10 mins)</p>
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	<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>
05 mins	<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 has and have.</p>
05 mins	<p>Homework assignment:</p> <p>Read pages 66- 67 Exercise D.</p>

Lesson Plan 95

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 7	Unit Title: I Am Strong
LP: 96	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify possessive nouns
- create sentences using possessive nouns
- write possessive nouns using apostrophes in the appropriate places

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up: 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.]</p> <p>Enter the classroom and greet students cheerfully. Draw a large apostrophe on the board : the kind with a circle and a curtailed tail, not just a vertical line. Tell students that this curly symbol has many uses in English language. Ask students to turn to a neighbour to think of two uses. Share out the uses of apostrophe (for example, contractions, possessions, slang, deleted letters etc.)</p>
30 mins	<p>Lesson structure Topic: Tell students they will practice use of apostrophe for possessions.</p> <p>Instructions: Listening and Speaking: Tell students that now they will practice using possessive nouns. Ask them to take a few minutes to explore their</p>

backpacks, desks, or the classroom as a whole and find two or three objects to take back to their seats. This should take about five minutes. When all students have returned to their seats, explain to them that first you and then they will select an object or group of objects and say, “What is this?” The rest of the class will then respond with, for example, “Salman’s lunchbox.”

Write “Salmans Lunchbox” on the board. Ask students if an apostrophe is needed and why. Then ask where to put the apostrophe. Add the apostrophe or have a student add it in the appropriate place.

Ask students to take turns picking objects and writing on the board. After a few students have gone, model some alternative sentences. For example, select three backpacks, and write “The students backpacks” on the board and ask students where the apostrophe belongs.

Other alternatives could include selecting a pencil from a male student and calling it “the boy’s pencil,” and collecting pencils from female students and calling them “the girls’ pencils.”

When the subject of plurals arises, ask students if plural nouns that are not possessive ever need apostrophes.

(10 mins)

Pair Game:

Provide blank sheets and ask students to work independently or with a partner to write two fun sentences that incorporate possessive apostrophes but leave the apostrophes out. Ask students to exchange papers with another student or pair and insert the apostrophes in the correct places. Call on students to share examples with the entire class and check for accuracy. Discuss and clarify if necessary.

(10 mins)

Writing:

In pairs, ask students to turn to page 67, Exercise E. Ask students to read the exercise. Ask them to complete the given exercise and share answer with the partner. **(10 mins)**

	<p>Differentiated Plan:</p> <p>Students who find the task difficult can be supported by putting a large cardstock “arrow-like” apostrophe on a magnet to use on the whiteboard. Write short phrases that require possessive apostrophes (for example, mans computer, horses tail kids bicycle etc.), using the card stock apostrophe as a manipulative.</p> <p>Student who finishes task earlier should be asked to find out how to handle instances of the possessive apostrophe with nouns that end in double s, like princess or boss, then report back to the class.</p>
03 mins	<p>Wrap up (Quiz time):</p> <p>To wrap up, ask students how using possessives could be helpful in their writing and speaking. Answers could include that possessive show what belongs to a person, and that apostrophes help show the difference between plurals and possessives.</p>
02 mins	<p>Homework assignment:</p> <p>Write 5 possessive pronouns with apostrophe in the notebook.</p>

Lesson Plan 96

Subject: English

Grade: 2

Term: 2nd

Week:

Unit: 7

Unit Title: I Am Strong

LP: 96

Textbook Page/s: 69 – 75

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- read and recognize new sight words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Write some words on the board and ask students to read them. Ask students How do you read?</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will learn some new words today.</p> <p>Instructions:</p> <p>Listening and Speaking: Tell students ways of reading sight words.</p> <p>Reading, Listening and Speaking:</p>

Recall methods of sight reading and ask them to practice along with you for a chosen word.

See and Read: This is when you see the word on the flash card and says the word while underlining it with your finger.

Tapping arm: This is when you say the word and then spells out the letters while tapping them on your arm.

Writing on the table: This is when you write the letters on a table, first looking at and then not looking at the flash card.

Spell reading: This is when you say the word and spells out the letters, then reads the word again.

Air writing: This is when you say the word, then writes the letters in the air in front of the flash card.

(10 minutes)

Sight word snowball game

Write the words that have been taught so far on a piece of paper and crumple them into a snowball. Let the children play by tossing the "snowballs" around, then ring a bell or blow a whistle for them to stop. Everyone must pick up the snowball nearest to them and read the word.

(10 minutes)

Reading and writing

In pairs, ask students to read the following sight words using one of the ways introduced in the lesson today.

- coughing
- medicine
- bathroom
- perhaps
- germs
- washing
- question
- vegetables
- weak

	<ul style="list-style-type: none"> - exercise - sneeze - daughter <p>Take rounds, listen to their pronunciations, and support them if there is a need to do so. Ask students to write these sight words in their notebooks.</p> <p>(10 minutes)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to read. Pair slow learners with a fast learner so he/she could provide peer support. Also, provide extra support to such learners in reading sight words. You might have to make them repeat words after you.</p> <p>Some students might finish their reading quickly. Ask them to try different ways of reading.</p>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <ul style="list-style-type: none"> - What are different ways of reading sight words? - Which way is easier and more interesting for you? - Did you enjoy the activity?
05 mins	<p>Homework assignment:</p> <p>Read sight words written in notebooks.</p>

Lesson Plan 97

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 7	Unit Title: I Am Strong
LP: 98	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- listening and speaking to perform a dialogue

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up: Enter the class with a smile on your face. 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.]</p>
25 mins	<p>Lesson structure Topic: Tell students they will perform dialogues in today's lesson.</p> <p>Instructions: Listening and Speaking: Ask two students to come in front of the classroom and perform the dialogues given on page 68. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.</p> <p>Encourage them to give responses. Tell that it is important to pleasant and use courtesy works like please.</p>

	<p>Encourage children to use polite words frequently and abundantly.</p> <p>Reading, Listening and Speaking: In pairs, ask students to perform the dialogues on page 68. 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.</p> <p>Differentiated Plan: Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so he/she could 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 use of ‘please’ and ‘thank you’.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
05 mins	<p>Wrap up At the end of the class, ask questions like: ‘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.</p>
05 mins	<p>Homework assignment: Read page 68 again.</p>

Lesson Plan 98- Review of the chapter

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 7	Unit Title: I Am Strong
LP: 99	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Using what, why, when, where, which, how, who and whose as interrogative and relative pronouns, adjectives and adverbs
- Using the possessive verb have in affirmative, negative and interrogative sentences
- Using the possessive case (apostrophe + s)

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up: 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.]</p> <p>Enter the class and greet students cheerfully. 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 mins	<p>Lesson structure</p> <p>Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate’s work.</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 mins	<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 Favourite Snacks

Unit Overview

This Unit focuses on developing healthy eating habits because healthy eating is extremely important for our physical and mental fitness. We should avoid unhealthy foods or eat them less often and in smaller amounts. (Fruits, vegetables, and wholegrain bread are examples of *healthy foods*. Healthy foods are more natural than junk foods. Ice cream, biscuits, candies, samosas, burgers, confections, and soft drinks are examples of *junk foods*. Junk foods are usually processed and contain added *salt, sugar, and fat*). We need to adopt healthy habits which includes the following.

- eating a wide variety of foods so that our body receives all required nutrients.
- chewing our food well and eat slowly. We avoid eating our meal while watching television because it makes it difficult to pay attention to our meal.
- prepare and eat food at home because meals outside may not be safe and healthy. We also try to eat meals together as a family.

Model Answers

Exercise A

Answer 1 – The three ingredients of masala corn are spices, lemon juice and salt.

Answer 2 – The four ingredients of ice cream are milk, cream, sugar and flavouring.

Answer 3 – No, ice cream is not a good snack as its high in sugar.

Answer 4 – We should not eat ice cream when we are hungry and we should only eat it after the meal or snack.

Answer 5 – Encourage students to write their favourite snacks after sharing what healthy snacks should be like.

Exercise B

This exercise is about the sound of “r”. R-Controlled Vowel words can be a challenge for students to sound out and spell. It is important for students to learn about r-controlled sounds and to be able to recognize them so they can read and spell more complex words.

Exercise C

An interjection is a word or expression that occurs as an utterance on its own and expresses a spontaneous feeling or reaction. This exercise will provide an initial exposure to some of these interjection and advise students to add exclamation mark to such interjection.

Exercise D

Prepositions

1. on
2. of
3. behind
4. with
5. after
6. under
7. from
8. over
9. next to
10. in
11. between
12. in
13. from
14. towards
15. in
16. on
17. before
18. next
19. in front of

Exercise E

Conjunction - Adding and, but, or, because, if

Line 1 – and

Line 2 – but

Line 3 – or

Line 4 – because

Line 5 – because

Line 6 – and

Line 7 – but

Line 8 – or

Line 9 – because

Line 10 – if

Exercise F

Ask students to perform a role play using the dialogues given on page 74 and 75. 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 99

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 8	Unit Title: My Favourite Snacks
LP: 99	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify ways of developing healthy eating habits
- analyse that Healthy eating is extremely important for our physical and mental fitness.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up (Eliciting): 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.]</p> <p>Remind the students that we do know about some healthy habits as we have done it in last unit and divide the board in half. Label half “Healthy Habits” and the other half “Unhealthy Habits.” Ask each student to choose several sentence strips from a bag and tape them to the appropriate side of the board. Compare and contrast the choices as a class, moving strips when necessary.</p>
30 mins	<p>Lesson structure Topic: Tell students they will learn about how to stay strong and healthy.</p> <p>Instructions:</p> <p>Listening and Speaking:</p>

As a class, define and rephrase the terms “healthy habit” and “unhealthy habit.” Next, ask students to provide additional examples of each. Discuss ways to add more healthy habits to their day. Explore motivations for doing more healthy things, and why we do unhealthy things, even when we know they’re bad for us.

(05 minutes)

Reading – Story Map:

Discuss the main components of a story (e.g., characters, setting, plot and theme OR beginning, middle, end). Provide each student with a blank story map organizer and model how to complete it.

SETTING	CHARACTERS	
BEGINNING	MIDDLE	END

As students read, ask them to complete the story map. After reading, they should fill in any missing parts. Teacher will discuss the moral of the story and the following points.

- We prefer healthy foods to unhealthy ones. We either avoid unhealthy foods or eat them less often and in smaller amounts. (Fruits, vegetables and wholegrain bread are examples of *healthy foods*. Healthy foods are more natural than junk foods. Ice cream, biscuits, candies, samosas, burgers, confections and soft drinks are examples of *junk foods*. Junk foods are usually processed and contain added *salt, sugar and fat*).
- We eat a wide variety of foods so that our body receives all required nutrients.
- We chew our food well and eat slowly. We avoid eating our meal while watching television because it makes it difficult to pay attention to our meal.

	<ul style="list-style-type: none"> - We prefer to prepare and eat food at home because meals outside may not be safe and healthy. We also try to eat meals together as a family. <p>Doing Good Collage: Have a supply of pictures of healthy foods and healthy activities. On a large piece of butcher paper, trace around a student to create a body shape cutout. Using the pictures, make a group collage on the butcher paper entitled, “Doing Good Things for our Bodies.” Discuss the collage.</p> <p>(15 minutes)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 70 with the students. Instruct them to write answers in complete sentences in their notebooks.</p> <p>(10 minutes)</p> <p>Differentiated Plan: Facilitate the student facing problem in writing by asking them questions pertaining to the text and probing them to reach to the answer.</p> <p>Those who completes the written task can be asked to create a question from the given text and write the answer as well.</p>
03 mins	<p>Wrap up: 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>
02 mins	<p>Homework assignment: Read Unit 8, Pages 69 again.</p>

Lesson Plan 100

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 8	Unit Title: My Favourite Snacks
LP: 100	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall words that begin with the letter R.
- recognize the /r/ sound as a bossy sound.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up - Game:</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.]</p> <p>Gather your students in a common area. Ask your students to think of a colour that begins with the letter R. Tell your students to share words that begin with the /r/ sound. Take responses and write on the board.</p> <p>Tell your students to remain seated in a circle for a fun game. Show your students two or three roses. Tell your students to pass the roses around the circle while you clap. When the clapping stops, the two or three students holding a rose will get to name a word that begins with R. Play the game until every student gets a turn to hold a rose and name a word.</p>
30 mins	<p>Lesson structure (Presentation)</p> <p>Instructions:</p> <p>Topic: Say, “Today we are going to learn about special vowel combinations that include the letter R. When a vowel is</p>

followed by the letter R, the sound changes to something new. Some people call this the Bossy R for this reason.”

Listening and Speaking:

Gather students to the rug for the start of the lesson. Ask students to name the five vowels, A, E, I, O, and U. Ask them what makes vowels special. Answers might include, each letter makes two sounds. Vowels are sometimes silent within a word. In most short words with a vowel in the middle, the vowel sound is the short sound like in the words cat, fat, and sit. If we take the last letter of each word and change it to r, they become new words: car, far, and sir. Did you hear how the r makes the vowel sound change in each word?

Explain that knowing the different ways a sound can be spelled will help us become better readers and spellers. Say the following words aloud, pausing between each word: “term,” “curb,” “bird.” Ask: “*What middle sound do you hear?*” (/ər/) Say: “Right! We hear the /ər/ sound in all three words. The bossy ‘r’ makes this sound.” Say: “If all three words have the same middle sound, I wonder if they are spelled the same.” Write the list words on the board. Ask: “*What do you notice about the way these words are spelled?*” (Each word is spelled with a different vowel following the letter “r” [“ir,” “er,” “ur”].) Say: “Next to the bossy ‘r,’ the letters ‘u,’ ‘e,’ and ‘i’ are called ‘triplets’ because they are different letters, but they make the same sound next to the bossy ‘r.’ Let’s see if we can find these triplets in other words!” Writes the following words: “perk,” “church,” and “whirl.” Ask: “*What sound do the triplets make in these words?*” (/ər/) Say: “That’s right! The triplets, ‘er,’ ‘ir,’ and ‘ur’ make the /ər/ sound. The ‘r’ tells the vowels what to do to make a new sound. Today, we will learn words where the bossy ‘r’ is the star. Show students the **Bossy “r” anchor chart**. Teacher writes “perk,” “curb,” and “whirl” on the anchor chart under the sound /ər/ to indicate that all these words make the same sound.

Reads aloud Bird, Star and the Bossy R, as he/she reads, write each r-controlled word on to the whiteboard. Asking students to notice the vowel followed by the r. Demonstrate how to read each word. All words from the story will be written on

	<p>the white board for the students to refer to. Demonstrate how to read each word, noting whether combination sounds like /er/, Jar/, /or/, or /air/.</p> <p>(10 mins)</p> <p>Game - Find Bossy R Point to one of the words you wrote on the whiteboard and ask the students to help you identify the bossy r vowel combination. Circle the combination. Pass out a whiteboard and dry erase marker to each student. Ask the students to help you find each bossy r vowel combination by writing each word from the story on their whiteboard and circling the combination.</p> <p>(10 mins)</p> <p>Reading: Ask students to turn to Exercise B, page 70 and 71 of textbook. In pairs, ask students to read the words with bossy 'r' sound. Encourage them to discuss the pronunciation. Encourage one partner to correct if the pronunciation is wrong. Visit pairs to support.</p> <p>(10 mins)</p> <p>Differentiated Plan: Some students find it difficult to read the bossy 'r' words. Encourage them to speak up. Clap for them and praise them so they gain confidence to speak.</p> <p>Some students might speak more during class discussion. Subtly balance their talk time with others.</p>
03 mins	<p>Wrap up – Exit Ticket: Teacher hands out post-it notes that have words that have r-controlled vowels in them and ask students to circle the Bossy R vowel combination.</p>
02 mins	<p>Homework assignment: Read exercise B, Pages 70 and 71 again.</p>

Lesson Plan 101

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 8	Unit Title: My Favourite Snacks
LP: 101	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify and use interjections (e.g., wow, ouch, hurray and oh)
- defining the interjection and using the exclamation mark

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<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.]</p> <p>Enter the class and greet the students cheerfully. Write 'Hurry!' on the writing board and ask the students what could have happened? (Possible answer would be as, Good news, victory, etc.) Encourage the students to say dialogues using 'Hurry' to express joy! Ask pairs of students to read the following dialogue aloud, with expression. Sample dialogues are, as.</p> <p style="padding-left: 40px;">1st student: "Hurry We won the match!"</p> <p style="padding-left: 40px;">2nd student: "That`s great! Let`s celebrate!"</p> <p style="padding-left: 40px;">1st student: "Yes, let`s have a party!"</p> <p>Ask students to give feedback to each other, as.</p> <ul style="list-style-type: none"> - Did they read it with the right expression? - Was too much or too little emotion?
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30 mins	<p>Lesson structure</p> <p>Topic: Introduce the concept of interjections. Tell them that the emotions can't be shown on paper but we can use punctuation to show how a particular word was said, for example through exclamation mark.</p> <p>Instructions:</p> <p>Listening and Speaking: Explain that interjections show strong feeling, for example oh! (Surprise), Hurry! (Joy), Ouch! (Pain), Eek! (Fear) Oops! (Mistake or blunder), Mmmm! (liking), and Yuck! (Disgust) Interjections have an exclamation mark “!” after them to express strong emotions such as anger, surprise, happiness, etc.</p> <p>Wham Game Students create two cans to play the game Wham! Students divide into groups and take turns writing interjections on individual slips of paper to put in the Wham! can. Then, students create interrogative, declarative, and imperative sentences to put in the other can. A student from Team A draws a sentence and must verbally identify the sentence type. He must sit down if he guesses wrong. Then, a person from team B needs to draw an interjection from the Wham! can and use that interjection to turn the sentence into an exclamatory sentence. If they cannot do it, they must sit down. Whoever has the most people standing at the end of the game is the winner.</p> <p>(10 mins)</p> <p>Emotion Game (Activity) Interjections deal with emotions. Divide students into teams and have each team list 5-10 emotions on slips of paper. Shades of meaning are important here. The two teams can take turns choosing a slip of paper and creating a sentence that uses an interjection that corresponds with that emotion. For example, if the student draws the emotion upset, she might create the sentence "Ugh, I am not happy that my pet goldfish died." If the sentence features very strong emotion, the student will use an exclamation point, and if the emotion</p>
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	<p>is less severe, a comma.</p> <p>Reading In pairs, ask students to turn to page 71, Exercise C and read the dialogues. Encourage them to identify interjections and expressions in the given sentences. Ask students to discuss their answers with their partners. Teacher discuss the answers towards the end.</p> <p>(05 mins)</p> <p>Writing – Worksheet 1: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <p>(05 mins)</p> <p>Differentiated Plan: Some students might find it difficult to complete the worksheet. Gather them on one desk and recap concept. Use examples to help them to understand the concept.</p> <p>Some students might complete their work early. Ask them to create a sentence with interjection and make your partner identify the expression.</p>
03 mins	<p>Wrap up: Ask</p> <ol style="list-style-type: none"> 1. What are interjections? 2. Say the interjections aloud.
02 mins	<p>Homework assignment: Ask the students to observe their family members and friends what they are doing and what expressions and interjections they are using at home and write them in their notebooks (not more than five).</p>

Lesson Plan 102

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 8	Unit Title: My Favourite Snacks
LP: 102	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify and use common prepositions (e.g., in, below, with and towards)

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Write a sentence on the board that is missing a preposition (i.e., The dog sits the table.) Ask students what is wrong with the sentence (e.g., it's missing a word; it doesn't make sense). Explain that, in this sentence, it is unclear how the dog and the table are related to one another.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell student that today we are going to talk about prepositions.</p> <p>Instructions</p> <p>Listening and Speaking</p> <p>Draw a picture of a dog under a table and ask the students to use the picture to decide what word should be added to the sentence to make it clearer. Invite a student to come up to the board and rewrite the correct sentence (i.e., The dog sits under the table.) Underline the word under in the new sentence and explain that this word is a preposition. A preposition is a word that expresses the relationship between a noun and another word. In this case, the preposition tells us the dog's position in relation to the table.</p> <p>Hands on (Activity):</p> <p>Provide a counting bear (or other small toy) and a paper cup. Give them directions to follow with their bears. Tell your students to put their bears <i>on top of</i> the cup, <i>inside</i> the cup, <i>beneath</i> the cup, etc. Continue with other phrases, like under, next to, besides, above, below, around. After a few rounds of giving directions yourself, let your students take over and practice giving the class directions with prepositions.</p> <p>(10 mins)</p> <p>Grand design (Activity):</p> <p>In pairs, ask students to describe their ideal bedroom or living room to each other. Now tell students to imagine they have both just won the lottery together and can buy their dream house. With their partners, they must write a detailed description of their ideal home, using prepositions of place, to give to an interior designer. You can either limit this to one or two rooms or get the students to design an entire house if they need lots of practice with prepositions of place. As they are designing the house together, they may have to make compromises:</p>
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	<p><u><i>Student A:</i></u> There is a 50-inch TV screen on the ceiling in the bedroom</p> <p><u><i>Student B:</i></u> I like the idea of a 50-inch screen, but I would prefer it on the living room wall</p> <p>Once finished, the pairs can join another pair. The first pair can describe their dream house and the other pair can sketch it. How accurate will they be in drawing each other's houses?</p> <p>(10 mins)</p> <p>Reading and Writing:</p> <p>In pairs, ask students to turn to page 72, Exercise D and read the sentences. Encourage them to identify answers of each of the blanks given in the exercise and discuss with pair partner. Teacher will take round and support learning of the students.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to complete the written task. Gather them on one desk and recap concept. Use examples to help them to understand the concept.</p> <p>Some students might complete their work early. Ask them to create a sentence with preposition. Make your partner identify the preposition and underline it.</p>
03 mins	<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 preposition. Tell students that you are going to talk to them for a minute, and instruct them to listen for prepositions as you talk (i.e., We are going to line up by the door. We are going to walk to the cafeteria for lunch. Ahmed, please stand behind Fiona today.) Ask students to raise their hand each time you use a preposition. Call on students to tell you the prepositions they heard.</p>

02 mins	<p>Homework assignment:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none">1. on2. near3. behind4. over5. in6. under
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Lesson Plan 103

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 8	Unit Title: My Favourite Snacks
LP: 103	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify and use conjunctions (e.g., and, but, or and because)

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Warm up (Game time): 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.]</p> <p>Enter the class and greet the students cheerfully. Start conversation talking about yourself. <i>I went to party yesterday. I ate fruits. I ate vegetables. I could not wear white suit. White suit was dirty.</i></p> <p>Write these sentences on the board and ask students if these sentences could be joined together somehow.</p>
30 mins	<p>Lesson structure Topic: Tell students they will join words using conjunctions.</p> <p>Instructions: Listening and Speaking: Explain that a conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. They can be one word or a few words. They glue words, phrases and</p>

clauses together and are made to convey two ideas in one sentence.

Conjunction Wall

Ask students to write down all the words they can think of that are conjunctions. Remove duplicates, give them some example sentences using different conjunctions, and ask for more. Also add new conjunction into the sentence and let the students pick it out. Then create a wall with all the suggestions.

(10 mins)

Game - Rock scissor paper:

Make a bunch of sentences that use this grammar concept.

Example:

- *I like steak but I don't like chicken.*
- *My favorite hobbies are soccer and watching TV.*
- *I love to sleep so I'm often late to school.*

Then, cut the papers into strips, separating the first part of the sentence with the conjunction from the second.

It'd look like this:

- *I like steak but / I don't like chicken.*
- *My favorite hobbies are soccer and / watching TV.*
- *I love to sleep so / I'm often late to school.*

Make enough so that each student in your class can have 4-5 pieces of paper. Then, they must go around the class talking to their classmates to find their match. When they do, they play rock, scissor, paper and the winner take both pieces of paper and gets 1 point. The winner is the person with the most points at the end of the allotted time.

(10 mins)

Reading and Writing:

In pairs, ask students to turn to page 73 and 74, Exercise E and read the sentences. Encourage them to identify answers of each of the blanks given in the exercise and discuss with pair partner. Take round and support learning of the students. Discuss answers in the end and allow students to adjust answers.

(10 mins)

	<p>Differentiated Plan:</p> <p>Some students might find it difficult to fill conjunctions in blanks. Help them more during the session. Ask to read sentences to themselves and feel which one sounds more correct than the other. Probe them and encourage them towards correct response.</p> <p>Some students might finish early. Subtly manage their energy level. Ask them to write some sentences with conjunctions and underline the conjunctions.</p>
03 mins	<p>Wrap up - Game</p> <p>Explain that they need to be in pairs for this activity in pairs and let them both write a sentence at the same time. Then ask the whole class to use conjunction words to link the two sentences up and choose a winner that is either the funniest or the most surprising.</p>
02 mins	<p>Homework assignment – Worksheet 3:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. or 2. and 3. but 4. because 5. so 6. so 7. and 8. but 9. but 10. but 11. because 12. because 13. but 14. or 15. or

Lesson Plan 104

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 8	Unit Title: My Favourite Snacks
LP: 104	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Listening and speaking to perform a dialogue

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up: Enter the class with a smile on your face. 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.]</p>
25 mins	<p>Lesson structure Topic: Tell students they will perform dialogues in today's lesson.</p> <p>Instructions: Listening and Speaking: Ask two students to come in front of the classroom and perform the dialogues given on page 74 and 75. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.</p> <p>Encourage them to give responses. Tell that it is important to pleasant and use courtesy words like please.</p> <p>Encourage children to use polite words frequently and abundantly.</p>

	<p>Reading, Listening and Speaking: In pairs, ask students to perform the dialogues on page 74 and 75. 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.</p> <p>Differentiated Plan: Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so he/she could 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 use of ‘please’ and ‘thank you’.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
05 mins	<p>Wrap up At the end of the class, ask questions like: ‘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.</p>
05 mins	<p>Homework assignment: Read page 74 and 75 again.</p>

Lesson Plan 105

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 8	Unit Title: My Favourite Snacks
LP: 105	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- read and recognize new sight words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Write some words on the board and ask students to read them. Ask students How do you read?</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will learn some new words today.</p> <p>Instructions:</p> <p>Listening and Speaking: Tell students ways of reading sight words.</p> <p>Reading, Listening and Speaking:</p> <p>Recall methods of sight reading and ask them to practice along with you for a chosen word.</p>

See and Read: This is when you see the word on the flash card and says the word while underlining it with your finger.

Tapping arm: This is when you say the word and then spells out the letters while tapping them on your arm.

Writing on the table: This is when you write the letters on a table, first looking at and then not looking at the flash card.

Spell reading: This is when you say the word and spells out the letters, then reads the word again.

Air writing: This is when you say the word, then writes the letters in the air in front of the flash card.'

Encourage them to use new method each time.

(10 minutes)

Sight word snowball game

Write the words that have been taught so far on a piece of paper and crumple them into a snowball. Let the children play by tossing the "snowballs" around, then ring a bell or blow a whistle for them to stop. Everyone must pick up the snowball nearest to them and read the word.

(10 minutes)

Reading and writing

In pairs, ask students to read the following sight words using one of the ways introduced in the lesson today.

- almonds
- kernels
- flavouring
- vanilla
- chocolate
- yogurt
- peanuts
- healthy

	<p>Take rounds, listen to their pronunciations, and support them if there is a need to do so. Ask students to write these sight words in their notebooks.</p> <p>(10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to read. Pair slow learners with a fast learner so he/she could provide peer support. Also, provide extra support to such learners in reading sight words. You might have to make them repeat words after you.</p> <p>Some students might finish their reading quickly. Ask them to try different ways of reading.</p>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <ul style="list-style-type: none"> - What are different ways of reading sight words? - Which way is easier and more interesting for you? - Did you enjoy the activity?
05 mins	<p>Homework assignment:</p> <p>Read sight words written in notebooks.</p>

Lesson Plan 106- Review of the chapter

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 8	Unit Title: My Favourite Snacks
LP: 106	Textbook Page/s: 69 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- using common prepositions (e.g., in, below, with and towards), conjunctions (e.g., and, but, or and because) and interjections (e.g., wow, ouch, hurray and oh)

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<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.]</p> <p>Enter the class and greet students cheerfully. 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 mins	<p>Lesson structure</p> <p>Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate’s work.</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 mins	Wrap up:

	<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 9 – Guess What I Do

Unit Overview

This Unit emphasizes on developing communication and social skills. It focusses on

- listening to others attentively and without interrupting.
- playing fair and following the rules without cheating.
- not competing but cooperating with each other.
- treating each other with respect and recognizing skills and good qualities of others and appreciating them.
- taking responsibility for our part of the work.

Model Answers

Exercise A

Answer 1 – The poet hid one pen and one flag.

Answer 2 – The bag is red in colour.

Answer 3 – The poet wrote two words.

Answer 4 – The colour of the page is white.

Answer 5 – The poet ate two plums and one cake.

Exercise B

This exercise enables students to find rhyming words in the poem. Help them fill the table.

did	<u>hid</u>
flag	<u>bag</u>
wrote	<u>note</u>
age	<u>page</u>
ate	<u>plate</u>
mistake	<u>cake</u>
rule	<u>cool</u>

Exercise C

The teacher will perform a think aloud of how she determines how to break the syllables apart at this time. For example, the word CARGO would receive two claps. The student would then repeat the

clapping with the same word. This exercise will help students allowing them to count the syllables in a sentence and writing down as an answer. This will further lead them to understand that in a poem, syllables need to be somewhat equal in a sentence. This exercise provides sentences of the poem for students to identify the second syllable in each word and write number of syllables in the sentence as that's the base for understanding and writing poems.

Line 1 – 8

Line 2 – 8

Line 3 – 8

Line 4 – 8

Line 5 – 8

Line 6 – 8

Line 7 – 8

Line 8 – 8

Line 9 – 8

Line 10 – 8

Line 11 – 8

Line 12 – 8

Line 13 – 8

Line 14 – 8

Exercise D

This exercise helps students practice blend sounds into words. Teacher will first, help students recall the vowels and consonants. Then, help them join vowels with consonants. This exercise is for reading words to differentiate between long and short vowel sounds.

Exercise E

Compare the sentences of the three columns and tell the difference of a sentence and an imperative sentence.

Exercise F

Match the sentences with the pictures

Sentence 1 – Picture 2

Sentence 2 – Picture 3

Sentence 3 – Picture 1

Sentence 4 – Picture 5

Sentence 5 – Picture 7

Sentence 6 – Picture 9

Sentence 7 – Picture 4

Sentence 8 – Picture 6

Sentence 9 – Picture 8

Exercise G

Ask students to perform a role play using the dialogues given on page 28 and 29. 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 107

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 9	Unit Title: Guess What I Do
LP: 107	Textbook Page/s: 76 – 83	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- analyze the difference between poem and riddle.
- identify rhymes in the poem.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

03 mins	<p>Warm up (Game time): 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.]</p> <p>Ask students</p> <ul style="list-style-type: none"> - What is a riddle? List responses on the board. - What is a poem? List responses on the board.
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will learn about Guessing game.</p> <p>Instructions:</p> <p>Listening and Speaking Draw a Venn diagram and use the words from the above student responses to complete it.</p> <p>What is the difference between a poem and a riddle?</p> <ul style="list-style-type: none"> - A riddle always has an answer. - Riddles pose a question or make a statement that requires thought to answer or understand

	<ul style="list-style-type: none"> - Poems convey experiences, ideas, and emotions. Often language is chosen for its sound, meter, rhyme or metaphor. <p>How are poems and riddles alike?</p> <ul style="list-style-type: none"> - Often, they both use rhyming words. <p>Guessing Game</p> <p>Play “What Am I?”</p> <p><u>Directions:</u> Think of an object and provides clues. Students share and explain their guesses.</p> <p><i>Example:</i> “You listen to me and speak to me. If you are tired of me, you can make me quiet. I connect you to other people. What am I? (Cellphone)</p> <p>Ask students that is this poem a riddle. The response should be No because no cues are provided from anyone to be able to guess. Talk about the poem ‘Guess what I do’ which is also about guessing what the poet is doing with responses guessed by someone which are assumed to be true as they are also written by the poet. Focus on the following points as poem is discussed.</p> <ul style="list-style-type: none"> - We listen to others attentively and without interrupting. We are willing to hear and accept ideas of others. - We always play fair and follow the rules. We never cheat or gossip. We keep our promises. - We do not compete. We cooperate with each other. We share, take turns and are willing to change roles. - We treat each other with respect and are nice to each other. We recognize skills and good qualities of others and appreciate them. We are polite and courteous. - We take responsibility for our part of the work. We accept responsibility for what we say or do. <p>(10 min)</p>
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Reading:

Divide the class into groups. Ask them to read the poem on pages 76 and identify all the rhyming words. Take rounds and guide students while they work.

Rhyming Words Flip Book

Students recall rhyming words and make a chart. Students add words that rhyme to the rhyming word chart. Use these rhyming words to create a flipbook.

- Students fold paper in half lengthwise and cut the top layer into 4 sections.
- Students choose 4 words from the rhyming word chart and write one word on each flap.
- Students write a sentence using the word on each flap, and a word that rhymes with it, on the underneath layer.
- Repeat for all 4 words. Illustrate the sentences. Share with the class.

Writing – Exercise A:

Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 77 with the students.

Instruct them to write answers in complete sentences in their notebooks. **(10 minutes)**

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 poem. With mouth movements, help them realize the rhyming words in the poem. All the words have same tune to them.

Some students might quickly finish their work. Ask them to recite the poem while stressing on second syllable. Ask them to make a mental note of the poem's tune.

05 mins	Wrap up: Ask students what they have learned in today’s class. Ensure students’ talk time is more than yours. Encourage those who have not yet spoken to participate in the discussion.
02 mins	Homework assignment: Read the poem on page 76 once again.

Lesson Plan 108

Subject: English

Grade: 2

Term: 2nd

Week:

Unit: 9

Unit Title: Guess What I Do

LP: 108

Textbook Page/s: 76 – 83

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recall rhyming words at the end of the lines of a poem
- enjoy rhyming words
- count syllable words in the poem.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Recall:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Ask What is rhymes? Remind them that they have done it in last class. Engage students in a discussion about the rhymes in the poem.</p> <ul style="list-style-type: none"> - Which ones can they remember? <p>Introduce the concept of rhyming by saying, "When two words end in the same way, they rhyme. Listen to these two words: 'ball' and 'call.' Tell students that you will recite a poem for them. Ask students if they could identify the rhyming pattern. Help them identify the rhyming words. Then ask</p> <ul style="list-style-type: none"> - What effect did rhyme have on the Poem?
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30 mins	<p>Lesson structure (Presentation)</p> <p>Instructions:</p> <p>Topic: Tell students they will rhyme words in today’s lesson.</p> <p>Listening and Speaking:</p> <p>Discuss word beginning sounds versus end sounds.</p> <ul style="list-style-type: none"> – Which part of the rhyming words is the same? – Do they have to be spelled the same? <p>Encourage interaction and facilitate the process of learning throughout.</p> <p>Game- Group Work:</p> <p>Students will work in a group of three to match rhyming words on the picture vocabulary cards as given below. Mix all the cards up and spread them out face down. Flip over one card, then another. If the second card rhymes with the first, set both cards to the side and start a pile for that end sound. If the second card does not rhyme with the first, flip it back over and continue flipping cards until one rhyme with the first. Repeat until all cards are face up and in groups according to end sound. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Reading and Writing– Exercise B:</p> <p>Ask them to read the poem in pairs from page number 76 and find rhyming words to be written in Exercise B on page 77. Encourage interaction and facilitate the process of learning throughout.</p> <p>(05 mins)</p> <p>Game – Syllable Counting:</p> <p>Gather students in a circle. Introduce the Syllable Game, where students learn to clap out the syllables in their names. Announce each student’s name with a clap and count for each syllable. For example: Ja (clap) wad (clap) two syllables. Explain that each clap counts out a sound that is called a syllable. Model the game with your own name and clap for each syllable. Ask students to echo the number of syllables. Ask each student to announce their own name with claps.</p>
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	<p>The choral response of the group after each name announcement should be to say the number of syllables. Encourage interaction and facilitate the process of learning throughout. (10 mins)</p> <p>Writing – Exercise C: Ask students to turn to page 77 and 78, Exercise C to count the syllables in the sentence and write the number in the given blank. Show them an example by doing the first one for them. Encourage interaction and facilitate the process of learning throughout. (05 mins)</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 again while stressing on the words written in blue colour and are underlined in Exercise D. Ask them to make a mental note of the poem’s tune.</p>												
<p>03 mins</p>	<p>Wrap up: Repeat the rhyming words with students. Encourage them to say the words with you. Say few words mentioned below and ask students to think of rhyming words for same. Encourage interaction and facilitate the process of learning throughout.</p> <table border="1" data-bbox="625 1623 1240 1877"> <thead> <tr> <th>Word</th> <th>Rhyming word/s</th> </tr> </thead> <tbody> <tr> <td>bore</td> <td>four, roar</td> </tr> <tr> <td>ball</td> <td>fall, tall, call</td> </tr> <tr> <td>face</td> <td>place, pace, race</td> </tr> <tr> <td>rock</td> <td>chalk, hawk, shock</td> </tr> <tr> <td>one</td> <td>won, ton, son</td> </tr> </tbody> </table>	Word	Rhyming word/s	bore	four, roar	ball	fall, tall, call	face	place, pace, race	rock	chalk, hawk, shock	one	won, ton, son
Word	Rhyming word/s												
bore	four, roar												
ball	fall, tall, call												
face	place, pace, race												
rock	chalk, hawk, shock												
one	won, ton, son												

02 mins

Homework assignment – Worksheet 1:

Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.

Worksheet answers:

hair	might	eat	cake
air	right	sweet	take
bare	bite	seat	break
pair	fight	meet	bake
bear	light	feet	flake
care	bright	cheat	wake
wear	night	heat	make
share	kite	neat	lake

Lesson Plan 109

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 9	Unit Title: Guess What I Do
LP: 109	Textbook Page/s: 76 – 83	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recognize different word families that include long E and short E words.
- read and recognize words with the long E spellings of -ee, -ea, and -y.
- identify words with the long and short vowel sound E.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Flash Cards (Prepare if not available)

05 mins	<p>Recall:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Explain that words with a long E sound like the letter name. Invite students to begin brainstorming words that have the long E sound. Write the words on the chart paper in list form as the students say them. Add your own words to the list so that there are samples of three long E spellings: -ee, -ea, and -y. Tell the students that they will be finding words with different spellings of long E and short vowel sound E.</p>
30 mins	<p>Lesson structure</p> <p>Topic:</p> <p>Instructions:</p>

Using the list of words that your students just generated, tell them that you will now be looking for the long E spellings inside of the long E words. Model the process of finding the long E and short E spelling inside each word. Explain that words are made of sounds. We use letters to represent sounds. Sounds may be represented by one or more letters. The word seed has three sounds- /s/ /ee/ /d/. The sounds are written with the letters s-e-e-d. The /ee/ sound is called the Long E sound and is represented by the letters ee.

Listening and Speaking:**Think Pair Share:**

Ask students to think, pair, share some of the words with long sound. Ask students where the sound comes in the words i.e., at the beginning of the word, in the middle of the word or at the end of the word, or in more than one position. Ask students to repeat this phrase – ‘E E represents (ē)’. Repeat this phrase several times in different ‘voices’ e.g., loudly, quietly, quickly, slowly etc.

Sorting

Ask your students to make the sound that the letter E makes. Ask students to list long E and short E words. Draw pictures on the board that match the words your students say. Now, cover the text with a poster or paper. Ask students to identify the words with the short E sound.

Game

Give each student a blank word search grid. Challenge your students to create their own word finds with long E words and short E sound to trade with a partner.

(15 mins)

Reading:

In pairs, ask students to turn to page 78-79, Exercise D. Encourage them to blend consonants and vowels to read the given words identifying the long and short vowel sound of E. Take round to make corrections.

(10 mins)

Differentiated Plan:

	<p>Some students might find it difficult to read. Gather them on one desk and help them read. Use blended words flash cards to help them read.</p> <p>Some students might complete their work early. Ask them to write long and short vowel sound of E words in their notebooks so they stay busy.</p>
03 mins	<p>Wrap up (Quiz time): Write words on board and ask random students to read by blending them and identify them to be short vowel and long vowel sound.</p>
02 mins	<p>Homework assignment – Worksheet 2: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p>

Lesson Plan 110

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 9	Unit Title: Guess What I Do
LP: 110	Textbook Page/s: 76 – 83	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- using imperative sentences and let us (in a polite manner)

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Warm up (Game - Simon Says):</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Simon says game is a staple for any teacher of young learners and this game uses imperatives almost exclusively. Give it a try and let your students have a chance to give the commands as well.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be using imperative sentences today.</p> <p>Instructions:</p> <p>Speaking and Listening</p> <p>Explain that an imperative is a command or order. It can also be used to give instructions, advice or a warning. Some examples include the following:</p> <ul style="list-style-type: none"> - Walk to the corner.

- Sit down please.
- Don't lose your key.

It can also be used to suggest using "let's." For example:

- Let's get fish tonight.
- Let's not do too much work this weekend.

(05 mins)

Flyswatter Imperative Game

This is a fun game that can inject a bit of excitement into the classroom. Write a bunch of imperative statements randomly on the whiteboard such as:

- Sit down
- Be quiet
- Put your shoes on
- Go to sleep
- Brush your teeth
- Don't be late
- Run faster

(10 mins)

Don't take a penalty

Then, divide the class into two teams. One student from each team comes up to the front of the class and takes a flyswatter. Then, give a scenario. For example, a coach talking to his hockey team. The first person to slap, "Don't take a penalty" would get a point. Erase that imperative and put another one in the same place.

(05 mins)

Reading and Writing:

Ask students to refer to Exercise E to read the sentences and compare to see how imperatives have been used. Take rounds to support students learning.

(05 mins)

Writing:

Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.

Worksheet Answers

	<ol style="list-style-type: none"> 1. Let's not talk on the phone. 2. Let's not make noise. 3. Let's not walk the dog. 4. Let's not smoke. 5. Let's not eat fast food. 6. Let's not take pictures. 7. Let's not swim here. 8. Let's not fish here. <p>(05 mins)</p> <p>Differentiated Plan: Some students might find it difficult to make imperative sentences. Gather them on one table while others are busy in their written task and help them with examples.</p> <p>Some students might quickly finish their work. Ask them to make more imperative sentences and write them in their notebooks.</p>
07 mins	<p>Wrap up How Can I Get to the _____?</p> <p>Ask students to work with partner and ask a partner how they can get to a certain place at the school. The other students must give commands using the imperative. For example:</p> <ul style="list-style-type: none"> – Go out of the classroom. – Turn left and walk to the end of the hall. – Take the elevator to the first floor. <p>Etc.</p>
03 mins	<p>Homework assignment:</p> <p>Ask students to complete Page 80 and 81, Exercise F as homework.</p>

Lesson Plan 111

Subject: English	Grade: 2	Term: 2 nd
Week:	Unit: 9	Unit Title: Guess What I Do
LP: 111	Textbook Page/s: 76 – 83	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading and writing sight words
- listening and speaking to perform a dialogue

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Teacher will begin a casual talk with students asking about how their day has been, what they have been doing? Model and encourage using courtesy words alongside. Encourage interaction and facilitate the process of learning throughout the learning session.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will perform dialogues in today's lesson.</p> <p>Instructions:</p> <p>Reading and writing:</p>

	<p>Ask students to read the sight words with you and then write it in their notebook.</p> <ul style="list-style-type: none">- guess- plate- mistake- flag- plums <p>(10 mins)</p> <p>Listening and Speaking: Ask two students to come in front of the classroom and perform the dialogues given on page 82 and 83. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.</p> <p>Encourage them to give responses. Tell that it is important to use courteous words like please and thank you so you come across as a polite child.</p> <p>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. Encourage interaction and facilitate the process of learning throughout the learning session.</p> <p>(10 mins)</p> <p>Reading, Listening and Speaking: In pairs, ask students to perform the dialogues on page 82 and 83 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. Encourage interaction and facilitate the process of learning throughout the learning session.</p> <p>(10 mins)</p> <p>Differentiated Plan: Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so he/she could provide peer support. Also, provide extra support to such learners in reading dialogues. You might have</p>
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	<p>to make them repeat sentences after you. However, help these learners understand the use of 'please' and 'thank you'.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like: 'What polite words should we use?'</p> <p>Encourage them to reply, 'We should use words like thank you and please.' Point to the flash cards of please and thank you.</p>
05 mins	<p>Homework assignment:</p> <p>Revisit sight words from notebook and read page 72 and 73 again.</p>

Lesson Plan 112- Review of the chapter

Subject: English

Grade: 2

Term: 2nd

Week:

Unit: 9

Unit Title: Guess What I Do

LP: 112

Textbook Page/s: 76 – 83

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify and sort rhyming words
- using imperative sentences and let us (in a polite manner)

Teaching Aids/Materials/Resources:

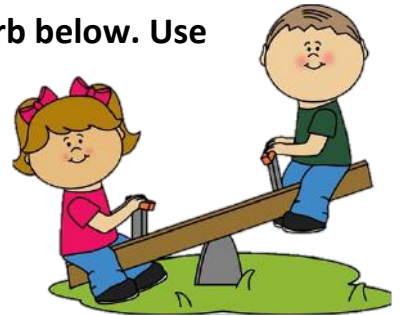
- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>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 mins	<p>Lesson structure</p> <p>Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate's work.</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 mins	<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 – Monkeys at the Funfair — Worksheet 1

Lesson Plan 58

Present to Past Tense - Write the past tense of each irregular verb below. Use the number of blanks as clues. The first one is done for you.



Present tense

Past tense

write

wrote

1. wake

2. drive

3. break

4. forget

5. eat

6. do

7. have

8. know

9. see

10. are

Unit 5 – Monkeys at the Funfair — Worksheet 2**Lesson Plan 58****Past Tense: Fill in the blanks with correct past forms of verbs given in bracket**

1. You ____ my window's glass. (break)
2. He ____ from London sometimes ago.
(come)
3. He ____ anyone yet for the mission.
(not/choose)
4. ____ they ____ with the committee?
(speak)
5. He ____ on the table all day. (stand)
6. The birds ____ away in the sky. (flying)
7. ____ you ____ with her yesterday? (sleep)
8. Our soldiers ____ the battle. (win)
9. A Farmer ____ to give water to plants.
(forget)
10. He ____ a letter to the principal. (write)



**Simple Past
Tense**

Unit 5 – Monkeys at the Funfair — Worksheet 3

Lesson Plan 59



Change present indefinite tense into negative sentences.

Affirmative	Negative
1. She wants to read.	
2. Ahmed likes to play outside.	
3. We have a wonderful house.	
4. Sana knows how to bake a cake.	
5. He works hard.	
6. She has a car.	
7. My mother reads a lot of books.	
8. She leaves for work at 8.30 am.	
9. Put the bag on the table.	
10. They sell the shell.	

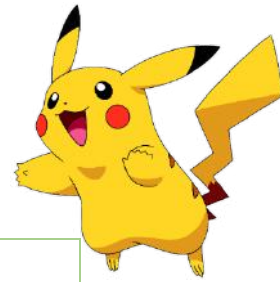
Unit 5 – Monkeys at the Funfair — Worksheet 4

Lesson Plan 60

Change past indefinite tense into negative sentences.



Affirmative	Negative
1. The workers finished the work.	
2. She gave me her books.	
3. He played handball.	
4. Sana waited in the kitchen.	
5. I made the beds.	
6. They cleaned the classroom.	
7. She asked a lot of questions.	
8. The friends got new computers.	
9. I went to Saba's party last weekend.	
10. You built a house.	
11. Salman bought a new guitar.	
12. We went shopping.	

Unit 5 – Monkeys at the Funfair — Worksheet 5**Lesson Plan 61****Change future indefinite tense into negative sentences.**

Affirmative	Negative
1. The audience will clap after this magic	
2. He will become a pilot within a week.	
3. I will eat all the fruits on the table.	
4. They will go to hangout near the beach.	
5. She will hug me in the seminar hall.	
6. She will win this game.	
7. The water level will rise if it rains	
8. He will complete this project.	
9. She will look pretty in this dress.	
10. You will keep this secret.	



Unit 5 – Monkeys at the Funfair — Worksheet 6

Lesson Plan 61

Change present continuous tense into negative sentences.

Affirmative	Negative
1. You are trying to open the door.	
2. He is playing basketball with his friends.	
3. We are listening to news.	
4. Ahmed is riding his bike to school.	
5. She is baking a cake for her mother.	
6. I am feeding the kitten.	
7. Our school is recycling paper and plastic.	
8. Amna is reading a book.	
9. Salman is playing tennis with Raza.	
10. They are preparing for spelling bee competition.	

Unit 5 – Monkeys at the Funfair — Worksheet 7

Lesson Plan 62

Read the following sentences and convert negative into affirmative and affirmative into negative.

1 He is not doing his homework. _____

2 We had old furniture. _____

3 I have no mobile phone. _____

4 They are my friends. _____

5 She has two brothers. _____

6 Dinner is ready. _____

7 She will not read the story. _____

8 Sana is a pretty girl. _____

9 He did not do his homework. _____

10 Children are making a noise. _____



Unit 5 – Monkeys at the Funfair — Worksheet 8

Lesson Plan 63

Change present indefinite tense into interrogative sentences.

Affirmative	Interrogative
1. She wants to read.	
2. Ahmed likes to play outside.	
3. We have a wonderful house.	
4. Sana knows how to bake a cake.	
5. He works hard.	
6. She has a car.	
7. My mother reads a lot of books.	
8. He leaves for work at 8.30 am.	
9. She keeps the bag on the table.	
10. They sell the shell.	

Unit 5 – Monkeys at the Funfair — Worksheet 9**Lesson Plan 64****Change past indefinite tense into interrogative sentences.**

1. The workers finished the work.	
2. She gave me her books.	
3. He played handball.	
4. Sana waited in the kitchen.	
5. I made the beds.	
6. They cleaned the classroom.	
7. She asked a lot of questions.	
8. The friends got new computers.	
9. I went to shopping last weekend.	
10. You built a house.	
11. Salman bought a new story book.	
12. We went shopping.	

Unit 5 – Monkeys at the Funfair — Worksheet 10

Lesson Plan 65

Change future indefinite tense into interrogative sentences.



Affirmative	Interrogative
1. The audience will clap after this magic trick.	
2. He will become a pilot within a week.	
3. I will eat all the fruits on the table.	
4. They will go to hangout near the beach.	
5. She will see me in the seminar hall.	
6. She will win this game.	
7. The water level will rise if it rains continuously.	
8. He will complete this project.	
9. She will look pretty in this dress.	
10. You will keep this secret.	



Unit 5 – Monkeys at the Funfair — Worksheet 11

Lesson Plan 65

Change present continuous tense into interrogative sentences.

Affirmative	Interrogative
1. You are trying to open the door.	
2. He is playing basketball with his friends.	
3. We are listening to news.	
4. Ahmed is riding his bike to school.	
5. She is baking a cake for her mother.	
6. I am feeding the kitten.	
7. Our school is recycling paper and plastic.	
8. Amna is reading a book.	
9. Salman is playing tennis with Raza.	
10. They are preparing for spelling bee	

Unit 5 – Monkeys at the Funfair — Worksheet 12

Lesson Plan 66

Read the following sentences and convert them into interrogative sentences.

1 He is not doing his homework. _____

2 We had old furniture. _____

3 I have no mobile phone. _____

4 They are my friends. _____

5 She has two brothers. _____

6 Dinner is ready. _____

7 She will not read the story. _____

8 Sana is a pretty girl. _____

9 He did not do his homework. _____

10 Children are making a noise. _____

Unit 5 – Monkeys at the Funfair — Worksheet 13

Lesson Plan 68

Read the picture and fill in the blank with prepositions.

The cat is sleeping _____ the box.



The cat is hiding _____ the box.



The cat is in _____ the boxes.



The cat is _____ the box.



The cat is _____ the box.



The cat is _____ the box.



The cat is _____ the box.



The cat is _____ the box.



Unit 5 – Monkeys at the Funfair — Worksheet 14

Lesson Plan 69

Read each sentence starter and decide how do you think it should end. Use an adverb from the word bank to finish the sentence and describe where the action takes place.

Word Bank

Upstairs here inside everywhere outside underground away

1. We must play _____ on the rainy days.
2. I know I left my phone right _____.
3. I keep seeing that commercial _____.
4. Strong wind made my kite fly _____.
5. Sana likes to dig _____.
6. The crayons are _____ in the game room.

Unit 6 – A Sack of Gold Coins — Worksheet 1

Lesson Plan 75

Fill in the blanks with pronouns ending in “self” or “selves”.

1. I folded my clothes all by _____.
2. We treated _____ to supper at a restaurant.
3. That cat let _____ into our house.
4. Sana and Ahmed looked at _____ in the video.
5. You walked home by _____.
6. Salman finished the assignment by _____.
7. Give me the form, I will complete it _____.
8. Amir played the role by _____.
9. Nadia and I cleaned the kitchen by _____.
10. You ate this entire cake _____!

Unit 6 – A Sack of Gold Coins — Worksheet 2**Lesson Plan 76**

Fill in the blanks with appropriate present continuous form of the verb given in the brackets.

1. Hurry up! We are _____ for you. (wait)
2. What are you _____? I am _____ letters. (do, write)
3. He is _____ in Italy at the moment. (work)
4. She doesn't like to be disturbed when she is _____. (work)
5. That child is _____ bigger every day. (got)
6. Who is that girl _____ on the table? (stand)
7. I am _____ for the shops to open. (wait)
8. I am _____ Jane tomorrow. (see)
9. The universe is _____ and has been since its beginning. (expand)
10. My sister is _____ at home for the moment. (live)

Unit 6 – A Sack of Gold Coins — Worksheet 3**Lesson Plan 77**

Fill in the gaps using the present continuous tense in a negative form.

We _____ not _____ a book at the moment. (read)

My father _____ to the police officer. (talk)

Ahmad and Ayesha _____ not _____ on the bus. (ride)

The boys _____ in the lake/pond. (Swim)

We _____ table tennis right now. (play)

Ahmed _____ on the computer. (work)

It _____ (rain) heavily today.

I _____ (wash) the dishes

Sarwat _____ (go) to school.

Sana and Ahmed _____ (play) with the cat.

My brother _____ (sleep) in the bedroom.

I _____ (play) the piano.

Unit 6 – A Sack of Gold Coins — Worksheet 4**Lesson Plan 77**

Convert the following sentences into present continuous tense in a negative form.

1. I am walking.

Negative _____

2. She is cooking.

Negative _____

3. Asma is jumping around the house.

Negative _____

4. Both friends are smiling at each other.

Negative _____

5. Ahmed is sleeping on the sofa.

Negative _____

6. They are coming to meet me.

Negative _____

7. Mariam is enjoying the rain.

Negative _____

8. Sana and Amnah are shopping today.

Negative _____

9. I am talking to my friend.

Negative _____

10. They are meeting their aunt.

Negative _____

Unit 6 – A Sack of Gold Coins — Worksheet 5**Lesson Plan 78****Convert present continuous into interrogative present continuous sentence.**

1. It is falling.

Interrogative _____

2. He is sleeping.

Interrogative _____

3. She is drawing.

Interrogative _____

4. The dog is barking.

Interrogative _____

5. We are going to the terrace.

Interrogative _____

6. I am thinking about him.

Interrogative _____

7. You are troubling me!

Interrogative _____

8. Children are playing

Interrogative _____

9. Asma is smiling.

Interrogative _____

10. Sadia and Ahmed are running

Interrogative _____

Unit 6 – A Sack of Gold Coins — Worksheet 6**Lesson Plan 79****Past Continuous Tense****a. Use the verb suggestion to complete the sentence with simple past continuous:**

1. I (watch) _____ when her teacher called her.
2. My friends (play) _____ when they felt the earthquake.
3. When I entered the room, the children (study) _____.
4. We (eat) _____ when we heard the news.
5. My parents (travel) _____ when I telephoned them.
6. I bought a new cycle. My old cycle _____ me a lot of trouble. (give)
7. Salman _____ the poem by heart. (learn)
8. Amna _____ with her health and now she is fit. (struggle)
9. Ahmed _____ when his friend came. (study)
10. They _____ when I entered the room. (leave)

Unit 6 – A Sack of Gold Coins — Worksheet 7**Lesson Plan 80****Convert the sentence into Negative Past Continuous Tense**

1.	She was learning Spanish when I met her.	
2.	Sana was cooking meal when the children arrived	
3.	Salman was driving when the car's tire burst.	
4.	Mr. Ahmed was walking down the street when I saw him.	
5.	He was doing yoga in the park.	
6.	I was enjoying the weather at hill station last Sunday.	
7.	They were working on the project when I joined them.	
8.	You were planting flowers in your garden when I met you.	
9.	I was planning my weekly schedule.	
10.	He was going to the market an hour ago.	

Unit 6 – A Sack of Gold Coins — Worksheet 8**Lesson Plan 81****Convert the sentence into Interrogative Past Continuous Tense**

1.	She was learning Spanish when I met her.	
2.	Sana was cooking meal when the children arrived	
3.	Salman was driving when the car's tire burst.	
4.	Mr. Ahmed was walking down the street when I saw him.	
5.	He was doing yoga in the park.	
6.	I was enjoying the weather at hill station last Sunday.	
7.	They were working on the project when I joined them.	
8.	You were planting flowers in your garden when I met you.	
9.	I was planning my weekly schedule.	
10.	He was going to the market an hour ago.	

Unit 6 – A Sack of Gold Coins — Worksheet 9

Lesson Plan 82

Change into future continuous tense.

1. It is falling.

2. He is sleeping.

3. She is drawing.

4. The dog is barking.

5. We are going to the terrace.

6. I am thinking about him.

7. You are troubling me!

8. Children are playing

9. Asma is smiling.

10. Sadia and Ahmed are running

Unit 6 – A Sack of Gold Coins — Worksheet 10

Lesson Plan 83

Change into negative future continuous tense.

1. It is falling.

2. He is sleeping.

3. She is drawing.

4. The dog is barking.

5. We are going to the terrace.

6. I am thinking about him.

7. You are troubling me!

8. Children are playing.

9. Asma is smiling.

10. Sadia and Ahmed are running

Unit 6 – A Sack of Gold Coins — Worksheet 11

Lesson Plan 84

Change into interrogative future continuous tense.

1. It is falling.

2. He is sleeping.

3. She is drawing.

4. The dog is barking.

5. We are going to the terrace.

6. I am thinking about him.

7. You are troubling me!

8. Children are playing.

9. Asma is smiling.

10. Sadia and Ahmed are running

Unit 6 – A Sack of Gold Coins — Worksheet 12

Lesson Plan 85

Complete the given table - Converting present indefinite, past indefinite, future indefinite, and present continuous tense into negative and interrogative sentences without changing its meaning.

Type of Sentence	Present Continuous Tense	Past Continuous Tense	Future Continuous Tense
Affirmative	I am going to park.		
Negative		I was not going to park.	
Interrogative			Will I be going to park?
Affirmative	He is sleeping.		
Negative			He will not be sleeping.
Interrogative			
Affirmative	They are enjoying.		
Negative			
Interrogative		Were they enjoying?	
Affirmative	It is walking.		
Negative		It was not walking.	
Interrogative			
Affirmative	You are exercising.		
Negative			
Interrogative			Will you be exercising?
Affirmative	We are suffering.	We were suffering.	
Negative			We will not be suffering.
Interrogative			

Unit 7 – I Am Strong — Worksheet 1

Lesson Plan 90

Add an e to the end of these short vowel words to make long vowel words.

tub → tub_____



can → can_____



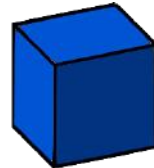
pin → pin_____



rob → rob_____



cub → cub_____



kit → kit_____



tap → tap_____



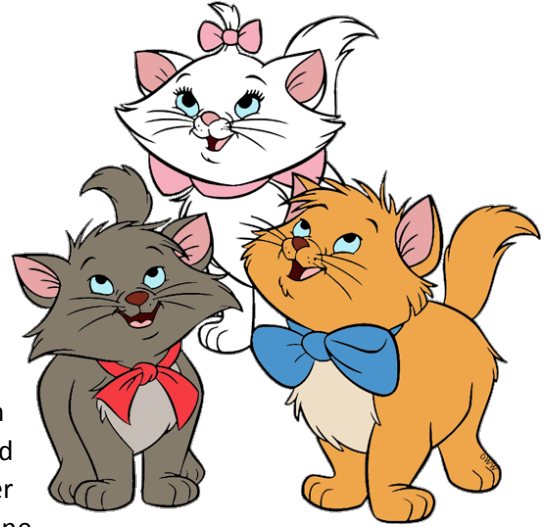
man → man_____



Unit 7 – I Am Strong — Worksheet 2**Lesson Plan 92****The 5 “W’s”**

Read the following paragraph to answer the questions below.

Sana is a young woman who absolutely adores cats. She owns three cats named Mano, Tano, and Sano. Every weekend she takes her cats to the park where they love to run, play catch, and meet other cats. When Sana took her pets to the park last Saturday, she almost lost poor little Mano. She was playing catch with Tano when she lost sight of Mano. In a panic, she started shouting its name and asked other cat owners if they saw her little cat. After 30 minutes of searching and with the help of one cat owner, she finally found it at the entrance of the park near a small store that sells Mano’s favorite treats. Sana was delighted when she found Mano and bought all three of her cats their favorite treats.



The Five “W’s” Read the following paragraph to answer the questions below.

1. WHO is the woman in the story?

2. WHAT three activities do the cats love to do?

3. WHEN does this story take place?

4. WHERE does this story take place?

5. WHY is Sana in a panic?

Unit 7 – I Am Strong — Worksheet 3**Lesson Plan 92****Stone Soup**

Read the story and write 5 “W’s” questions. (1 for each of the W)



One day, in a small village next to a flowing river, two hungry

wanderers showed up looking for ingredients to make a

delicious soup. Since the two had no money, none of the

villagers were willing to give them any vegetables or meat.

With no ingredients, the two went down to the river and filled

their pot with water. They then placed a large stone in the pot and began boiling the water. Soon, a

curious villager asked them what they were doing. One of the men answered, “We are cooking stone

soup, but we are still missing a few ingredients to finish it properly.” The villager said she did not mind

giving them some ingredients if she could have some as well. The two men said they would be happy to

share with the entire village once the soup was ready. After the word spread, many villagers brought

spices, vegetables, and meat to add to the soup. In the end, everyone enjoyed the hearty soup!

Question 1: _____.

Question 2: _____.

Question 3: _____.

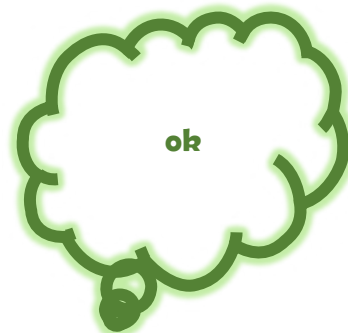
Question 4: _____.

Question 5: _____.

Unit 8 – My Favourite Snacks — Worksheet 1

Lesson Plan 101

Colour the interjections which are given below:



Play with colours.....

Unit 8 – My Favourite Snacks — Worksheet 2

Lesson Plan 102

Fill in the blanks with the given words.

Where is the animal?

Fill in the blanks with the words given below.

behind, near, in, over, on, under

1.



The bird is _____ the tree.

4.



The butterfly is flying _____ the pond.

2.



The bear is _____ the iceberg.

5.



The cat is _____ the box.

3.



The frog is _____ the stones.

6.



The girl is hiding _____ the table.

Unit 8 – My Favourite Snacks — Worksheet 3**Lesson Plan 103****And, But, Or, Because, and So**

Complete the following sentences using and, or, but, because or so.

1. You can take the blue shirt ----- the green shirt.
2. She is clever ----- beautiful.
3. He was poor ----- he was happy.
4. I worked hard ----- I wanted to pass the test.
5. I did not want to miss the train ----- I started early in the morning.
6. He was my friend ----- I decided to help him.
7. She bought some fruits ----- vegetables.
8. My sister is tall ----- I am short.
9. She is hard-working ----- her brother is very lazy.
10. The dress was beautiful ----- it was expensive.
11. I didn't buy the dress ----- it was expensive.
12. I passed the test ----- I worked hard.
13. Salman can play the violin ----- he can't play the piano.
14. She can have an apple ----- a mango. She can't have them both.
15. We can go by bus ----- by train.

Unit 9 – Guess What I Do — Worksheet 1

Lesson Plan 108

Put each word in a box under the word it rhymes with

Sweet take air right seat meet bite bare pair fight
 break feet cheat bear care bake flake heat light bright
 wear neat wake night make kite lake share

hair	might	eat	cake

Unit 9 – Guess What I Do — Worksheet 2

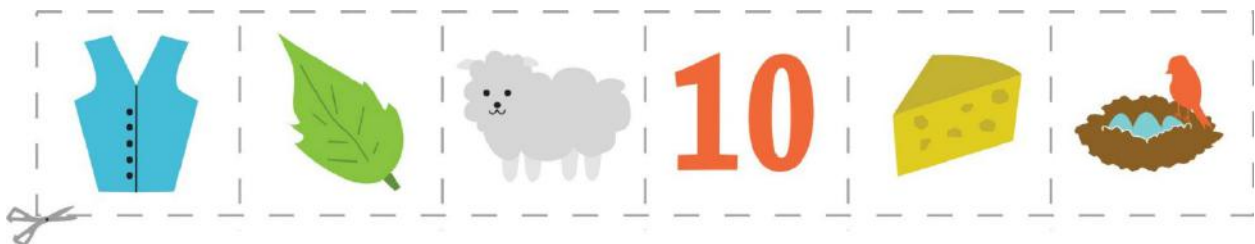
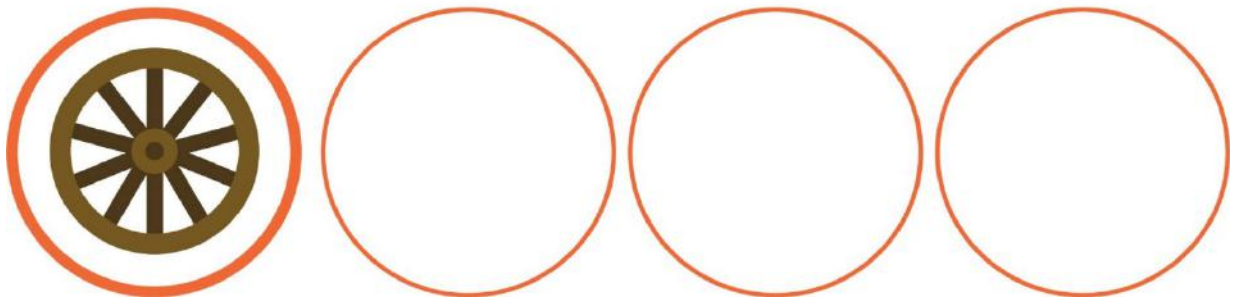
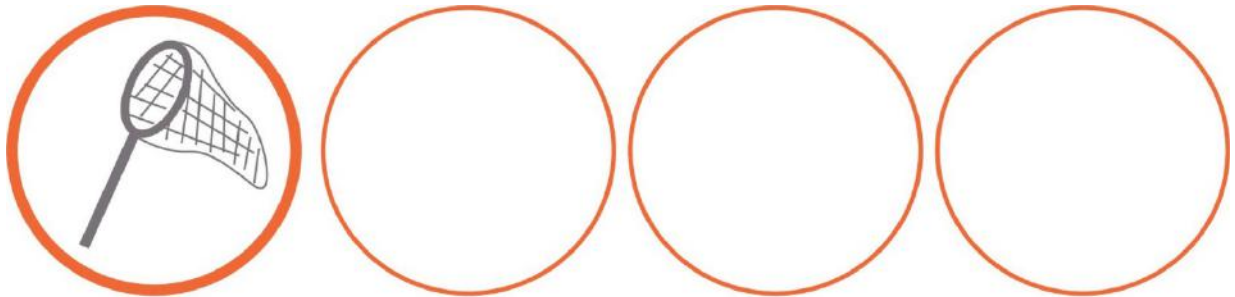
Lesson Plan 109

Short and Long E

Cut out the pictures. Then say the word for each picture.

Glue the pictures with the **short e** sound next to the **net**.

Glue the pictures with the **long e** sound next to the **wheel**.



Unit 9 – Guess What I Do — Worksheet 3

Lesson Plan 110

Imperative

1. Make imperative sentences with Let us.



talk/on/not/the phone



not/noise/make



the dog/walk/not



not/smoke



fast food/eat/not



take/not/pictures



swim/not/here



here/not/fish

1) _____ _____	2) _____ _____	3) _____ _____	4) _____ _____
5) _____ _____	6) _____ _____	7) _____ _____	8) _____ _____

Unit 5 – Monkeys at the Funfair**Unit Wise Assessment****Use the past tense of the verbs in the box to fill in the blanks.****8 Marks**

Wake	win	teach	sing	fall
enjoy	steal	hurt	carr	ring

1. Dad _____ me how to use the computer.
2. The bell _____ loudly.
3. Everyone _____ and at the picnic.
4. The tortoise _____ the race.
5. The player _____ down and _____ his leg.
6. Somebody _____ my purse in the market.
7. He _____ a large bag.
8. They _____ up early.

Unit 5 – Monkeys at the Funfair

Unit Wise Assessment

Question 2: Change the following affirmative sentences into negative and interrogative sentences. 17 Marks

1. She lives in Canada.

Negative: _____

Interrogative: _____

2. Sana writes plays for the television.

Negative: _____

Interrogative: _____

3. He has always wanted to be an inventor.

Negative: _____

Interrogative: _____

4. He teaches Urdu at a government school.

Negative: _____

Interrogative: _____

5. He wants to quit his job.

Negative: _____

Interrogative: _____

6. They launched their business last year.

Negative: _____

Interrogative: _____

7. He made a fortune in his business.

Negative: _____

Interrogative: _____

8. The mother punished the boy for coming home late.

Negative: _____

Interrogative: _____

9. She put the books on the table.

Negative: _____

Interrogative: _____

10. Raheela met her friend at the party.

Negative: _____

Interrogative: _____

11. He borrowed 1000 rupees from his uncle.

Negative: _____

Interrogative: _____

12. Salman broke another window yesterday.

Negative: _____

Interrogative: _____

13. The boy fed the cats.

Negative: _____

Interrogative: _____

14. He works at a big company.

Negative: _____

Interrogative: _____

15. Sana eats biscuits.

Negative: _____

Interrogative: _____

16. Ahmed likes to wear casual dresses.

Negative: _____

Interrogative: _____

17. Samina cooks delicious food.

Negative: _____

Interrogative: _____

Unit 6 – A Sack of Gold Coins**Unit Wise Assessment**

Question 1. Complete the given table - Converting present indefinite, past indefinite, future indefinite, and present continuous tense into negative and interrogative sentences without changing its meaning. (20 marks)

Type of Sentence	Present Continuous Tense	Past Continuous Tense	Future Continuous Tense
Affirmative	I am going to school.		
Negative		I was not going to school.	
Interrogative			Will I be going to school?
Affirmative	He is working.		
Negative			He will not be working.
Interrogative			
Affirmative	They are playing.		
Negative			
Interrogative		Were they playing?	
Affirmative	It is sleeping.		
Negative		It was not sleeping.	
Interrogative			
Affirmative	You are annoying.		
Negative			
Interrogative			Will you be annoying?
Affirmative	We are enjoying.	We were enjoying.	
Negative			We will not be enjoying.
Interrogative			

Question 2: Fill in the missing reflexive pronoun.**5 Marks**

1. My little sister can dress _____.
2. I wash my clothes _____.
3. We repaired the computer _____.
4. My uncle sets his beard _____.
5. I don't like to talk about _____.
6. You are going to enjoy _____ if you go on the picnic.
7. Kids do not hurt _____ when they are in the park.
8. Saira looks at _____ in the mirror.
9. We hurt _____ in the accident.
10. I taught _____ how to swim.

Unit 7 – I Am Stron**Unit Wise Assessment****Question 1: THE UGLY DUCKLING by Hans Christian Andersen (9 Marks)**

Read the story and write 5 “W’s” questions. (2 for each of the W)

It was a beautiful spring morning on a small farm near the woods. In a cool, shaded corner, a duck built a warm nest to sit on her four precious eggs. Strangely, one of the eggs was much larger than the rest.

To her excitement, the eggs started to rumble and crack. One, two, three eggs popped open, and three little ducklings poked their heads into the world. At the same time, the biggest egg began to crack as well. To the mother’s surprise, a big, gray duckling stumbled out of the egg! Although he was different, and not as cute as the other ducklings, she loved him, nonetheless.

The next day, the duck introduced her family to the other animals on the farm. Seeing the strange gray duckling, mallard and mouse all burst out laughing. The poor duckling bowed his head in shame. He felt like he didn’t belong. That night, as his family slept near the barn, the gray duckling decided to leave to -nd people that liked him for who he was.

Before long, he ran into a kind old woman, her rooster, and her cat. She invited him into her home, and they all treated him like family. Over time, the little gray duckling began to grow. Although he was happy, he always felt something was missing.

One day, as he stared out on the pond, he saw a family of beautiful swans wading in the cool breeze. He wanted to go swimming with them. As he approached the pond, he saw his reflection for the first time. The ugly duckling had grown into a beautiful swan! Finally, the little gray duckling had found himself.



Question 1: _____.

Question 2: _____.

Question 3: _____.

Question 4: _____.

Question 5: _____.

Question 6: _____.

Question 7: _____.

Question 8: _____.

Question 9: _____.

Question 2: Underline the possessive noun in each sentence. (5 Marks)

1. Salman's family always goes to New York for the holidays.
2. My uncles love my mother's cooking, and they come over for dinner every Sunday.
3. Yesterday my pet bunny got loose in my grandparents' house!
4. What is Sana's favorite color?
5. The city's many bike paths and hiking trails are great for exercising.
6. The baseball players' uniforms got dirty during the game.
7. Please take me to my classmate's party at four o'clock.
8. They're big fans of Shahid's batting.
9. Amnah's brothers taught her how to ride a bike last year.
10. The children's favorite game is Candy crush.

Question 3: Make 6 sentences with 'have' two of the sentences should be affirmative, two negative and two interrogative sentences. (6 marks)

Affirmative: _____.

Affirmative: _____.

Negative: _____.

Negative: _____.

Interrogative: _____.

Interrogative: _____.

Unit 8 – My Favourite Snacks

Unit Wise Assessment

Question 1: Interjections

(5 Marks)

Interjection

Oh dear!

Wow!

Yuck!

Alas!

Ouch!

disgust

pain

amazement

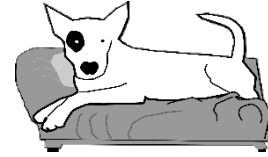
pity

grief

Question 2: Select the correct “Preposition”**(6 Marks)**

Under, on, behind, above, below, with, towards

1. The dog is lying _____ the sofa.



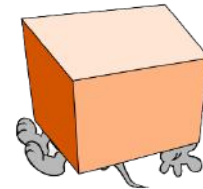
2. The girl is hiding _____ the curtains.



3. The cat is _____ the chair.



4. The rat is _____ the box.



5. The boy is _____ the balloons.



6. The ball is going _____ the flag.



Question 3: Circle the conjunction in each sentence.

(14 Marks)

FIND THE CONJUNCTION



1. They walked and played in the park.
2. I like popcorn but my sister likes chips.
3. The cat is in my room because it is raining.
4. Naima knocked on the door, but no one answered.
5. Their mother was late, so they waited at library.
6. We saw clowns, horses, and the elephants in the circus.
7. Ali and Zara will go with us.
8. I don't like tea, but I like coffee.
9. I couldn't go to the party, so I went to the mall.
10. Eat this because it's very tasty.
11. Work hard so you get good marks.
12. Ahmed and Salman are good friends.
13. We like to eat so there should be a dinner party.
14. I will go with mom and dad.



Unit 9 – Guess What I Do

Unit Wise Assessment

Question 1: Put each word in a box under the word it rhymes with (15 Marks)

gate wait fear queer by die new true skate year
 why pie glue crew late near lie here plate state
 clue mate chew steer blue hear try late dry sew

cry	dear	date	few

2. Give your advice what to do. Use imperative sentences. (6 marks)



3. Fill in the comics using Let me... / Let's. (4 marks)



Answers

1. Give your advice what to do. Use imperative sentences.

1. Tidy the room!
2. Put on the blue T-shirt and the shorts.
3. Go to bed.

2. Fill in the comics using *Let me...* / *Let's...*

1. Let me help you carry the bags!
2. Let's read the books!

Terminal Assessment Paper**Second Term****1- Answer the following questions.****(20)**

1. Why were the monkeys excited?
2. Which three animals did the monkey meet on their way to the funfair?
3. Who was happy to find the treasure?
4. What was the reaction of two brothers on giving away the coins to the poor?
5. For how long would Fiza wash hands?
6. What do germs do to us?
7. How does Mama make an ice-cream?
8. How are good snacks helpful?
9. What two things did the poet hide?
10. What two things did the poet write?

2- Complete each of the sentences below with reflexive pronouns like himself, herself, themselves, ourselves, myself, itself.**(4)**

1. My brother likes to practice his English by talking to _____.
2. Salman wasn't careful and he cut _____ with a knife.
3. My sister and I looked at _____ in the mirror.
4. The repair shop was closed, so I fixed the car _____.
5. Did you enjoy _____ at the party last night?
6. Mr. Ahmed burned _____ while he was cooking.
7. My little sister dressed _____. She didn't need any help.
8. I introduced _____ to my new classmates.

3-Complete the given table - Converting present indefinite, past indefinite, future indefinite, (20) and present continuous tense into negative and interrogative sentences without changing its meaning.

Type of Sentence	Present Continuous Tense	Past Continuous Tense	Future Continuous Tense
Affirmative	I am going to mall.		
Negative		I was not going to mall.	
Interrogative			Will I be going to mall?
Affirmative	He is walking.		
Negative			He will not be walking.
Interrogative			
Affirmative	They are coming.		
Negative			
Interrogative		Were they coming?	
Affirmative	It is jumping.		
Negative		It was not jumping.	
Interrogative			
Affirmative	You are sweet.		
Negative			
Interrogative			Will you be sweet?
Affirmative	We are singing.	We were singing.	
Negative			We will not be singing.
Interrogative			

4-Find and underline conjunction in each sentence**(2)**

1. The cat is in my room because it is raining.
2. Naima knocked on the door, but no one answered.
3. Their mother was late, so they waited at library.
4. We saw clowns, horses, and the elephants in the circus

5-Find and underline Preposition in each sentence**(2)**

1. The tea is on the table.
2. The frog is under the water.
3. The cat is behind the wall.
4. Sana is running towards the ground.

6- Identify feelings behind Interjection.**(2)**

1. Yay!
2. Oh dear!
3. Wow!
4. Yuck!

KEY**1- Answer the following questions.**

1. The monkeys were excited because they were going to a funfair.
2. The three animals the monkey met on their way to the funfair were donkey, elephant and rabbit.
3. The younger brother was happy to find the treasure.
4. The two brothers were very happy that they did a good deed and gave away the coins to the poor people.
5. Fiza would wash hands for twenty seconds.
6. Germs can make us ill.
7. Mama makes an ice-cream in an ice-cream maker.
8. Good snacks give us energy and keep us healthy.
9. Poet hid one pen and a flag.
10. The poet wrote name and age.

2 - Complete each of the sentences below with reflexive pronouns like himself, herself, themselves, ourselves, myself, itself.

1. himself
2. himself
3. ourselves
4. myself
5. yourself
6. himself
7. herself
8. myself

3-Complete the given table - Converting present indefinite, past indefinite, future indefinite, and present continuous tense into negative and interrogative sentences without changing its meaning.

Type of Sentence	Present Continuous Tense	Past Continuous Tense	Future Continuous Tense
Affirmative	I am going to mall.	I was going to mall	Was I going to mall?
Negative	I am not going to mall	I was not going to mall.	Was I not going to mall?
Interrogative	Am I going to mall?	Was I going to mall?	Will I be going to mall?
Affirmative	He is walking.	He was walking.	He will be walking.
Negative	He is not walking	He was not walking.	He will not be walking.
Interrogative	Was he walking?	Was he walking?	We he be walking?
Affirmative	They are coming.	They were coming.	They will be coming.
Negative	They are not coming.	They were not coming.	They will not be coming.
Interrogative	Are they coming?	Were they coming?	Will they be coming?
Affirmative	It is jumping.	It was jumping.	It will be jumping.
Negative	It is not jumping.	It was not jumping.	It will not be jumping.
Interrogative	Is it jumping?	Was it jumping?	Will it be jumping?
Affirmative	You are sweet.	You were sweet.	You will be sweet.
Negative	You are not sweet.	You were not sweet.	You will not be sweet.
Interrogative	Are you sweet?	Were you sweet?	Will you be sweet?
Affirmative	We are singing.	We were singing.	We will be singing.
Negative	We are not singing.	We were not singing.	We will not be singing.
Interrogative	Are we singing?	Were we singing?	Will we be singing?

4-Find conjunction in each sentence

1. because
2. but
3. so
4. and

5-Find and underline Preposition in each sentence

1. on
2. under
3. behind
4. towards

6- Identify feelings behind Interjection.

1. happy
2. pity
3. excited
4. disgust

Complimentary Copy – Not For Sale

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

SPECTRUM ENGLISH

TEACHING GUIDE

THIRD TERM

2



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Spectrum
Enlightening Generations

Spectrum English Grade 2

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.

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 them to 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 10 – The Independence Day

Unit Overview

The aim of this unit is to inculcate patriotism in children. It established norms of celebrating the Independence Day with zeal and fervour, talking to our teachers, parents, grandparents and friends about the history, the meaning, and the importance of Pakistan. We also talk about our national heroes, the importance of independence and our core national values. It is for us as Pakistani to register the fact that we are proud Pakistanis, and we will make Pakistan greater by becoming exemplary citizens In-Shaa-Allah.

Model Answers

Exercise A

Answer 1 – Everybody is excited on 14th August because it is Pakistan Independence Day.

Answer 2 – We became independent on 14th August 1947.

Answer 3 – We start our day by offering prayers on the Independence Day every year.

Answer 4 – We should stand up in respect when we listen to our national anthem.

Answer 5 – Encourage students to think about how they spend their Pakistan Independence Day and write their responses.

Exercise B

Creating a word family chart with the whole class or a small group builds phonemic awareness, a key to success in reading. This activity will assist students to read words of “-all”, “-ell”, and “-ill” word families.

Exercise C

This exercise talks about use of the modal verbs can, could, should and must in the affirmative, negative and interrogative sentences in real context. This will help students understand how we use modal verbs in our real lives.

Exercise D

This Exercise will help students compare the sentences to be able to use the modal verbs can, could, should and must in the affirmative, negative and interrogative sentences

Exercise E

Ask students to perform a role play using the dialogues given on page 89. 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 113

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 10	Unit Title: The Independence Day
LP: 113	Textbook Page/s: 84 – 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- read the given story
- articulate that we celebrate the independence day with zeal and
- infer that we will make Pakistan greater by becoming exemplary citizens In-Shaa-Allah.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

02 mins	<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.]</p> <p>Ask the following questions</p> <ul style="list-style-type: none"> - Do you know about Independence Day? - What do you do on 14th August? - How do you celebrate?
32 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Shared Reading:</p> <p>Read the story ‘The Independence Day’ aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions on the following</p>

instances of the story. Ask brief questions as given below to determine students' comprehension level. Take responses and move on to complete the story.

- Which day is a national holiday?
- How do we start our day on 14th August?
- What do we do when we hear national anthem?
- Who do we talk about when it is Independence Day?
- Do you also talk to such people?
- Who tell us about Pakistan?

Conclude the reading by reserving time for reactions and comments. Ask questions about the text and relate the story to the students' experiences of 14th August celebrations. Ask the students to retell the story in their own words. End the story emphasizing on the moral of the story. Talk about the theme of the story establishing the following points.

- We celebrate the Independence Day with zeal and fervour (*by performing special prayers, dressing up in green and white, wearing badges, decorating homes, bikes and cars, hoisting the national flag, organizing special events, visiting historical and recreational places, singing/hearing patriotic songs and paying homage to our national heroes etc.*)
- We talk to our teachers, parents, grandparents and friends about the history, the meaning, and the importance of Pakistan. We also talk about our national heroes, the importance of independence and our core national values.
- We are proud Pakistanis, and we will make Pakistan greater by becoming exemplary citizens In-Shaa-Allah.

(12 mins)

Reading:

Tell students to turn to pages 84 – 85 and read in pairs. Encourage each student (in pair) to take turn to read and retell the story to their pair partner. Take rounds to see how well their reading session is going.

	<p>Ask students to underline difficult words and learn spellings: excited, independence, almighty, decorate and anthem. (10 mins)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 86 with the students.</p> <p>Instruct them to write answers in complete sentences in their notebooks. (10 minutes)</p> <p>Differentiated Plan: Some students might find it difficult to write the correct responses of the questions, gather them at an empty table, and explain the questions once again. Use the textbook to show pictures, prompt responses. It might take some time for them to grasp the information.</p> <p>Fast learners might cause disruption. Tell them to make 2 more questions from the text and answer them. Evaluate how correctly they can make questions.</p>
04 mins	<p>Wrap up:</p> <p>Point to the pictures on page 84 and 85 and ask students how does these pictures relate to the story?</p>
02 mins	<p>Homework assignment:</p> <p>Write the following words in your homework notebooks and learn their spellings: excited, independence, almighty, decorate and anthem.</p>

Lesson Plan 114

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 10	Unit Title: The Independence Day
LP: 114	Textbook Page/s: 84 – 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading words of -all, -ell and -ill word families e.g., small, well and will
- understanding 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
- Flash Cards (Prepare if not available)

05 mins	<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.]</p> <p>Say, “Who has ever heard of floss? Right, we use floss to clean our teeth! Floss also happens to use a pretty special spelling pattern, it is spelled with two s’s or double letters.” Tell the class that today you will practice reading and spelling other words that also use double letters.</p>
30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Topic: Tell students that today we are going to read double L words.</p>

Reading, speaking and listening:

Provide students with individual copies of an alphabet chart that contains corresponding images for each letter sound. Ask students to work with a pair partner to read the letter and the sound associated with it.

Game Activity:

Remind students that they have done vowels and consonants in previously. Provide basket of consonants and vowels. Ask students to work in groups and sort letters into vowels and consonants. Ask them to make 2 letter and 3 letter words and share it with the teacher.

(10 mins)

Introduce

Write double l words like

- all, ball, tall, call
- cell, bell, tell
- fill, till, still

Ask them what is common between these words. Explain that there is double 'l' at the end of all these words. In English, there are many other words with double letter like full, pull, cross, toss, common, summer etc.

(10 mins)

Reading

In pairs, ask students to read words on page 86, Exercise B. Encourage them to perform with read individually. Take rounds, listen to their pronunciation. Encourage interaction and facilitate the process of learning throughout the learning session.

(10 mins)

Differentiated Plan:

Some students might find it difficult to sort read whereas fast learners might cause disruption as will be done quickly. Tell fast learners to support group members to read.

03 mins	Wrap up: Close by having one or two students come up to pick up a flash card and read the double letter words.
02 mins	Homework assignment: Read words on page 86, Exercise B again.

Lesson Plan 115

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 10	Unit Title: The Independence Day
LP: 115	Textbook Page/s: 84 – 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify ‘can’ and ‘cannot’ or ‘could’ and ‘could not’ as a possibility modal verb
- use ‘can’ and ‘could’ in the affirmative, negative, and interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<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.]</p> <p>Then, announce that you are all going to play a game.</p> <p>Tell that you have chosen an animal (e.g., monkey) and they must guess it. Tell the students that all of them know the animal; some must have even seen it also. They must ask questions to guess the animal. Their question must start with can. Tell the students that you will reply with “yes, it can”, or “no, it cannot”, Start the game. Continue the game till students have asked several questions using ‘can’. Provide them with words if they didn’t know the English words for what they want to say. Students will mostly likely guess the animal. If they couldn’t guess it within five minutes, you can end the game by saying that now they must give the name. Ask them to clap for themselves in the end. Ask the students if they can now tell when can and can’t are used. They must be able to give correct answer. If they couldn’t give the answer, tell them</p>
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	that we use can and can't to tell whether someone has an ability to do something.
30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Topic: Tell students that we are going to explore modal verbs in today's lesson. Specially we are going to work on use of 'Can' and 'Cannot' or 'Could' and 'Could not' -</p> <p>Modal Verb</p> <p>Explain that a modal is a kind of auxiliary (helping) verb that is used to express: ability, possibility, permission, or obligation. Can, may and should are called modal verbs.</p> <p>Listening and Speaking</p> <p>'Can' and 'Cannot' or 'Could' and 'Could not'- Explanation</p> <p>Explain that 'Can' or 'Could' is used to express ability or to say that something is possible.</p> <p><i>Example: I can speak English.</i></p> <p>Could is used when the ability was in the past.</p> <p><i>Example: Ahmed could speak Chinese when he was a child.</i></p> <p>To form the negative, we add "not" after can form one word: cannot.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> - <i>She cannot eat two burgers.</i> - <i>Salman could not go to school yesterday.</i> <p>(10 mins)</p> <p>'Can' and 'Could' Game</p> <p>Students go around their group finding out about their classmates' past and present abilities according to the task on their card by asking questions with 'Can you...?' and 'Could you...?' Students put a tick on the back of the card each time a classmate answer 'Yes, I can' or 'Yes, I could'. If possible, the classmate should also prove their ability by completing the task on the card. When everyone has finished, the students sit down in their groups and take it in turns to talk about the information they found out.</p>

Afterwards, students give feedback to the class on their findings.

(10 mins)

Reading and Writing

Tell the students to draw 3 columns in their notebook like the one below

	Affirmative	Negative	Interrogative
	Things I can do	Things I cannot do	Can I do this?
1			
2			
3			
4			
5			

Write in their notebooks five sentences on what they believe they can do. Tell them to write five more sentences about what they think they cannot do in the second column. Explain to the students that when they write ‘can do’ sentences, they must write the truth. When they write ‘cannot do’ sentences, they should write what they cannot do. e.g., I cannot fly a plane. Also, ask them to convert can do sentence into a question in 3rd column. Move about in the class to monitor students and provide help where needed. Working in pairs, ask students to read each other’s sentences and provide feedback. Take rounds and support if needed.

(10 mins)

Differentiated Plan:

Some students might be hesitant or lost in the group work. Change their place. 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.

Students who finish earlier should be asked to make some more sentences of their own and add to the list. This way

	these students will be engaged while others complete their work.
03 mins	Wrap up: Towards the end of the lesson, ask students what they learnt in today’s session. Their learning could be regarding the modal verb’s usage.
02 mins	Homework Assignment Give students five professions (doctor, teacher, farmer, driver, and mechanic) and tell them to write five sentences telling what they can do in their notebook.

Lesson Plan 116

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 10	Unit Title: The Independence Day
LP: 116	Textbook Page/s: 84 – 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify 'should' and 'should not' as an advice or opinion modal verb
- use 'should' in the affirmative, negative, and interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Toy car
- Worksheet

05 mins	<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.]</p> <p>Then, announce that you are all going to play a game.</p>
30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Topic: Tell students that we are going to explore modal verbs in today's lesson. Specially we are going to work on use of 'Should' and 'Should not' -</p> <p>Listening and Speaking</p> <p>'Should' and 'Should not' - Explanation</p> <p>We use should and should not give advice, opinions, to talk about what we think is right or wrong (correctness) to make suggestions, or to talk about obligation.</p>

Example:

- *He should exercise every day. (Advice)*
- *She should wear black sandals with this dress. (suggestion)*
- *We should respect our elders. (obligation)*

The negative of should is should not.

Example:

You should not write on the wall. (correctness)

(10 mins)

‘Should’ and ‘Should not’ activity

Write ‘Playground Rules’ on the board. Tell students to think and tell some playground rules. They must use ‘should’ and ‘should not’ in each rule. Write one rule on the board for students’ understanding. E.g., playground should be used by students to play. Write rules on the board as students give them. Provide students with vocabulary where they needed. Tell the students to write in their notebooks the ‘Playground Rules’.

(10 mins)

Reading and Writing

Tell the students to draw 3 columns in their notebook like the one below

	Affirmative	Negative	Interrogative
	Things we should do	Things we should not do	Should we do this?
1			
2			
3			
4			
5			

Tell them to categorize sentences from board into ‘should do’ and ‘should not do’. Ensure writing five in each of the three columns. In third column, ask them to convert should do sentence into a question. Move about in the class to monitor students and provide help where needed. Working in pairs, ask students to read each other’s

	<p>sentences and provide feedback. Take rounds and support if needed. (10 mins)</p> <p>Differentiated Plan: Some students might be hesitant or lost in the group work. Change their place. 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> <p>Students who finish earlier should be asked to make some more sentences of their own and add to the list. This way these students will be engaged while others complete their work.</p>
03 mins	<p>Wrap up: Towards the end of the lesson, ask students what they learnt in today’s session. Their learning could be regarding the modal verb’s usage.</p>
02 mins	<p>Homework assignment: Tell the students to write five sentences on what they shouldn’t do so that their house becomes dirty.</p>

Lesson Plan 117

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 10	Unit Title: The Independence Day
LP: 117	Textbook Page/s: 84 – 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify ‘must’ and ‘must not’ as a rule or obligation modal verb
- use ‘must’ in the affirmative, negative, and interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<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.]</p> <p>Then, announce that you are all going to play a game.</p> <p>Before class, the teacher writes sentences like these on small, numbered sticky notes and posts them around the room. Leave out the modal in each sentence. Sentences should look something like this:</p> <p><i>Example: Salman finished a race. He _____ be tired.</i></p> <p>Explain that ‘Must’ is the only possible answer here because Justin finished a marathon, which means that there is a high possibility (certainty) that he is tired.</p> <p>Encourage interaction and facilitate the process of learning throughout. Ongoing assessment will help bridge the gap in learning.</p>
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30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Topic: Tell students that we are going to explore modal verbs in today’s lesson. Especially we are going to work on use of ‘must’ and ‘must not’.</p> <p>Listening and Speaking</p> <p>‘Must’ and ‘Must not’ – Explanation</p> <p>Explain that we can use <i>must</i> and <i>mustn’t</i> to talk about rules and obligations.</p> <p><i>Example</i></p> <ul style="list-style-type: none">– <i>I must do my homework.</i>– <i>We must wear our school uniform.</i> <p>To form the negative, we add “not” after must.</p> <p><i>Example</i></p> <ul style="list-style-type: none">– <i>You must not be late for class.</i>– <i>We must not speak when the teacher's speaking.</i> <p>(10 mins)</p> <p>‘Must’ and ‘Must not’ activity</p> <p>Guess the Job Game</p> <p>Ask them to brainstorm a list of jobs. Ask them to tell you the responsibilities of a teacher. You can use their answers to teach them how to use the following modal verbs:</p> <ul style="list-style-type: none">– <i>Must</i>– <i>Must not</i> <p>They can construct sentences like “you must take care of students,” and “you must not be late for class.” Ask students to write these must sentences on one strip each. Put all strips in the jar. Ask one students to come in front and pull out the strip to read it to a class and ask students to guess.</p> <p>(10 mins)</p> <p>Reading and Writing</p> <p>After that, direct them back to the lists they made earlier for different job and ask them to draw a table like this in their notebook.</p>
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JOBS	Affirmative	Negative	Interrogative
	Things they must do	Things they must not do	Must they do this?
doctor			
teacher			
mechanic			
beautician			
tailor			

Ask them to write similar sentences for the jobs they wrote down. In pairs, students can then discuss their own jobs using modal verbs. Write sentences as to what they must do, what they must not do and also convert things they must do into questions. Move about in the class to monitor students and provide help where needed. Working in pairs, ask students to read each other's sentences and provide feedback.
(10 mins)

Differentiated Plan:

Some students might be hesitant or lost in the group work. Change their place. 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.

Students who finish earlier should be asked to make some more sentences of their own and add to the list. This way these students will be engaged while others complete their work.

03 mins	<p>Wrap up:</p> <p>Turn their written task into a guessing game. Ask each student to choose a job without telling their partner what it is. They can use modal verbs to describe the job and their partner can guess the job. Encourage interaction and facilitate the process of learning.</p>
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02 mins	<p>Homework assignment:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none">1. must stop2. must wear3. must brush4. must not eat5. must not drive6. must wash7. must be8. must visit9. must not have10. must not tell11. must choose12. must not escape13. must eat14. must call15. must tan16. must say
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Lesson Plan 118

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 10	Unit Title: The Independence Day
LP: 118	Textbook Page/s: 84 – 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall 'can' and 'cannot' or 'could' and 'could not' as a possibility, 'should' and 'should not' as an advice or opinion and 'must' and 'must not' as a rule or obligation modal verb
- use 'can', 'could', 'should' and 'must' in the affirmative, negative, and interrogative sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Toy car
- Worksheet

05 mins	<p>Warm up - 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.]</p> <p>Then, announce that you are all going to play a game.</p> <p>Recall the concept taught in previous lessons about</p> <ul style="list-style-type: none"> - Identifying 'can' and 'cannot' or 'could' and 'could not' as a possibility, 'should' and 'should not' as an advice or opinion and 'must' and 'must not' as a rule or obligation modal verb - Using 'can', 'could', 'should' and 'must' in the affirmative, negative, and interrogative sentences. <p>Encourage interaction and facilitate the process of learning throughout. Ongoing assessment will help bridge the gap in learning.</p>
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30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Upset Aunty</p> <p>Tell students that you have a problem you want them to help you with. This can be something as simple as “I’m hungry” or “I don’t know what to do this weekend.” Ask them to give you some advice, obligatory or possibility. Once they do, work with them to flesh it out into a full sentence. Do this by writing a gap fill on the board, such as “You ____ go to a restaurant.”</p> <p>Use this to elicit the following responses:</p> <ul style="list-style-type: none">- must- should- can- could <p>Then, students can practice giving advice with these words. Either give them example problems to answer or have them write some of their own.</p> <p>(15 mins)</p> <p>Reading</p> <p>Ask students to turn to page 87 and 88 to read the sentences from Exercise C. Ask them to identify modal verbs. Underline advice modal verb, circle obligatory modal verb and possibility modal verb. Move about in the class to monitor students and provide help where needed. Working in pairs, ask students to check each other’s responses and provide feedback.</p> <p>Now, ask students to turn to page 88 to read and compare the sentences from Exercise D. Ask them to explore how sentences are changing. Ask students to provide heading to each of the column of the table. Move about in the class to monitor students and provide help where needed. Working in pairs, ask students to check each other’s responses and provide feedback.</p>
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(15 mins)

Writing – Worksheet 2:

Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.

Worksheet answers

1. can
2. must
3. must not
4. could, cannot
5. should
6. must
7. could
8. should not
9. should not
10. must
11. could
12. should
13. must not
14. can
15. must not
16. must not
17. cannot
18. can
19. can

Differentiated Plan:

Some students might be hesitant or lost in the group work. Change their place. Complete a few sample sentences for them. Give them examples and encourage them to complete sentences.

Students who finish earlier should be asked to make some more sentences of their own and add to the list. This way these students will be engaged while others complete their work.

03 mins	Wrap up: Towards the end of the lesson, ask students what they learnt in today’s session. Their learning could be regarding the modal verb’s usage. Encourage interaction and facilitate the process of learning throughout. Ongoing assessment will help bridge the gap in learning.
02 mins	Homework assignment: Ask students to make 10 sentences using different modal verbs.

Lesson Plan 119

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 10	Unit Title: The Independence Day
LP: 119	Textbook Page/s: 84 – 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading and writing sight words
- reading an essay and a dialogue for comprehension and pleasure

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Teacher will begin a casual talk with students asking about how their day has been, what they have been doing? Model and encourage using courtesy words alongside. Encourage interaction and facilitate the process of learning throughout the learning session. Encourage interaction and facilitate the process of learning throughout. Ongoing assessment will help bridge the gap in learning.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will perform dialogues in today's lesson.</p>

Instructions:**Reading and writing:**

Ask students to read the sight words with you and then write it in their notebook.

- independent
- excited
- national
- offering
- prayers
- almighty
- relatives
- decorate
- patriotic
- anthem
- proud

(10 mins)

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 89. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.

Encourage them to give responses. Tell that it is important to use courteous words like please and thank you, so you 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. Encourage interaction and facilitate the process of learning throughout the learning session.

(10 mins)

Reading, Listening and Speaking:

In pairs, ask students to perform the dialogues on page 89 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. Encourage interaction and

	<p>facilitate the process of learning throughout the learning session.</p> <p>(10 mins)</p> <p>Differentiated Plan: Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so he/she could 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 use of ‘please’ and ‘thank you’.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
03 mins	<p>Wrap up (Quiz time): At the end of the class, ask questions like: ‘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.</p>
02 mins	<p>Homework assignment: Revisit sight words from notebook and read page 89 again.</p>

Lesson Plan 120- Review of the chapter

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 10	Unit Title: The Independence Day
LP: 120	Textbook Page/s: 84 – 89	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- using the modal verbs can, could, should and must in the affirmative, negative, and interrogative sentences
- understanding 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:

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up:</p> <p>Enter the class and greet students cheerfully. 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.]</p> <p>Ask how they are feeling today.</p> <p>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>
25 mins	<p>Lesson structure</p> <p>Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate’s work.</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 mins	Wrap up: Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.
05 mins	Homework assignment: Practice difficult vocabulary from the unit

Unit 11 – A Little Boy

Unit Overview

This Unit focuses on respecting others and being polite and kind to them. It establishes the fact that it is natural to feel angry or tell people that we are angry, but it is not right to shout, call names or hit someone or break things. It is essential that we treat others as we wish to be treated ourselves. We listen to others carefully and try to understand that it might not be their mistake. Even if they have made a worldly mistake, we should forgive them.

Model Answers

Exercise A

Answer 1 – People did not like the boy because he had bad habit of getting angry quickly.

Answer 2 – The father scolded the boy because he dropped the glass of milk on the floor.

Answer 3 – The boy felt upset, hurt, and bad.

Answer 4 – The Holy Prophet ﷺ would forgive and that he would never get angry at anybody when someone would make a mistake. He always had love and kindness in his heart.

Answer 5 – The boy promised that he would follow the Holy Prophet ﷺ and be polite and kind to everybody.

Exercise B

This exercise is about different letters to make the k sound at the end of the word. It will assist students through some guidelines and examples so that you will feel more comfortable using 'k' sound at the end of the English word.

Exercise C

Why do you do that? Using [to-infinitive](#) in a sentence

Exercise D

Fill in the blank using the right word

1. sleep
2. play
3. win
4. get
5. feed

6. attend
7. receive
8. reach
9. read
10. decide

Exercise E

Ask students to perform a role play using the dialogues given on page 50 and 51. 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 121

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 11	Unit Title: A Little Boy
LP: 121	Textbook Page/s: 90 – 97	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- read the story
- analyze that it is essential to respect others
- identify the importance of being polite and kind to others.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<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.]</p> <p>Different people have different likes and dislikes. To emphasize that point, you might invite each student to share something he or she likes very much. That could be a food, an activity, a place, or anything else. After students share, ask some of the students to identify things those other students like but they don't like as much. Conclude the discussion by emphasizing that people should treat one another respectfully despite their differences.</p> <p>Ask students to work as a class or in small groups to brainstorm responses to the question, what does "respect" mean to me? Will they mention the "Golden Rule" -- treat</p>
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	<p>others the way you would like to be treated -- as a simple definition of the word?</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will learn about monkeys going to funfair.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Simon says Game (modified version)</p> <p>Explain to students that they will play a version of Simon Says in which only some students will respond to each command. Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate. Lead a game of Simon Says. Provide such directions as</p> <ul style="list-style-type: none"> – Abdullah says, "Everyone with brown eyes, stand up." – Abdullah says, "Everyone who has a dog as a pet, put your right hand on your head." – Abdullah says, "Everyone whose favorite sport is soccer, stand on one foot." – Abdullah says, "Everyone who speaks more than one language, jump up and down." <p>and so on. Choose categories appropriate for your students.</p> <p>At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. The trait they share must be something they didn't know before playing the game. Students might say, for example, "I didn't know that Ahmed spoke Spanish" or "I didn't know that Sana was left-handed."</p> <p>Connect it with lesson and read aloud the unit 'A Little Boy'. Ask students to identify wrong habits of a boy in the text. Ask the following questions.</p> <ul style="list-style-type: none"> – What were the good qualities of the boy? – Why were the parents unhappy with the boy?

	<ul style="list-style-type: none"> - What did the parents advise the boy? - Who scolded the boy and why? - How did the boy feel about being scolded for no reason? - What example did the father share with the boy? <p>(05 minutes)</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>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 93 with the students. Instruct them to write answers in complete sentences in their notebooks. (10 minutes)</p> <p>Differentiated Plan: In written task, facilitate the student facing problem in writing by asking them questions pertaining to the text and probing them to reach to the answer.</p> <p>Those who completes the written task can be asked to create a question from the given text and write the answer as well.</p>
05 mins	<p>Wrap up: 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, ‘Why is it important to respect other and to be kind to them?’</p>
05 mins	<p>Homework assignment: Read Unit 11, Pages 90, 91 and 92 again.</p>

Lesson Plan 122

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 11	Unit Title: A Little Boy
LP: 122	Textbook Page/s: 90 – 97	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- understanding that we can spell the /k/ sound with c, k or ck at the end of words e.g. pic, speak and lock
- understanding that there is usually a consonant, a digraph or a long vowel before k whereas there is usually a short vowel before ck e.g. milk, leak, bike, back, peck, sick, lock and duck

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<p>Recall: 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.]</p> <p>Enter the class with a smile on your face. Gather students together and show them the pre-written message you wrote on the whiteboard or chart paper. Pre-write a short note to your students on the whiteboard or chart paper that contains a variety of words ending in both -ck and -k. Read the message aloud to the class, noting that there are a lot of words that end in the /k/ sound. Tell the class that today they will be practicing reading and spelling words that end in the /k/ sound. They will also learn how to tell if a word ends in -ck or -k. Encourage interaction and facilitate the process of learning throughout.</p>
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30 mins	<p>Lesson structure (Presentation)</p> <p>Instructions:</p> <p>Topic: Tell students they will do k sound in today’s lesson.</p> <p>Listening and Speaking:</p> <p>Write the words “truck” and “task” on the board and ask the students to read each word aloud with you. Explain that while each word ends in the same sound, they are spelled differently. This is because they each use a spelling pattern. A spelling pattern is when certain letters go together in many words in a predictable way. If we recognize the spelling pattern, it will help us to read and spell those words. Tell the students that we use -ck at the end of a one-syllable word if it follows a short vowel, like in the word “truck” and we use -k at the end when there is another consonant after the vowel, like in “task.” Demonstrate reading a few other -ck and -k words by writing them on the board. Circle the ending of each word as you point out if it ends in either -ck or -k. Encourage interaction and facilitate the process of learning throughout. (05 mins)</p> <p>Game</p> <p>Write two columns on the board and label them “-ck” and “-k.” Re-read the message on the board and ask students to give a thumbs up when they hear a word that ends in the /k/ sound. Make two teams. Pause at each word, asking students from one team to come up and circle the word while indicating if the word belongs in the -ck or -k column. Teams with maximum correct answer wins. Review the -ck and -k words when finished and ask students to help you by reading each word aloud with you. Encourage interaction and facilitate the process of learning throughout. (10 mins)</p> <p>Reading</p> <p>Ask them to turn to page 93 and 94, Exercise B. Ask them to work with a pair partner and read the given words. Encourage interaction and facilitate the process of learning throughout. (05 mins)</p>
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	<p>Writing – Worksheet 1: Pass out the worksheet and ask the students to complete it independently. Work with individual students as needed.</p> <p>Worksheet answer</p> <ol style="list-style-type: none"> 1. milk 2. book 3. duck 4. look 5. truck <p>(10 mins)</p> <p>Differentiated plan Some students might find it difficult to identify sounds. Provide students with pre-written cards containing the -ck and -k words used in the beginning of the lesson. Work with students to sort the words by their ending sounds.</p> <p>Students who are comfortable identifying the sound, ask them to come up with additional words ending in -ck and -k and sort them by their spelling pattern.</p>
03 mins	<p>Wrap up: Remind your students how to tell if a word should have a -ck or -k at the end by noticing if there is a short vowel or consonant before the ending sound. Review spelling some -ck and -k words with the class, asking for volunteers to come up and spell the word on the board.</p>
02 mins	<p>Homework assignment: Ask students to read page 93 and 94, Exercise B again.</p>

Lesson Plan 123

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 11	Unit Title: A Little Boy
LP: 123	Textbook Page/s: 90 – 97	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- list out infinitives of verbs,
- write sentences using the ‘to-infinitive’
- use the infinitive clause to talk more about the main clause in the sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Picture cards

05 mins	<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.]</p> <p>Enter the class and greet the students cheerfully. Show the students the set of picture cards, one at a time. Ask the students to identify the action shown on each picture card.</p> <p><i>Example: run, clap, hold, stand</i> Stick the picture cards on the whiteboard.</p> <p>Write the verbs below the picture cards. Tell the students that the action words that are written on the whiteboard are called infinitives of verbs. Write the words ‘infinitives of verbs’ on the whiteboard. Tell them that infinitives of verbs are verbs in their base form.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will identify the use of infinite ‘to’ in today’s lesson.</p> <p>Instructions:</p> <p>Show the students the set of picture cards, one at a time. Construct a simple sentence about the picture using the infinitive of the verb written below it. Then, write it on the whiteboard.</p> <p><i>Example: Sherlock Holmes wanted to run.</i></p> <p>Underline the words ‘to run’ in the sentence. Tell the students that the word ‘to’ is placed just before the infinitive form of the verb. When this is so, it is called the ‘to-infinitive’. Write the words ‘to-infinitive’ on the whiteboard. Then, get the students to construct simple sentences about the remaining pictures on the whiteboard using the infinitives of the verb written below them. Write their sentences on the whiteboard. Get the students to identify the ‘to-infinitive’ in the sentences they constructed by underlining them.</p> <p>Next, show the students some sentences on the board projector, one at a time.</p> <p><i>Example: The man bent down <u>to pick up a wallet on the ground.</u></i></p> <p>Ask the students to identify the main clause in the first sentence shown to the students. Then, underline the infinitive clause in the sentence. Explain to the students that the underlined words are collectively known as an infinitive clause. Point out to the students that the infinitive clause is used to tell more about the main clause in the sentence. Provide the students with more examples to show how the infinitive clause works.</p> <p>(05 mins)</p>
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Game:

Put the class in groups and then have each group sit in a row. Tell them that they are going to play 'Broken Telephone'. The first member of each group will get a sentence from you. The member then must pass on the sentence to the next member seated on the floor who will then pass on the same sentence to the third member and so on. When the sentence gets passed to the last member in the group, he must go to the whiteboard and write the complete sentence out. He also must underline the infinitive clause. The group gets 2 points for writing the perfect sentence and 1 point for underlining the infinitive clause correctly. There will be situations where the sentence is not correct, thus the message that was relayed had broken down. In such cases, deduct the points accordingly. The group member who had written the sentence on the board is then moved to the head of the row and gets the next sentence from you to be passed on to his group members. The group that has the most points wins. Team with maximum points wins the game.

(10 mins)**Reading:**

Divide the class into groups. Ask them to read the Exercise C on pages 94 – 95 and identify all the pink word as infinite. Take rounds and guide students while they read.

(05 mins)**Writing:**

Encourage students to turn to page 95 and 96 and complete exercise D. Answers to be discussed after they complete. Tell students they can share their answers with their partners.

(10 mins)**Differentiated Plan:**

Some students might find it difficult to understand and write infinite words. Gather them on one table while others are busy in their written task and share examples to explain infinite words.

	Some students might quickly finish their work. Ask them to write more sentences with infinite words in it.
05 mins	Wrap up: Repeat the infinite word sentences with students. Encourage them to say the infinite words with you.
05 mins	Homework assignment: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed. Worksheet answers <ol style="list-style-type: none"> 1. They use their keys to open the door. 2. We go to park to play basketball. 3. You use the dictionary to translate essay. 4. He turns left and right to cross the road. 5. She goes to school to learn new things. 6. I use scissors to cut my old notebook. 7. The use the spaceship to explore the moon. 8. Sana and Ahmed use their tablets to play their games. 9. My brother uses the mobile phone to send messages with his friends. 10. I use an avatar to protect myself.

Lesson Plan 124

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 11	Unit Title: A Little Boy
LP: 124	Textbook Page/s: 90 – 97	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading and writing sight words and dialogues

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Flash Cards (Prepare if not available)

05 mins	<p>Warm up:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Teacher will begin a casual talk with students asking about how their day has been, what they have been doing? Model and encourage using courtesy words alongside. Encourage interaction and facilitate the process of learning throughout the learning session. Encourage interaction and facilitate the process of learning throughout. Ongoing assessment will help bridge the gap in learning.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will perform dialogues in today's lesson.</p> <p>Instructions:</p> <p>Reading and writing:</p>

Ask students to read the sight words with you and then write it in their notebook.

- village
- temper
- obedient
- neighbours
- kindness
- unfortunately
- greasy
- slipped
- harshly
- treated
- mistake
- understand
- complained

(10 mins)

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on Exercise E, page 96 and 97. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.

Encourage them to give responses. Tell that it is important to use courteous words like please and thank you, so you 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. Encourage interaction and facilitate the process of learning throughout the learning session.

(10 mins)

Reading, Listening and Speaking:

In pairs, ask students to perform the dialogues on page 96 and 97 with action. Encourage them to perform with actions. Take

	<p>rounds, listen to their dialogues, and ask them to emphasize on the words please and thank you. Encourage interaction and facilitate the process of learning throughout the learning session.</p> <p>(10 mins)</p> <p>Differentiated Plan: Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so he/she could 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 use of ‘please’ and ‘thank you’.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
03 mins	<p>Wrap up (Quiz time): At the end of the class, ask questions like: ‘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’.</p>
02 mins	<p>Homework assignment: Revisit sight words from notebook and read page 96 and 97 again.</p>

Lesson Plan 125- Review of the chapter

Subject: English

Grade: 2

Term: 3rd

Week:

Unit: 11

Unit Title: A Little Boy

LP: 125

Textbook Page/s: 90 – 97

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- Using Infinite 'to' in sentences

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up: 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.]</p> <p>Enter the class and greet students cheerfully. 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 mins	<p>Lesson structure Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate's work.</p> <p>Write the time limit on the board. Keep mentioning the time after every 10 mins. Collect the answer sheets exactly after 30 mins,</p>
05 mins	<p>Wrap up: Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

Unit 12 – What is the Weather Like?

Unit Overview

This Unit is describing weather and seasons. It emphasizes we need to understand that everything (like different seasons and weathers) is good and important in its own way. Allah has created everything with a purpose. This will help inculcate in children the awareness of and the tolerance for personal and cultural differences. It's essential to identify the fact that Pakistan is a blessed country in terms of climate, and this helps develop the feelings of patriotism. Further, this unit helps raise awareness of personal safety and care.

Model Answers

Exercise A

Answer 1 – (Encourage students to write about the weather they like.)

Answer 2 – It is winter season in January in Pakistan.

Answer 3 – It is neither hot nor cold, but the weather is cool.

Answer 4 – In autumn season, leaves fall from trees.

Answer 5 – All seasons are good for nature.

Exercise B

Using word families can help teach beginning spellers that words contain and share patterns. This exercise is about word family list to introduce the sound of words ending with -IGHT. Words: fight, light, night, right, sight, tight, might, blight, bright, flight, fright, knight, plight, slight, height, delight, tonight, midnight, twilight, headlight, flashlight.

Exercise C

Names of the days and the months

Month

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November

12. December

Name of Days

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

Exercise D

Line 1

one o'clock

seven o'clock

Line 2

quarter past two

eight o'clock

Line 3

quarter to three

half past nine

Line 4

half past three

quarter past ten

Line 5

ten past five

eleven o'clock

Line 6

ten minutes to six

half past eleven

Exercise E

This exercise is about questions and answers pertaining to time, days, and months of the year.

Exercise F

Ask students to perform a role play using the dialogues given on page 105. 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 126

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 12	Unit Title: What is the weather like?
LP: 126	Textbook Page/s: 98 – 105	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify weathers and seasons
- analyze that everything (like different seasons and weathers) is good and important in its own way.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pile of clothes

Flash Cards (Prepare if not available)

05 mins	<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.]</p> <p>Put the clothing items in a pile on the table. Gather the students around the table and ask them to sort the clothes into groups. Do not give them any additional specifics. Set the timer for 5 minutes. After the timer has gone off, ask the students to explain how they sorted the clothes. Discuss different ways that the clothes could have been sorted (color, body part, size, etc.). Explain that another way the clothing could be sorted is by season. Explain that the changes in weather cause people to dress differently during the seasons. As a group, sort the clothes according to weather.</p>
30 mins	Lesson structure

	<p>Topic: Tell students they will learn about weathers and seasons.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking: Lead a shared reading. Stop to discuss vocabulary words that appear in the text and ask comprehension questions along the way. Read the story to students and ask questions to reflect on learning from the story. Ask the following questions during the story is being discussed.</p> <ul style="list-style-type: none">- What kind of weather do you like?- What season is it in March in Pakistan?- Is it hot or cold in autumn season in Pakistan?- What season is it in December?- What happens in summer season? <p>Teacher will establish the following points as learning from the text.</p> <ul style="list-style-type: none">- Knowing about the blessed climate of Pakistan and to be grateful to Allah for it.- Inculcating patriotism in children.- Inculcating in children the awareness of and the tolerance for personal and cultural differences.- Understanding that everything (like different seasons and weathers) is good and important in its own way. Allah has created everything with a purpose.- Raising awareness of personal safety and care. <p>Game:</p> <p>Provide flashcards in groups, having things associated with each of the season. Ask students to sort them into four seasons. Take rounds to see and probe correct responses and group with maximum correct responses wins. (15 mins)</p> <p>Reading: Encourage students to read the chapter in pairs. Once done, encourage them to discuss it in pairs. Move</p>
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	<p>around the classroom, listen to their discussions, and guide the students where needed. (05 minutes)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 100 with the students. Instruct them to write answers in complete sentences in their notebooks. (10 minutes)</p> <p>Differentiated Plan: Facilitate the student facing problem in writing by asking them questions pertaining to the text and probing them to reach to the answer.</p> <p>Those who completes the written task can be asked to create a question from the given text and write the answer as well.</p>
03 mins	<p>Wrap up: 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>
02 mins	<p>Homework assignment: Draw four seasons in the notebook.</p>

Lesson Plan 127

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 12	Unit Title: What is the weather like?
LP: 127	Textbook Page/s: 98 – 105	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- read words of the -ight word family e.g. night, might and right

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up - 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.]</p> <p>Enter the class with a smile on your face. Write 5-6 words in a word family on your whiteboard. Start with a simple word family that contains 3-letter words and simple vowel sounds. Begin by introducing students to the "-at" word family. Students should already know these words' meanings and pronunciations.</p> <ul style="list-style-type: none"> - For example, write on the whiteboard: "cat," "hat," "mat," "rat," and "sat," <p>Ask your students to spot the similarities between the words in the family. While some students may initially try to find similarities in the words' meaning, they'll eventually conclude that the words all have the same ending and the same short vowel sound.</p> <ul style="list-style-type: none"> - If students are struggling to grasp the common element, explain that the words all end in "-at" and have the same ending sound.
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	<p>– underline or circle the "-at" of each word with a different colour marker.</p>
<p>30 mins</p>	<p>Lesson structure (Presentation)</p> <p>Instructions:</p> <p>Topic: Tell students they will do -ight word family in today's lesson.</p> <p>Listening and Speaking:</p> <p>Ask students to add new words to the family by moving through the alphabet. After reading the initial 5-6 words out loud to the class, ask students to move through the alphabet from A to Z and try out each letter before the "-at" ending. This will allow the class to complete the list of 3-letter words in the family. Students may think of other words like "pat" and "fat." Assist students if you hand out cards with the alphabet on them.</p> <p>(10 mins)</p> <p>Game</p> <p>Give each student a laminated note card with a word from a word family - ight. Then place full-sized sheets of paper in each corner of the classroom, each with the suffix of a word family on it. Ask the students to move to the corner with the word family that their word fits into. After students have completed the exercise once, re-distribute the cards and ask students to complete the exercise again.</p> <p>For example, place sheets of paper reading "-an," "-am," "-at," and "-ight" in the 4 corners of your classroom. Distribute laminated cards that display words that fit into these word families. So, the student holding a card that reads "might" will move into the corner with the "-ight" word family.</p> <p>(10 mins)</p> <p>Reading and Writing:</p> <p>Divide the class into groups. Ask them to read the words on page 100, exercise B and identify all the -ight words. Take rounds and guide students to read with correct pronunciation while they work.</p> <p>(10 mins)</p>

	<p>Differentiated Plan:</p> <p>Some students find it difficult to speak in front of the class. Encourage them to speak up. Clap for them and praise them so they gain confidence to speak.</p> <p>Some students might speak more during the presentation. Subtly balance their talk time with others.</p>
03 mins	<p>Wrap up:</p> <p>Discuss -ight words and ask students to write some on the board.</p>
02 mins	<p>Homework assignment:</p> <p>Read -ight words again from page 100 exercise B.</p>

Lesson Plan 128

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 12	Unit Title: What is the weather like?
LP: 128	Textbook Page/s: 98 – 105	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- using it and there as the provisional subject of a sentence

Teaching Aids/Materials/Resources:

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

05 mins	<p>Warm up (Game time): 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.]</p> <p>Enter the class and greet the students cheerfully.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be working on the use of ‘it’ and ‘there’ in the sentences in today’s lesson.</p> <p>Instructions:</p> <p>Reading: Divide the class into groups. Ask them to read the sentences and perform as dialogue in pairs on page 103 Exercise E and identify the use of ‘it’ in the sentences. Take rounds and guide students while they work. (10 mins)</p> <p>Listening and Speaking:</p>

	<p>Talk about the use of ‘it’ and ‘there’ as the provisional subject of a sentence.</p> <p>(05 mins)</p> <p>Reading: Divide the class into groups. Ask them to read the sentences on page 104 Exercise F and identify the use of ‘there’ in the sentences. Take rounds and guide students while they work. (10 mins)</p> <p>Differentiated Plan: Some students might find it difficult to identify the use of ‘it’ and ‘there’. Gather them on one table while others are busy and help them realize the use of ‘it’ and ‘there’.</p> <p>Some students might quickly finish reading. Ask them to read again with the partner.</p>
05 mins	<p>Wrap up: Discuss the use of it and there in a sentence.</p>
05 mins	<p>Homework assignment: Ask students to read page 104 Exercise F and page 103 Exercise E.</p>

Lesson Plan 129

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 12	Unit Title: What is the weather like?
LP: 129	Textbook Page/s: 98 – 105	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- explain what a month is
- read on sight high frequency words such as months of the year
- put the months into the correct chronological order

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Calendar
- Post its

05 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Teacher to start the lesson by asking selected students when they have their birthdays. Teacher to scribe the names of each birthday month on to the board. Ask students if they can read through the months that are there. Are there any months missing? Using the small cards teacher to put up the months in the correct order and ask the class to read them out.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that today we are going to do months of the year.</p> <p>Listening and Speaking</p> <p>Months of the year - Explanation</p> <p>Extend the warm up activity by looking at a calendar with everyone (and English one, if possible). Have some fun with the calendar first: ask students to point at holidays such as Independence Day and to point out their birthdays. Ask what month it is now as well as the following (using the calendar):</p> <ul style="list-style-type: none"> – the month Independence Day is in – months other holidays are in (e.g., famous national holidays – this depends on the country and province you are teaching in!) – months for different seasons (e.g., summer months, winter, spring, and fall/autumn) <p>(10 mins)</p> <p>Game "Put the months in order"</p> <p>Before class, prepare some coloured rectangles of card and write the months of the year in thick marker pen on each rectangle of card. Divide students in pairs so make enough sets for each pair. Also, if each month can be written on a different coloured card it will help the students to quickly identify each month. Put your students in pairs and give each pair a set of mixed-up cards. By referring to the calendar, have the pairs put the months in order on the floor or table. Then get everyone to touch each card and repeat after you as you chorus the months of the year paying special attention to the first letter of each word (e.g., "J" for "January"). Run through a few times, getting faster and faster. Finally, get the pairs to mix up the cards and tell them they are going to race to see which pair can put their cards in order first. Say "Ready, steady, go!" and let the students put the cards in order.</p> <p>(10 mins)</p> <p>Reading and Writing</p> <p>Ask them to turn to page 100 and 101, Exercise C. Ask them to work with a pair partner and read the given sentences against each of the month. Then write the names of each of the</p>
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	<p>month in the year and read the sentence provided for each month again like <i>'January is the first month'</i>. Partners should take turns to read and provide feedback to each other. Take rounds and encourage interaction to facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to identify sounds. Provide students with pre-written cards containing the months of the year. Work with students to sequence and read the words by their ending sounds.</p> <p>Students who are comfortable identifying the month names, ask them to come up with days of the week and write the same in their notebook.</p>
<p>03 mins</p>	<p>Wrap up Game "Wall Touch"</p> <p>Give each pair some post it notes or something to stick the cards on the wall with. Ask everyone to randomly stick their cards all over the walls around the room. Then bring everyone into the middle of the room. Shout out "January" and everyone must race over to a January card and touch it. Then "February" and so on (in the correct order) until you make it through all the months. Play another round, this time faster.</p>
<p>02 mins</p>	<p>Homework assignment:</p> <p>Ask students to write the date of their birthday in words, including the month, and draw a picture of them celebrating.</p>

Lesson Plan 130

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 12	Unit Title: What is the weather like?
LP: 130	Textbook Page/s: 98 – 105	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- explain what days are
- name the days of the week
- list key facts about each day

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Calendar
- Worksheet

05 mins	<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.]</p> <p>Enter the class and greet the students cheerfully. Ask students what day is it today? What's so special about the day? Raise discussion and involve all students. It is fun time activity which a teacher can devise.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that today we are going to do days of the week.</p>

Listening and Speaking**Days of the week - Explanation**

Look at a calendar with everyone. Have some fun with the calendar first: ask students to point at days such as Independence Day and to point out their birthdays. Ask what day their birthdays are on this year and point to the days row at the top of each month. Start to teach/ elicit the names of the days as you discuss their birthdays. Ask what day it is today.

(05 mins)

Game "Put the days in order"

Before class, prepare some coloured rectangles of card and write the days of the week in thick marker pen on each rectangle of card. You'll be putting students in groups/pairs so make enough sets for each pair. Also, if each day can be written on a different colored card it will help the students to quickly identify each day. Put students in pairs and give each pair a set of mixed-up cards. By referring to the calendar, have the pairs put the days in order on the floor or table. Then get everyone to touch each card and repeat after you as you chorus the days of the week paying special attention to the first letter of each word (e.g., "Th" for "Thursday"). Run through a few times, getting faster and faster. Finally, get the pairs to mix up the cards and tell them they are going to race to see which pair can put their cards in order first. Say "Ready, steady, go!" and let the students put the cards in order. The winner pair finished first with the correct order.

(10 mins)

Game - Hopscotch

Create hopscotch squares on the floor using masking tape. Write the days of the week on separate pieces of coloured chart paper. Tape a paper in each square of the hopscotch grid. Form the students into a line with their shoes off. Let each student take turns jumping through the hopscotch grid. As they land on each day of the week, have the students say it

	<p>out loud. After the child finishes, she will return to the back of the line. (05 mins)</p> <p>Reading and Writing Ask them to turn to page 101, Exercise C. Ask them to work with a pair partner and read the given sentences against each of the day. Then write the names of each of the days in the week and read the sentence provided for each day again like <i>'Monday is the first day'</i>. Partners should take turns to read and provide feedback to each other. Take rounds and encourage interaction to facilitate the process of learning throughout. Also, ask if they which two days are the weekend? (10 mins)</p> <p>Differentiated Plan: Some students might be hesitant or lost in the group work. Change their place. Complete a few sample sentences for them. Give them examples and encourage them to complete sentences. Students who finish earlier should be asked to make some more sentences of their own and add to the list. This way these students will be engaged while others complete their work.</p>
<p>05 mins</p>	<p>Wrap up - Game "Wall Touch" Give each pair some post it note or something to stick the cards on the wall with. Ask everyone to randomly stick the cards all over the walls around the room. Then bring everyone into the middle of the room. Shout out "Monday" and everyone must race over to a Monday card and touch it. Then "Tuesday" and so on (in the correct order) until you make it through all the weekdays. Play another round, this time faster!</p>
<p>05 mins</p>	<p>Homework assignment – Worksheet 1: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p>

Worksheet answers

A U U F M W E D N E S D A Y B I C P K H
 F H L D F E O P T L P F N L Q E L F V J
 X C Q N P V Q U N Z Q K S F Z I K E E Y
 C Q L G G E E D R Y R H N J N M W U B R
 I R X O H S C C D L G X I M N F E X O F
 Y L R D D T I I K H B J V V L Y U H L P
 J P R A Q F M E F R X S M M T A M K E P
 R D Y P S B Q A P G X C H U U D H K R T
 T P B Y A D N O M G M H K B V N G Y G X
 F H P Z U K Q H A O A A P X A U C G R C
 D T U Q V B U E J G W E Z T K S P X V S
 H B H R O P T S D M M R Y J G J B M S A
 X D N C S M I N N A P H C C D N V V J T
 U J J R K D D J W O W X O W Z M B A W U
 Y J I S O F A F Y M W A I Z L G Z E Q R
 Q A I D H I H Y F I P W V R H T F R G D
 I O D R F U O W M R V G T P A E B C T A
 P Y W I E H F H N Q L C Y B E G W P B Y
 F B T N R L Q L K B P P Y Q H L F T M M
 L D G P Z F M W F B K R D I R V D G O R

Lesson Plan 131

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 12	Unit Title: What is the weather like?
LP: 131	Textbook Page/s: 98 – 105	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- explain what time is
- identify ways of reading time
- connect time to events
- tell time to the hour using an analog clock.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Clock or alternatively make a craft clock craft sheet

05 mins	<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.]</p> <p>Enter the classroom and greet students cheerfully. Start the lesson by bringing in a clock or alternatively make a craft clock craft sheet. Elicit and chorus the word "clock". Then point to number 1 and elicit the number. Point to each number 1-12 in order and elicit the numbers (you can move the hour hand around as you do this). Before class prepare twelve A4 sheets of paper with a number (1-12) written on each piece. Place the numbers randomly around the walls of the classroom at a height where your student can reach them. In class, draw your students' attention to the numbers and say, "Point to number 1". Everyone should point. Then go through all the numbers 1-12. Encourage interaction and facilitate the process of learning.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that today we are going to learn about how to tell time.</p> <p>Listening and Speaking</p> <p>Play "Touch the numbers on the wall"</p> <p>Get everyone standing in the middle of the classroom. Shout "Touch Number 7!". Everyone should run and touch that number. Then go through the rest of the numbers.</p> <p>Write the numbers on the board</p> <p>Along the top of the board write the numbers in order 1-12. Divide the class into 4 teams and get each team to elect a representative to write on the board. Have the 4 students come to the board and tell them they are going to race to write the numbers 1-12. The winner will win a point for their team. Say "Ready – Steady – Go!" and the 4 students race to write the numbers. Then get another 4 students to have a go. At the end the team with the most points is the winner.</p> <p>(05 mins)</p> <p>Time vocab</p> <p>Hold up your clock and set a time (e.g., 4 o'clock). Ask the class "What time is it?". Elicit/teach "It's 4 o'clock". Move the hand to another time and ask again (you can also ask "Please could you tell me the time?"). Go through the hours eliciting the times from the class until they have got the hang of the structures.</p> <p>Practice the gestures</p> <p>Tell students that the clock hands are pointers, which are different from their own hands. Ask students to stand up with both hands reaching up as they repeat "12 o'clock." Tell them their right hand will be the hour hand, and show them how to move their right arm in a clockwise direction as they repeat after you: "1 o'clock, 2 o'clock, 3 o'clock" etc. The left hand will stay pointing straight up to show the position of the minute hand on the hour. Make them stand everyone in front of you. Say "Point your hands at 1 o'clock" and demonstrate how to do this (hold one arm straight up at 12 and the other at 1). Then say "Point your hands at 2 o'clock" ... continue all the way round to 12 o'clock.</p> <p>Review key vocabulary using Vocabulary Cards as you point to the components of the demonstration clock. Tell students that a new</p>
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day starts at midnight, or 12 o'clock. Position the hands to show 12 o'clock. Explain that the **hour hand** and **minute hand** rotate or turn around the clock together. When one full hour, and no extra minutes, have passed, we say it is 1 o'clock. Demonstrate on the clock.

Show students that the hour hand is shorter, and the minute hand is longer. Point from the hour hand to the one on the clock and have them repeat "1 o'clock."

Explain to the students that today they will be thinking about time. Say, "We do many different activities throughout the day. Some we do in the morning, others we do in the afternoon. There are also important things we do at night! Today we will be thinking about all the things we do at school. Can anyone tell me if we are at school in the morning, afternoon, or at night?" Remind students that it takes one hour for the hour hand to point to the next number on the clock.

Create three lists on the board: One Hour, One Minute, and One Second.

Display the sentence frame, "____ takes about one hour." Instruct students to brainstorm with a partner using the sentence frame. Choose a few volunteers to share ideas. For example, soccer practice, math class, or a nap all take about one hour.

Tell students that there are 60 minutes in an hour. Display the sentence frame, "____ takes about one minute." Students should share with partners first and then volunteer examples of activities that take a minute, such as putting your shoes on, making your bed, or brushing your teeth.

Tell students that there are 60 seconds in one minute. Display the sentence frame, "____ takes about one second." Ideas such as clapping, jumping, or saying "yahoo!" can be listed for reference. Discuss the class daily schedule as you show students the time on your clock.

Think aloud, "I know school starts at 8:10 a.m. So, at 8 o'clock in the morning, many students are arriving at school. See, the minute hand points to 12 and the hour hand points to eight. What are we doing one hour later at 9 o'clock in the morning?"

If personal clocks are available, instruct students to show you times to the hour on personal clocks.
 Discuss what the class is doing on the hour throughout the day.
 Create a poster for visual reference as you teach students the meaning of the following terms: in the morning, in the afternoon, in the evening and at night.

Review key terms by displaying Vocabulary Cards and instruct students to add words to the Bilingual Glossary (optional).
(15 mins)

Reading and Writing - Worksheet 2:

Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.

(10 mins)

Worksheet answers

<i>In the morning</i>	<i>In the afternoon</i>	<i>In the evening</i>
I brush my teeth in the morning at 6 o'clock.	I play basketball in the afternoon at 12 o'clock.	I wear nice dress in the evening at 6 o'clock.
I comb my hair in the morning at 7 o'clock.	We read books together in the afternoon at 1 o'clock.	We wash dishes in the evening at 7 o'clock.
You go to school in the morning at 8 o'clock.	You take lunch in the afternoon at 2 o'clock.	You wash hands in the evening at 6 o'clock.
I dress up for school in the morning at 8 o'clock.	I eat ice-cream in the afternoon at 3 o'clock	They play in park in the evening at 7 o'clock.
I got late in the morning and reach school morning at 9 o'clock.	I do exercise in the afternoon at 4 o'clock	I go for swing in the evening at 6 o'clock.

Differentiated Plan:

	<p>Some students might be hesitant or lost in the group work. Change their place. Complete a few sample sentences for them. Give them examples and encourage them to complete sentences.</p> <p>Students who finish earlier should be asked to make some more sentences of their own and add to the list. This way these students will be engaged while others complete their work.</p>
03 mins	<p>Wrap up: Ask volunteer students to share their responses. Give feedback and consolidate learning. Ensure interaction and facilitate the process of learning by ask students to adjust answer if still incorrect.</p>
02 mins	<p>Homework assignment: Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p>

Lesson Plan 132

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 12	Unit Title: What is the weather like?
LP: 132	Textbook Page/s: 98 – 105	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 to the half hour on analog and digital clocks,
- record o'clock and half past times in words,
- identify the term quarter (in the context of quarter of the way around the clockface or quarter of the way to complete the clockface).

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Remind all the students about the previous discussions on clocks by using a large handheld clock. Ask if they remember what the long and shorthand mean, what direction the clock moves in, and then give a few examples and have the class answer them. Display a demonstration analog clock with mechanical arms that show how the hour and minute hands move together. Choose a few students to share out examples. For example, "Clocks show what time school starts," or "Clocks show when it is bedtime." Tell students that the demonstration clock is an example of an analog clock, a type of clock that shows the numbers from 1-12 and has moving hands.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that today we are going to learn about how to tell time.</p> <p>Listening and Speaking</p> <p>Half Past- Explanation</p> <p>Draw a whole pepperoni pizza on the whiteboard. Ask the students how they would share this pizza between two people. Reiterate that to share the pizza equally with two people, it must be cut in half equally. Draw a dashed line vertically down the middle of the pizza. Draw an analog clock next to the pizza. Ask the students to count from 1 to 12 as you write the numbers on the clock. Place the hour hand, or the shorter hand, on the clock halfway between 1 and 2. Place the minute hand, or the longer hand, on the clock directly pointing at 6. Tell the students that the minute hand is always on the 6 for the half hour. Tell that the clock says one thirty. Tell that one thirty is between 1 o'clock and 2 o'clock. Demonstrate on an analog clock what 1 o'clock, one thirty, and 2 o'clock look like. Ask the students what two thirty looks like. Continue around the clock until all half hours have been demonstrated.</p> <p>(05 mins)</p> <p>Do the Clock Craft-sheet</p> <p>Before class print out the clock shape craft sheet – enough so that each student has one. You can either cut out the shapes before class or ask students to cut out the shapes in class. Arrange fasteners for each clock to fasten the arms to the clock. After constructing the clocks, put students in pairs. First model the activity with a student. Student A sets a time on his/her clock and asks, "What time is it?" or "Please could you tell me the time?". Their partner answers. Each pair takes it in turn to ask each other. Focus more on half past concept to be practiced.</p> <p>(10 mins)</p> <p>Quarter to and Quarter Past - Explanation</p> <p>Explain that at minute 15, we say it's "quarter past". Or we say, it's "quarter after". Both "quarter past" and "quarter</p>
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after” are equally correct. So, when it’s 7:15, we say it’s “quarter past seven”. Or when it’s 1:15, we say it’s “quarter after one”. At minute 45, we say it’s “quarter to” the next hour. For example, at 5:45, we say it’s “quarter to six” (or 15 minutes before 6:00). At minute 30, we say it’s “half past”. So at 9:30, we would say it’s “half past nine” (or half an hour after 9:00). Again, please remember that it’s okay to say “It’s 7:15”. Or “It’s 5:45”. But you will definitely hear people say “It’s quarter after seven”. Or “It’s a quarter to six”.

(05 mins)

Game "What time do you?"

Still using the clocks, students are going to show the time they usually do things. Ask the class questions, such as "What time do you usually wake up?" (If they are not sure you can use gestures to show what you mean). As you ask the questions, everyone should move the hands on their clock to the time they do these activities. Then select some students to orally tell you their time (e.g., "I wake up at quarter to 7).

Concentrate on half, quarter and "o'clock". Ask the time for: eat breakfast / lunch / dinner, go to bed, go to school, leave school, take a bath, do homework, brush teeth, etc.

(05 mins)

Writing




























Ask them to turn their page of textbook to page number 102 and read exercise D. Explain and model the task and ask students to complete the exercise working with partner.

(05 mins)

Differentiated Plan:

Some students might find it difficult to read time in quarters and half past. Gather them on one table and provide additional support through examples

Other who may finish their work earlier, ask them to make some clocks on their own in their notebook and create 2 hands to show time representing quarter to, quarter past and half past for others to solve.

<p>03 mins</p>	<p>Wrap up (Quiz Time):</p> <p>Towards the end of the lesson, ask students what they learnt in today’s lesson. Discuss answer and consolidate learning. Encourage interaction and facilitate the process of learning throughout.</p>																		
<p>02 mins</p>	<p>Homework assignment – Worksheet 3:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <table border="1" data-bbox="630 892 1068 1333"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Quarter past <u>1</u></td> <td>Quarter past <u>5</u></td> <td>Quarter past <u>11</u></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Quarter past <u>6</u></td> <td>Quarter past <u>12</u></td> <td>Quarter past <u>9</u></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Quarter past <u>10</u></td> <td>Quarter past <u>3</u></td> <td>Quarter past <u>7</u></td> </tr> </table>				Quarter past <u>1</u>	Quarter past <u>5</u>	Quarter past <u>11</u>				Quarter past <u>6</u>	Quarter past <u>12</u>	Quarter past <u>9</u>				Quarter past <u>10</u>	Quarter past <u>3</u>	Quarter past <u>7</u>
																			
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Quarter past <u>10</u>	Quarter past <u>3</u>	Quarter past <u>7</u>																	

Lesson Plan 133

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 12	Unit Title: What is the weather like?
LP: 133	Textbook Page/s: 98 – 105	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading and writing sight words
- reading a dialogue for comprehension and pleasure

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<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.]</p> <p>Enter the classroom and greet students cheerfully. Ask students, 'Am I late today? Discuss with students that why should one reach on time?</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will practice some sight words and perform dialogues.</p> <p>Instructions:</p> <p>Reading and writing:</p> <p>Ask students to read the sight words with you and then write it in their notebook.</p> <ul style="list-style-type: none"> - weather - snowy - station - clouds

- thunderstorm
- foggy
- windy
- rainy
- lightning
- bloom
- autumn
- purpose

(10 mins)

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on Exercise G, page 105. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.

Encourage them to give responses. Tell that it is important to use courteous words like please and thank you, so you 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. Encourage interaction and facilitate the process of learning throughout the learning session.

(10 mins)

Reading, Listening and Speaking:

In pairs, ask students to perform the dialogues on page 100 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. Encourage interaction and facilitate the process of learning throughout the learning session.

(10 mins)

Differentiated Plan:

Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so

	<p>he/she could 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 use of 'please' and 'thank you'.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
05 mins	<p>Wrap up (Quiz time): At the end of the class, ask questions like: '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.</p>
05 mins	<p>Homework assignment: Revisit sight words from notebook and read page 100 again.</p>

Lesson Plan 134- Review of the chapter

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 12	Unit Title: What is the weather like?
LP: 134	Textbook Page/s: 98 – 105	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify time, days, and months of the year

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up: 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.]</p> <p>Enter the class and greet students cheerfully. 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 mins	<p>Lesson structure Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate's work.</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 mins	Wrap up:

	<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 13 – I Listen

Unit Overview

This Unit emphasizes on developing the habit of speaking less and listening more. It is very essential that when someone is talking, we do not interrupt. We shall wait until they have finished, and it is our turn to speak. Similarly, when a teacher is teaching, we should be listening to them attentively. If we need to ask anything, we should raise our hand and speak after the permission. This helps develop habit of careful thinking before we speak or do anything and learn from the experiences of others. It makes us wise and helps us never regret of any confidential, unsuitable or unnecessary things slip out of the mouth.

Model Answers

Exercise A

Answer 1 – By “until he is through” poets means until he stops talking.

Answer 2 – By “until there is cue” poets means until I understand.

Answer 3 – People learn new things by canceling and undoing.

Answer 4 – Listening made the poet wise.

Answer 5 – Talking made the poet regret.

Exercise B

Learning to recognize rhyming patterns in language is an essential skill for emergent readers. As students manipulate words and sounds to create simple rhymes, they become aware of word and letter patterns that will help them develop decoding skills. This exercise enables students to find rhyming words in the poem. Teacher will assist students to go through activity to identify rhyming words.

Through, cue, due, new, review, undo, grew and rue.

Exercise C

Silent letters are letters in words that appear to have no sound when the word is pronounced. Silent letters are important for good English pronunciation, and comprehension. This exercise is about identifying silent letters in the spelling of English words.

Exercise D

Correct Spellings

1. This book is about good manners.
2. You look very well today.
3. They are coming home tomorrow.
4. Which doctor did you see yesterday?
5. He was wearing a white T-shirt.
6. Please wipe your feet before entering.
7. Can you lick your plate clean?
8. She spends a lot of money on books.
9. Cut this paper into small circle.
10. Do you know an easy way to thread a needle?

Exercise E

Exercise E helps students to identify and sort common and proper nouns. Common noun to be introduced by providing flashcards of common noun in groups and ask students to sort them into people, places, and things to be displayed in the class. Similarly, asking students to categorize proper nouns and have a gallery walk.

Exercise F

Correct punctuation mistakes.

1. I wish you were coming with me.
2. The name of my younger sister is Faiqa.
3. Why did you choose this colour?
4. Mangoes, strawberries, grapes, and plums can taste sour sometimes.
5. You need to comb your hair.
6. Ouch! I twisted my ankle.
7. Please, remember to turn the tap off.
8. He looked out of the window.
9. Look over there, there is a rainbow in the sky.
10. Did you tell your mother about it?

Exercise G

Ask students to perform a role play using the dialogues given on page 109 and 110. 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 135

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 13	Unit Title: I Listen
LP: 135	Textbook Page/s: 106 - 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- read the given poem
- identify the importance of speaking less and listening more
- infer that we should seek Allah’s help in times of need and that he never leaves us alone

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

03 mins	<p>Warm up (Game time): 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.]</p> <p>Introduce the poem by discussing the title ‘I listen’ and ask students to look at the pictures on page 106 of the textbook. Ask the students to make predictions regarding what they think the poem might about be. Elicit responses from the students and appreciate each response.</p>
30 mins	<p>Lesson structure</p> <p>Topic:</p> <p>Instructions:</p> <p>Speaking and Listening</p> <p>Ask students the following questions.</p> <ol style="list-style-type: none"> 1. Has anybody ever gotten mad at you because you weren’t listening to them? What happened? 2. How does it feel when someone won’t listen to your ideas or opinions?

3. What are some reasons why people don't listen?
4. What's wrong with not listening when someone is talking to you?

Model listening skills by having one student describe a favorite activity and tell why he or she likes it. After two or three minutes, restate what was said by saying, "I heard you say that..." Ask the students to tell you ways that you showed you were a good listener.

(10 min)

Reading

Excite them by saying let's read the poem. Read the poem and discuss the following points while reading for second time.

- Developing the habit of speaking less and listening more.
- When someone is talking, we do not interrupt. We wait until they have finished and it is our turn to speak.
- When a teacher is teaching, we listen to them attentively. If we need to ask anything, we raise our hand and speak after the permission.
- We carefully think before we speak or do anything.
- If we have a gut feeling that something is not right, we become careful and avoid doing it.
- Listening makes us wise. We learn many new things and good pieces of advice when we listen more and speak less.
- Confidential, unsuitable or unnecessary things slip out of the mouth of talkative people, for which they regret later.

(10 min)

Reading:

Divide the class into groups. Ask them to read the poem on pages 76 and identify all the rhyming words. Take rounds and guide students while they work.

Writing – Exercise A:

Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 107 with the students. Instruct them to write answers in complete sentences in their notebooks. **(10 minutes)**

	<p>Differentiated Plan:</p> <p>Facilitate the student facing problem in writing by asking them questions pertaining to the text and probing them to reach to the answer.</p> <p>Those who completes the written task can be asked to create a question from the given text and write the answer as well.</p>
05 mins	<p>Wrap up:</p> <p>Ask students what they have learned in today’s class. Ensure students’ talk time is more than yours. Encourage those who have not yet spoken to participate in the discussion.</p>
02 mins	<p>Homework Assignment:</p> <p>Ask students keep a daily journal of how listening or not listening affected their day and draw associated pictures in their journals. Discuss at the end of the day some of these experiences.</p>

Lesson Plan 136

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 13	Unit Title: I Listen
LP: 136	Textbook Page/s: 106 - 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- recall what rhyming words are
- identify rhyming words
- make rhyming words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Rhyming cards of ‘cat’, ‘bat’ and ‘hat’, and ‘log’, ‘dog’, and ‘frog.’

05 mins	<p>Warm up - 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.]</p> <p>Recall and discuss rhyming words:</p> <ul style="list-style-type: none"> - Can you name a real or pretend word that rhymes with rice? - How do you know if two words rhyme? - Where do we often find rhyming words? (songs, poems) <p>Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that we are going to do rhymes today.</p>

Listening and Speaking:**Match The Rhyming Team**

Use two sets of rhyming cards for this – for example, ‘cat’, ‘bat’ and ‘hat’, and ‘log’, ‘dog’, and ‘frog.’ Ask students to stand up. Randomly give out one set of rhymes to half the children, and the other set of cards to the other half.

Stick one picture from each set on the wall on either side of the room – for example a ‘bat’ on one wall, and a ‘dog’ on the opposite wall. Say, ‘Go!’ The students are going to try to stand next to the wall where there is a picture that rhymes with their card. When they’ve had a go, and you’ve ironed out any problems, get them all back in the middle again, and get them to swap cards with others. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Game - Rhyme or no Rhyme

Choose 2 words with the same ending letter and write them on the board.

For example, cat, mat, part

When students look at the words, they can notice that all 3 words end in /t/, but only two of them rhyme and have that same ending sound of /at/. Do this with any three words (top, mop, clap). Ask students to find which word doesn’t belong. Ask students to generate a new word that rhymes with the “misfit.” Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Reading and Writing – Worksheet 1:

Ask students to read the poem on page 106 then turn to page 107, Exercise B and complete the exercise with rhyming words.

Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next

	<p>class aloud, allowing students to adjust their answers as needed. Encourage interaction and facilitate the process of learning throughout.</p> <p>Worksheet answers</p> <ol style="list-style-type: none"> 1. Cat – rat, bat, fat, flat, bat, that 2. Book – cook, took, hook, shook, mooc 3. Fish – dish, Kish, knish, lish, squish, swish, Tish, Trish, wish, wish 4. School – misrule, school, kool, module, mule, preschool, ruthful. 5. Red – head, bed, bled, bread, bred, dead, dread, dred, fed, fled. 6. Hair – there, where, square, care, flare, lair, blare, tear. 7. Ten – gain, ben, benn, benne, bren, brenn, brenne, chen, chien, dehn, dehne, den 8. Man – bran, can, cann, chan, clan, dan, dann, duan, fan, flan, gan, gran, nan, pan, plan 9. Boy – choy, cloy, coy, croy, doi, Floy, foy, goy, hoy, joy, ploy, poi, roi, Roy, soy, stroy, toy, troy 10. Box – rock's · rocs ; sarks · scrumpox ; seedbox · shadowbox ; sheeppox · shoughs ; smocks · socs 11. Old – bold, bowled, cold, doled, fold, gold, hold, holed, mold, mould, polled, rolled, scold. <p>(10 mins)</p> <p>Differentiated Plan: Some students might find it difficult to rhyme words whereas fast learners might cause disruption as will be done quickly. Tell fast learners to support group members to make rhymes.</p>
<p>03 mins</p>	<p>Wrap up:</p> <p>Close by having one or two students come up to pick up a flash card and say tell three rhyming words for the word that appears in the flash card. Encourage interaction and facilitate the process of learning throughout.</p>

02 mins	<p>Homework assignment – Worksheet 2:</p> <p>Pass out the worksheet and ask the students to work independently to complete it at home. Then review each of the questions and answers of the worksheet in next class aloud, allowing students to adjust their answers as needed.</p> <p>Worksheet answers</p> <ol style="list-style-type: none">1. big, wig, dig2. sat, hat, cat3. bike, like, hike4. top, mop, hop5. cake, bake, take6. mad, dad, bad7. king, sing, ring8. sit, hit, kit
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Lesson Plan 137

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 13	Unit Title: I Listen
LP: 137	Textbook Page/s: 106 - 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Silent words

- identify that some English words are spelt with silent letters
- identify and read words with the silent letter combinations

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

05 mins	<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.]</p> <p>Then, announce that you are all going to play a game.</p> <p>Ask the students to tell some words that start with the letters 'r', 'n', 'w', 'k'. (possible answers: rope, right, run, ran, rat, rose, nose, not, none, net, no.) Appreciate the students by saying well done/ good/ very good for the words they tell.</p>
30 mins	<p>Lesson structure</p> <p>Topic</p> <p>Tell students that today you will be talking about silent letters. Explain that silent letters are letters that are spelled but are not pronounced. These letters can come at the beginning, middle, and end of words.</p>

Listening and Speaking:

Write the following sentence on the board:

“I knit you a glove that covers you from your thumb to your wrist.”

Ask students to come to the board and circle words that contain silent letters. Support students to see that there are three silent letters in this sentence: the K in knit, the B in thumb, and the W in wrist.

Reading and Writing:

Silent word rules: Explain that there are silent letter rules that will help you recognize when letters should be silent. Tell students that there are many silent letters and many rules, but today we are focus on three letters and rules.

Write these three rules at the top of the board:

- i. the letter K is silent when it comes before the N at the beginning of a word (kn) means there are many words which start with ‘kn’ where ‘k’ sleeps and ‘n’ is awake
- ii. the letter B is silent when it comes after the M at the end of a word (mb), and
- iii. the letter W is silent with comes before the R at the beginning of a word (wr). Leave space under each. Tell the students that many words start with ‘wr’ where ‘w’ sleeps and ‘r’ is awake. So it is pronounced as ‘r’ (‘w’ is silent).

Ask students to brainstorm a list of words following these three silent letter rules. Write the list of words under each rule. Practise words with students. Draw the diagram given below on the board. Fill it with words that students answer.

‘w’ words	‘r’ words	‘wr’ words
watch, win, wow, water, wonderful, white, wife, wish, window	rope, right, run, ran, rat, rose, rate, risk, row	write, wrong, wrap, wrist
‘k’ words	‘n’ words	‘kn’ words

king, key, kitten, kite	nose, not, none, net, no	knee, kneel, knew, knife, knit, knot, knock
silent t	silent s	silent b
fasten, listen, castle	island, aisle,	lamb, thumb, numb

Ask the class to read the words written in 'w', 'r', 'k', and 'n' columns on the board aloud. You must correct if they read it wrong. Ask the students to come to the board and add any word they want to add to the list of 'w', 'r', 'k' and 'n' words. Ask the students to read the same words with partners and copy the table in their notebooks.

(20 mins)

Game

Distribute whiteboards to each student. Tell students that you will say different words aloud and they will write down what you say on their whiteboards and then hold them up to show. Say words, one at a time, that contain silent letters following the three rules stated above (e.g., knight, lamb, and wrinkle). Ask students to hold up their whiteboards after writing each word so that you can check to see that they are writing each word with the correct silent letters. Say more words, one at a time, that contain words with silent letters (e.g., "write, wrong, knowledge, scene"). Ask students to write the words and hold up their whiteboards so that you can check to see that they are writing each word with the correct silent letters.

(10 mins)

Differentiation Plan

For students who find it difficult to identify or read silent letter words, use a notecard to break up the story from the Silent Letter Search into manageable sections.

Students who finish their work earlier, ask them to think of other examples of silent letters. Ask students to write down examples of words with these silent letters and the

	rule that they follow (e.g. the N is silent when it comes after M at the end of a word as in column and solemn).
03 mins	<p>Wrap up:</p> <p>Ask students to think-pair-share the Three Ws. Ask them to think about what (what they learned about today), so what (why it is useful), and now what? (How it fits into what they are learning and where they are going with their learning). Ask students to share their ideas with a neighbor and then call on students to share their ideas with the class.</p>
02 mins	<p>Homework assignment:</p> <p>Ask students to read Exercise C from textbook page 107 as homework. Ask students to find more words with silent letters and note them in notebook.</p>

Lesson Plan 138

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 13	Unit Title: I Listen
LP: 138	Textbook Page/s: 106 - 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- distinguish long vowels from short vowels and
- identify the spelling-sound correspondences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- White board; dry erase marker; scrap paper; white paper 9 ½"X13"; crayons or markers; stencil with large capital letters (optional)

05 mins	<p>Warm up: Enter the class and greet students cheerfully. 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>Fun Activity: Write the word “Charades” on the board and ask for a show of hands to see how many of your students have ever played the game. Practice a quick game with the students by acting out simple words and having the students guess the correct answer.</p>
30 mins	<p>Lesson structure Performance time!</p> <p>Instructions: Topic: Tell students that we are going to play around with spelling in today’s lesson.</p>

Listening and Speaking:

Create a T-chart on the board and write "Short Vowels" on the left and "Long Vowels" on the right. Remind students that vowel can create different sounds based on their position in each word. Ask students to think-pair-share as they try to think of words that can be placed on either side of the T-Chart. After two minutes, allow students to share their answers and transfer them onto the board.

Heads up Game:

Explain to the students that today you would like to play "Heads Up!" with them, a game that is very similar to charades.

Demonstrate the rules of the game by drawing a card from one of the clear bags and holding it up to your forehead, have a volunteer come up to the front and act out the word whilst you attempt to guess it.

Once you have discovered the mystery word, tell the students that it is also your job to decide whether the word has a long or short vowel sound in it.

Explain to the students that long vowel cards will be written in red and short vowel cards will be written in blue and that you cannot earn a point unless you are able to guess the word on the card and correctly decide whether it carries a long or short vowel sound.

Allow students to play "Heads Up!" by dividing them into groups of two and issuing a plastic bag to each player.

Remind them that they cannot earn a point unless they guess the word and the vowel sound correctly.

Allow them to keep track of their score on a sheet of notebook paper and to switch cards with other groups of students who have finished when they have completed their bag.

(20 mins)

	<p>Reading and Writing – Worksheet 3: Ask students to read the sentences on page 108, exercise D, and complete the exercise by correcting the spellings in each sentence. Take rounds and facilitate learning as students are on task. (10 mins)</p> <p>Differentiated Plan: Some students might find it difficult to understand the concept. Sit with them and explain them. Use examples to explain. Create a separate stack of index cards for below level students that have a drawing next to each word for easier decoding.</p> <p>Some students might finish earlier and may disturb others. Challenge above level students by asking them to spell the word on their forehead in addition to guessing it and deciding whether it has a long or short vowel sound.</p>
03 mins	<p>Wrap up: Say aloud words and ask students to spell them. Correct if they spell it wrong.</p>
02 mins	<p>Homework assignment:</p> <p>Ask students to play hangman with parents and write 5 new words in their notebook.</p>

Lesson Plan 139

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 13	Unit Title: I Listen
LP: 139	Textbook Page/s: 106 - 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify common punctuation marks.
- use common punctuation marks.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up:</p> <p>Enter the class and greet students cheerfully. 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>Explain to the class that punctuation is the usage of marks to make the meanings of sentences clearer. Ask students to name some punctuation marks that they already know.</p>
30 mins	<p>Lesson structure Performance time!</p> <p>Topic:</p> <p>Listening and Speaking:</p> <p>Write down a few non-punctuated sentences on the board. For example: I went to the park yesterday I had a great time What did you do yesterday. Ask the students to suggest ways to punctuate the sentences.</p>

	<p>Red light, Green Light Game</p> <p>Take them outside to play Punctuation Red Light, Green Light. Follow the activity instructions as closely as you can. Hand out a copy of any grade-appropriate reading book to each student. Follow the instructions to Gotcha! A Punctuation Read Aloud Game. However, instead of working with each student one-on-one, have students form small groups. Conduct the activity once with each group. Each time you visit a group, have the other groups read the book on their own.</p> <p>(10 mins)</p> <p>Writing</p> <p>Ask students to read the sentences on page 108, exercise E, complete the exercise by correcting the punctuation mistakes in each sentence. Take rounds and facilitate learning as students are on task.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to punctuate sentences. Sit with them and explain them. Use examples to explain.</p> <p>Some students might finish earlier and may disturb others. Challenge above level students by asking them to create a non-punctuated sheet for others to solves.</p>
03 mins	<p>Wrap up:</p> <p>Review the correct ways to use common punctuation marks. Marks you should cover are the period, comma, question mark, and exclamation point.</p>
02 mins	<p>Homework assignment:</p> <p>Read unit 14 on pages 111 and 112 for punctuations used within the text.</p>

Lesson Plan 140

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 13	Unit Title: I Listen
LP: 140	Textbook Page/s: 106 - 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading and writing sight words
- reading an essay and a dialogue for comprehension and pleasure

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up:</p> <p>Enter the class with a smile on your face. 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.]</p> <p>Play Chinese whisper with students and talk about the importance of listening carefully and what could be the possible repercussion of not listening.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will perform dialogues in today's lesson.</p> <p>Instructions:</p> <p>Reading and writing:</p> <p>Ask students to read the sight words with you and then write it in their notebook.</p> <ul style="list-style-type: none"> - through - cue

- due
- advice
- ponder
- review
- guts
- cancel
- undo
- learnt
- grew
- wise
- rue

(10 mins)

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 109 and 110. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.

Encourage them to give responses. Tell that it is important to use courteous words like please and thank you, so you 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. Encourage interaction and facilitate the process of learning throughout the learning session.

(10 mins)

Reading, Listening and Speaking:

In pairs, ask students to perform the dialogues on page 109 and 110 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. Encourage interaction and facilitate the process of learning throughout the learning session.

(10 mins)

	<p>Differentiated Plan:</p> <p>Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so he/she could 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 use of ‘please’ and ‘thank you’.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
03 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like: ‘What polite words should we use?’</p> <p>Encourage them to reply, ‘We should use words like thank you and please.’ Point to the flash cards of please and thank you.</p>
02 mins	<p>Homework assignment:</p> <p>Revisit sight words from notebook and read page 109 and 110 again.</p>

Lesson Plan 141- Review of the chapter

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 13	Unit Title: I Listen
LP: 141	Textbook Page/s: 106 - 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Spelling and Punctuation
- Rhyming word

Teaching Aids/Materials/Resources:

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up:</p> <p>Enter the class and greet students cheerfully. 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.]</p> <p>Ask how they are feeling today.</p> <p>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 mins	<p>Lesson structure</p> <p>Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate's work.</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 mins	<p>Wrap up:</p>

	Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.
05 mins	Homework assignment: Practice difficult vocabulary from the unit

Unit 14 – A Frog in a Swamp

Unit Overview

This unit focusses on the importance of obeying parents and not doing anything without asking them first. It leads to our safety as they are experienced adults and know better what should be done. Therefore, we need to carefully think before we speak or do anything. Also, good friends always give a good piece of advice and help in need. We need to admit our mistake, learn from it, and try not to repeat it. And most importantly, when we seek Allah’s help in times of need, He never leaves us alone.

Model Answers

Exercise A

Answer 1 – There were three frogs in the pond.

Answer 2 – One frog went to the forest.

Answer 3 – One frog got stuck in the swamp.

Answer 4 – The other frog brought long stick from the forest.

Answer 5 – Both the frogs held one end of the stick and extended the other end of the stick to their friend. When the frog in the swamp held the stick tightly, they pulled him out slowly and saved him.

Exercise B

Rearrange letters to make words.

- | | |
|----------|-----------|
| - ring | - quick |
| - thirty | - tape |
| - spend | - citrus |
| - turban | - phonics |
| - when | - hobby |

Exercise C

Fill in the blanks to finish words

teach	shops	thirsty	dolphin	weather
where	writing	bank	trust	centre
card	kick	logic	wear	click
next	drop	grave	sorry	honor
today’s	flakes	complete	online	stole
strike	attitude	habit	hobby	mingle

Exercise D

Match columns

1. consonants
2. vowels
3. sky letters
4. root letters
5. grass letters
6. a capital letter
7. a lower case letter
8. a two-letter phonetic word
9. a two- letter sight word
10. a three-letter sight word
11. a three-letter phonetic word
12. a six-letter sight word
13. A six-letter phonetic word
14. A short vowel word
15. a bossy r word
16. a magic e word
17. A long vowel word
18. a word with double 'o'.
19. a word of '-ight' word family
20. a word with silent h

Exercise E

Correct the sentences

1. These clothes are clean and pressed.
2. We were waiting outside.
3. She did not eat before the break.
4. They haven't washed their hands.
5. Please do not stand in the way.
6. Will you answer my questions?
7. I am going to the mosque to offer the Zohar prayer.
8. Hassan drinks milk in the afternoon.
9. I should wait for my turn like everyone else.
10. We could not take the last test.

Exercise F

Ask students to perform a role play using the dialogues given on page 115 and 116. 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 142

Subject: English	Grade: 2	Term: 3 rd
Week:	Unit: 14	Unit Title: A Frog in a Swamp
LP: 142	Textbook Page/s: 111 – 116	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- read the story
- identify the importance of obeying parents and not doing anything without asking them first.
- analyze that we should always be careful about our safety.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up (Brainstorming): 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.]</p> <p>Ask students</p> <ul style="list-style-type: none"> - Do we listen to our parents? - What if our parents ask us not to do something? - Why do we need to take permission from parents?
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will learn about obeying parents.</p> <p>Instructions:</p> <p>Listening and Speaking Game: Tell students that they are going to play a game. One player is designated Mother — it can be a girl or a boy — and all the others are Children. Standing on opposite sides of a room or</p>

field the children take turns asking, “Mother may I _____?” filling the blank with a suggested movement. For example, one might ask, “Mother, may I take five steps forward?” Mother replies, “Yes, you may” or “No, you may not, but you may take _____ instead” and adds a suggestion. Mother may offer an amended suggestion that is a direction the child **MUST** follow, leading the child closer to or farther from the goal of reaching Mother. Any child who forgets to ask, “Mother may I?” must return to the starting line. The first child to reach Mother wins the game and becomes Mother. The players may ask some of the following of Mother. Mother, may I _____?

- Take (a number of) steps forward
- Take (a number of) GIANT steps forward
- Take (a number of) BABY steps forward
- Run forward for (a number of) seconds
- Crabwalk forward for (a number of) seconds

If Mother does not approve of the suggestions she might:

- Reduce the original student’s suggestion. She could reduce five giant steps to three giant steps.
- Take (a number of) steps backward
- Run backward for (a number of) second
- Walk backward until I (Mother) says, “Stop”

(10 minutes)

Reading Game: 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. Create pairs within the classroom by identifying which student require help on specific skills and who the most appropriate students are to help other students learn those skills. Model the procedure to ensure that students understand how to use the strategy. Ask each member of the teacher-assigned pair to take turns being "Coach" and "Player." These pairs are changed regularly, and over a period as students work. Thus, all students can be "coaches" and "players."

Note: It is important for teachers to monitor and support students as they work together. Ask the stronger reader to begin this activity as the "Player" and read orally for 5 minutes. Ask the "Coach" to follow along and correct any mistakes when necessary. Ask the pair to switch roles and ask

	<p>the weaker reader to become the "Player." The "Player" rereads the same passage for the next 5 minutes and the "Coach" provides corrective feedback. One point is earned for each correct sentence read (optional). Discuss the moral of the story. (10 minutes)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 113 with the students. Instruct them to write answers in complete sentences in their notebooks. (10 minutes)</p> <p>Differentiated Plan: Facilitate the student facing problem in writing by asking them questions pertaining to the text and probing them to reach to the answer.</p> <p>Those who completes the written task can be asked to create a question from the given text and write the answer as well.</p>
03 mins	<p>Wrap up: 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>
02 mins	<p>Homework assignment: Read Unit 14, Pages 111-112 again.</p>

Lesson Plan 143

Subject: English

Grade: 2

Term: 3rd

Week:

Unit: 14

Unit Title: A Frog in a Swamp

LP: 143

Textbook Page/s: 111 – 116

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recall reading words
- rearrange letters to make words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Recall: 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.]</p> <p>Enter the class with a smile on your face. Remind the students about the concept of syllable i.e., what is one syllable word? (Expected answer would be as; Single pronunciation having one vowel sound, with or without consonants surrounding, such as; ti-ger, pi-lot)</p>
30 mins	<p>Lesson structure (Presentation)</p> <p>Instructions: Topic: Tell students they will play word games in today's lesson. Tell them it is called anagram.</p> <p>Listening and Speaking: Then tell the students concept of anagrams. Write a word on the board which is one syllable e.g. arm.</p>

Ask the class to rearrange the spellings of the name and make another word i.e., ram, mar. Do it with one syllable words from your class and let them enjoy making new words.

(05 mins)

Listening and Speaking

Give the groups two syllable words to rearrange into other words. If students are unable to guess, give them clues such as for elbow you can say, it is a part of your arm.

- | | | | | | |
|----|--------------------|----|----------------|----|----------------------------|
| 1 | below
(elbow) | 11 | dial (laid) | 21 | dear (read,
dare) |
| 2 | ate (tea,
eat) | 12 | ins (sin) | 22 | disk (kids, skid) |
| 3 | eager
(agree) | 13 | kin (ink) | 23 | doom (mood) |
| 4 | refill (filler) | 14 | nip (pin) | 24 | east (eats, seat,
teas) |
| 5 | scared
(sacred) | 15 | pit (tip) | 25 | evil ((live, vile) |
| 6 | eh (he) | 16 | sit (its) | 26 | fade (deaf) |
| 7 | no (on) | 17 | sue (use) | 27 | fist (fits) |
| 8 | act (cat) | 18 | cone
(once) | 28 | gods (dogs) |
| 9 | amp (map) | 19 | dab (bad) | 29 | gels (legs) |
| 10 | ape (pea) | 20 | dads (adds) | 30 | staple (plates,
petals) |

(15 mins)

Reading and Writing

Divide the class into groups. Ask them to turn to page 113 Exercise B and play the anagram game with the jumbled words provided in the exercise. Take rounds and guide students while they work. At the end take responses from each group taking turns.

(10 mins)

Differentiated Plan:

Some students find it difficult to guess and solve the words. Encourage them to try. Probe them. Clap for them and praise them if they get the response right.

	Some students might finish early, ask them to create some more similar words to be done in class.
03 mins	Wrap up: Discuss the answers as a class.
02 mins	Homework assignment: Ask students to make 10 anagram words and solve them in their notebook.

Lesson Plan 144

Subject: English

Grade: 2

Term: 3rd

Week:

Unit: 14

Unit Title: A Frog in a Swamp

LP: 144

Textbook Page/s: 111 – 116

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- reading words by blending
- fill in blanks to complete words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up (Game time): 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.]</p> <p>Enter the class and greet the students cheerfully.</p>
25 mins	<p>Lesson structure Topic: Tell students they will be playing word games in today’s lesson.</p> <p>Instructions: Reading:</p> <p>(10 mins)</p> <p>Listening and Speaking: Game - Oh, Snap! This game is like the game of Snap! Write words with gaps on small cards to create your deck of cards. Make sure that you include words with blanks that may be filled with the same word, for example: “bre__d” and “ban__as”. Both can be filled with the letter “a”. Students take turns turning over</p>

	<p>cards and shout “Snap!” when the blanks on the cards may be filled with the same word.</p> <p>(10 mins)</p> <p>Writing: Encourage students to turn to page 113 and complete exercise C. Answers to be discussed once the students complete their task.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p>
05 mins	<p>Wrap up: Repeat the game with students. Encourage them to say the words with you.</p>
05 mins	<p>Homework assignment: Ask students to complete the following in their notebook:</p> <ol style="list-style-type: none"> 1. s__eep 2. serio__s 3. __oney 4. __iscover 5. __utter

Lesson Plan 145

Subject: English

Grade: 2

Term: 3rd

Week:

Unit: 14

Unit Title: A Frog in a Swamp

LP: 145

Textbook Page/s: 111 – 116

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recall and revise concepts about phonics

Teaching Aids/Materials/Resources:

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

05 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Tell students that today is the day to review out learning from the year in the class.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that its review day today.</p> <p>Instructions</p> <p>Quick quiz</p> <p>Revise the following concepts</p> <ol style="list-style-type: none"> 1. <u>Vowels:</u> Write mix letters and ask students to identify vowels. Underline them. 2. <u>Consonants:</u> Using same letters on board ask students to identify consonants. 3. <u>Grass letters:</u> Now ask for grass letters. Circle them.

4. Sky letters: Time for identifying sky letters. Draw a square on them.
5. Capital letters: Make some capital letters
6. Lower case letters: Make some small letters.
7. Long vowel and short vowel sound: Write few words on board and ask students to identify if they are long vowel or short vowel sounds.

(10 mins)

Game Hopscotch

Draw hopscotch on floor with the following

1. vowels
2. consonants
3. grass letters
4. sky letters
5. capital letters
6. lower case letters
7. 5 words with long vowel sound
8. 5 words with short vowel sound

In each square draw a letter of the alphabet (you may want to draw both the upper- and lower-case letters in each). Call out a letter or combination of letters and ask your student to jump on those letters, and as they do, for them to sound out each letter. Focus on revising the above-mentioned concepts.

(10 mins)

Writing:

Ask students to write in their note book

9. vowels
10. consonants
11. grass letters
12. sky letters
13. capital letters
14. lower case letters
15. 5 words with long vowel sound
16. 5 words with short vowel sound

	<p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to revise few concepts. Support them.</p> <p>Student who completes the task earlier, ask them to support other students finish their task.</p>
03 mins	<p>Wrap up:</p> <p>Towards the end of the lesson, ask students what they learnt in today's session.</p>
02 mins	<p>Homework assignment:</p> <p>Do reading of Unit 1 to 5.</p>

Lesson Plan 146

Subject: English

Grade: 2

Term: 3rd

Week:

Unit: 14

Unit Title: A Frog in a Swamp

LP: 146

Textbook Page/s: 111 – 116

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recall and revise concepts about phonics

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<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.]</p> <p>Enter the class and greet students cheerfully. Tell students that today is the day to review out learning from the year in the class.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that its review day today.</p> <p>Instructions</p> <p>Quick quiz</p> <p>Revise the following concepts. Ask students to give you each of the following and keep writing it on the board. Make</p>

corrections as and when required. Facilitate learning process throughout discussion.

1. two-letter sight word
2. two-letter phonetic word
3. three-letter sight word
4. three-letter phonetic word
5. six-letter sight word
6. six-letter phonetic word
7. words with silent h
8. bossy r words
9. -ight words
10. magic e word
11. word with double o

(15 mins)

Writing:

Ask students to write in their notebook

- 3 two-letter sight word
- 3 two-letter phonetic word
- 3 three-letter sight word
- 3 three-letter phonetic word
- 3 six-letter sight word
- 3 six-letter phonetic word
- 3 words with silent h
- 3 bossy r word
- 3 -ight words
- 3 magic e word
- 3 word with double o

Ask students to complete Exercise D, Page 114 and discuss answers in class.

(15 mins)

Differentiated Plan:

Some students might find it difficult to revise few concepts. Support them.

	Student who completes the task earlier, ask them to support other students finish their task.
03 mins	Wrap up: Towards the end of the lesson, ask students what they learnt in today's session.
02 mins	Homework assignment: Do reading of Unit 6 to 10.

Lesson Plan 147

Subject: English

Grade: 2

Term: 3rd

Week:

Unit: 14

Unit Title: A Frog in a Swamp

LP: 147

Textbook Page/s: 111 – 116

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recall forms of verbs

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up: 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.]</p> <p>Enter the classroom and greet students cheerfully. Start by showing the students the enlarged Verb Tense Chart, with past, present and future simple tense definitions, descriptions and examples. Tell students to take a moment with their partners and discuss what's on the chart. This is meant for students to have an opportunity to make observations and discuss things that they might already know.</p>
30 mins	<p>Lesson structure Topic: Tell students they will practice forms of verbs in this lesson.</p> <p>Instructions: Listening and Speaking: Tenses Charade Game Enforce this rule with a game of charades. Prepare slips of paper in advance, using well-understood activities that are easy to act out and using vocabulary that your students know. Here are a few ideas to get you started:</p>

- *Building a house*
- *Making the bed*
- *Setting the table*
- *Cooking /making a meal*
- *Doing homework*
- *Driving a car*

Ask the student to act out the activity on their given slip. Students can volunteer ideas as to what the student is doing, but they must be correctly formatted in the following way:

- *You're making the bed!*
- *Salman is riding a horse!*
- *He's mowing the lawn!*

Any student who doesn't formulate the sentence correctly will have to sit out that round, and they won't get points for their guess — even if they mentioned the right activity. Examples of incorrect sentences are ones using an infinitive or partial infinitive (Make the bed!) a simple present (He makes the bed!) or a grammatically incorrect present continuous (He is making the bed!). Similarly, games can be planned for all verb tenses.

(20 mins)

Reading and Writing:

In pairs, ask students to read Exercise E on page 115. Encourage them to discuss the answers. Encourage one partner to ask questions and the other to reply. Take rounds and facilitate the process of learning through probing them towards the answer.

(10 mins)

Differentiated Plan:

Students that finish early will prepare a sentence to act out in front of the class. Have each student circle and label the verb. The rest of class will have to guess the verb and tense.

Give students who are struggling a copy of the Past, Present, Future Sentences handout. These students can circle and label the verb in each sentence.

03 mins	Wrap up: Towards the end of the lesson, ask students what they learnt in today's session.
02 mins	Homework assignment: Do reading of Unit 11 to 14.

Lesson Plan 148

Subject: English

Grade: 2

Term: 3rd

Week:

Unit: 14

Unit Title: A Frog in a Swamp

LP: 148

Textbook Page/s: 111 – 116

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- reading and writing sight words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up: 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.]</p> <p>Enter the classroom and greet students cheerfully.</p>
30 mins	<p>Lesson structure Topic: Tell students they will study sight words in today's classroom.</p> <p>Reading and writing: Ask students to read the sight words with you and then write it in their notebook.</p> <ul style="list-style-type: none"> - swimming - forest - pond - permission - dangerous - replied - swamp - sink

	<ul style="list-style-type: none"> - helplessly - croak - trouble - nearby - stick - stuck - extended - tightly <p>(15 mins)</p> <p>Listening and Speaking- Spelling bee contest: Conduct oral spelling bee contest of the above-mentioned words.</p> <p>(15 mins)</p> <p>Differentiated Plan: Ask students to support each other in finding the spelling of the word which have been specifically tricky for others to complete.</p>
03 mins	<p>Wrap up (Quiz time): Review sight words again.</p>
02 mins	<p>Homework assignment: .Ask students to learn spelling of the sight words copied in the notebook.</p>

Lesson Plan 149

Subject: English

Grade: 2

Term: 3rd

Week:

Unit: 14

Unit Title: A Frog in a Swamp

LP: 149

Textbook Page/s: 111 – 116

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- listening and speaking to perform a dialogue

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash Cards (Prepare if not available)

05 mins	<p>Warm up: Enter the class with a smile on your face. 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.]</p>
25 mins	<p>Lesson structure Topic: Tell students they will perform dialogues in today's lesson.</p> <p>Instructions: Listening and Speaking: Ask two students to come in front of the classroom and perform the dialogues given on page 115 and 116. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.</p> <p>Encourage them to give responses. Tell that it is important to pleasant and use courtesy works like 'please' and 'thank you'.</p>

	<p>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.</p> <p>Reading, Listening and Speaking: In pairs, ask students to perform the dialogues on page 115 and 116 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.</p> <p>Differentiated Plan: Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners with a fast learner so he/she could 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 use of ‘please’ and ‘thank you’.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
05 mins	<p>Wrap up At the end of the class, ask questions like: ‘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.</p>
05 mins	<p>Homework assignment: Read page 115 and 116 again.</p>

Lesson Plan 150- Review of the chapter

Subject: English

Grade: 2

Term: 3rd

Week:

Unit: 14

Unit Title: A Frog in a Swamp

LP: 150

Textbook Page/s: 111 – 116

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- rearranging letters to create words

Teaching Aids/Materials/Resources:

- Exam sheets

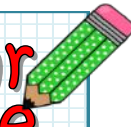
Timeframe (40 mins)	Assessment Proceedings
5 mins	<p>Warm up: Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Enter the class and greet students cheerfully. 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 mins	<p>Lesson structure</p> <p>Instructions: Distribute the review assessment sheets amongst students. Give them a choice to sit anywhere in the classroom they like but encourage them not to investigate their classmate's work.</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 mins	Wrap up: Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.
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Unit 10 – The Independence Day — Worksheet 1


Lesson Plan 117

Complete sentences with **must**, **must not** and words from the bracket.




Grammar Practice


Complete with the right option: **MUST** or **MUSTN'T**. Then add the verb given. Follow the example.

1.  You must stop at a red traffic lights.


stop / not stop

2.  You _____ a helmet when you go skateboarding.


wear / not wear

3.  You _____ your teeth every day.


brush / not brush

4.  You _____ too much fast food.


eat / not eat

5.  You _____ drive dangerously.


drive / not drive

6.  Before a meal, you _____ your hands.


wash / not wash

7.  You _____ frozen! Take a coat on!


be / not be

8.  You _____ an optician if you can't see well.


visit / not visit

9.  You _____ more ice cream today.


have / not have

10.  Sshhh! You _____ the secret.


tell / not tell

11.  You _____ a smaller jumper.


choose / not choose

12.  Criminals _____ from jail.


escape / not escape

13.  You're skinny. You _____ more.

eat / not eat

14.  We _____ the doctor. You are worse.


call / not call

15.  You _____ without sun cream.

tan / not tan

16.  Be polite! You _____ "Thank you".

say / not say

17. 

Unit 10 – The Independence Day — Worksheet 2

Lesson Plan 118

Complete using modal verbs.**Modal Verbs**

1. I _____ run fast to win the marathon.
2. My brother _____ use a towel when he goes to the gym for hygienic reasons.
3. We _____ talk during the exam.
4. My father _____ play guitar when he was 12 but now, he _____.
5. You _____ change your shirt. It's dirty.
6. We _____ wear uniforms at work.
7. _____ you help me, please?
8. You _____ talk to her. She isn't honest with you.
9. You _____ mix black and white clothes in the washing machine.
10. My sister _____ help our mother. She's tired.
11. _____ you help me with these heavy bags, please?
12. We go to eleventh floor. We _____ take the lift.
13. You _____ copy in your exams!
14. My cousin _____ play basketball.
15. My grandmother _____ eat sugar. She is diabetic.
16. You _____ park here. It is not allowed.
17. I _____ swim fast anymore.
18. My aunt _____ write beautiful tales for children. She is a famous writer.
19. _____ I close the door? It's cold.

Unit 11 – A Little Boy — Worksheet 2**Lesson Plan 122**

Use the words in the word-bank to finish the sentences.

Finish it!

1. I like to drink _____.

2. I read a _____ before bed.

3. I like to feed the _____.

4. _____ at the rainbow!

5. Wow, what a big _____.

Word Bank

book	ducks	truck	milk	look
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Unit 11 – A Little Boy — Worksheet 2

Lesson Plan 123

Using infinitive - Read and match.

1	They use their keys...to explore the moon.
2	We go to park...to learn new things.
3	You use the dictionary...to protect myself.
4	He turns left and right...to cut my old notebook.
5	She goes to school...to play their games.
6	I use scissors...to play basketball.
7	The use the spaceship...to translate essay.
8	Sana and Ahmed use their tablets...to send messages with his friends.
9	My brother uses the mobile phone...to cross the road
10	I use an avatarto open the door.

Unit 12 – What is the Weather Like? — Worksheet 1**Lesson Plan 130****Find days of the week and complete the wordsearch***Days of the Week*

A U U F M W E D N E S D A Y B I C P K H
 F H L D F E O P T L P F N L Q E L F V J
 X C Q N P V Q U N Z Q K S F Z I K E E Y
 C Q L G G E E D R Y R H N J N M W U B R
 I R X O H S C C D L G X I M N F E X O F
 Y L R D D T I I K H B J V V L Y U H L P
 J P R A Q F M E F R X S M M T A M K E P
 R D Y P S B Q A P G X C H U U D H K R T
 T P B Y A D N O M G M H K B V N G Y G X
 F H P Z U K Q H A O A A P X A U C G R C
 D T U Q V B U E J G W E Z T K S P X V S
 H B H R O P T S D M M R Y J G J B M S A
 X D N C S M I N N A P H C C D N V V J T
 U J J R K D D J W O W X O W Z M B A W U
 Y J I S O F A F Y M W A I Z L G Z E Q R
 Q A I D H I H Y F I P W V R H T F R G D
 I O D R F U O W M R V G T P A E B C T A
 P Y W I E H F H N Q L C Y B E G W P B Y
 F B T N R L Q L K B P P Y Q H L F T M M
 L D G P Z F M W F B K R D I R V D G O R

Monday – Tuesday – Wednesday – Thursday – Friday – Saturday – Sunday

Unit 12 – What is the Weather Like? – Worksheet 2

Lesson Plan 131

Complete the table given below the exercise

Group the activities, make up sentences using I, we, you, they.



in the morning



in the afternoon



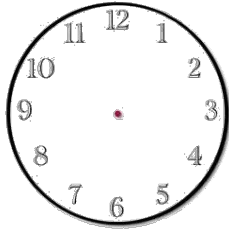
in the evening



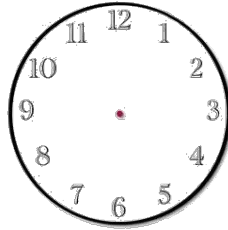
*e.g. I ride a scooter in the afternoon.
 We do homework in the evening.
 They get up at 7 o'clock in the morning.*

Unit 12 – What is the Weather Like? — Worksheet 3**Lesson Plan 132**

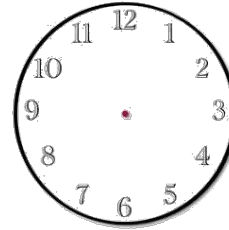
What time is it?



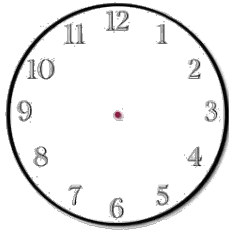
It's one o'clock



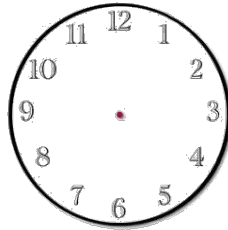
It's two o'clock



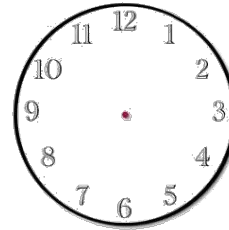
It's three o'clock



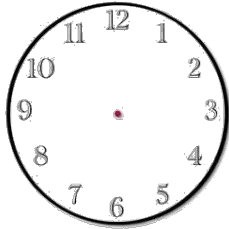
It's four o'clock



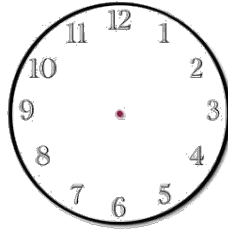
It's five o'clock



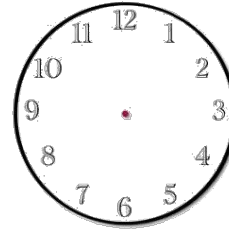
It's six o'clock



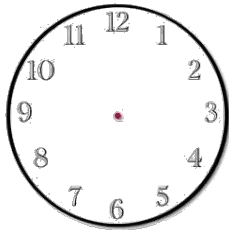
It's seven o'clock



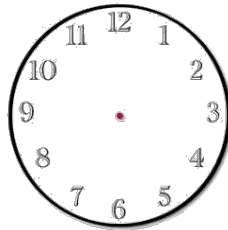
It's eight o'clock



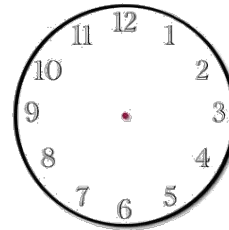
It's nine o'clock



It's ten o'clock



It's eleven o'clock



It's twelve o'clock

Unit 13 – I Listen — Worksheet 1

Lesson Plan 136

Complete the table given below the exercise



Work in pairs. Find the rhyming words for the following words.

Cat :

Book:

Fish:

School:

Red:

Hair:

Ten:

Man:

Boy:

Box:

Old:

Unit 13 – I Listen — Worksheet 2

Lesson Plan 136



Draw a line to match the rhyming words.

big	like	kit
sat	wig	bad
bike	dad	take
top	hat	hop
cake	hit	hike
mad	sing	dig
king	mop	cat
sit	bake	ring

Diagram description: A vertical list of words is divided into three columns. The first column (grey) contains: big, sat, bike, top, cake, mad, king, sit. The second column (light blue) contains: like, wig, dad, hat, hit, sing, mop, bake. The third column (light green) contains: kit, bad, take, hop, hike, dig, cat, ring. Lines connect 'big' to 'wig' and 'dig' to 'wig'.

Write the words below.

big - wig - dig

Unit 10 – The Independence Day

Unit Wise Assessment

Question 1: Complete the following table.

(16 marks)

Modal Verb	Affirmative	Negative	Interrogative
Should	I should go home.		
			Can they work on this?
Must		She must not eat.	
	I must celebrate.		
Can			Can they come home?
		I cannot give you my book.	
Could	He could tell you.		
			Could you come to my place?

Question 1: Complete the following table.

(9 marks)

-all words	- ell words	- ill words

Unit 11 – A Little Boy

Unit Wise Assessment

Question 1 - Complete sentences with infinite 'to'.

(25 marks)

1. We use laptop _____.
2. I use knife _____.
3. You use key _____.
4. She uses phone _____.
5. He uses spoon _____.
6. We use park _____.
7. I use printer _____.
8. You use camera _____.
9. She uses dictionary _____.
10. He uses comb _____.
11. We use soap _____.
12. They use water _____.

13.He uses bed _____.

14.She uses table _____.

15.We use pen _____.

16.I use sugar _____.

17.They use fork _____.

18.We use spade _____.

19.She uses glass _____.

20.He uses magnet _____.

21.I use chalk _____.

22.You use car _____.

23.They use mug _____.

24.We use towel _____.

25.She use tissue _____.

Unit 12 – What is the Weather Like?

Unit Wise Assessment

Question 1: Put the days in the correct order.

(6 marks)

Sunday Monday Friday Wednesday Saturday Thursday Tuesday

1. MONDAY

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Question 2: Put the months in the correct order.

(10 marks)

December	January	July	March	August	May
June	November	April	February	September	October

2. FEBERUARY

8. _____

3. _____

9. _____

4. _____

10. _____

5. _____

11. _____

6. _____

12. _____

What's the time?

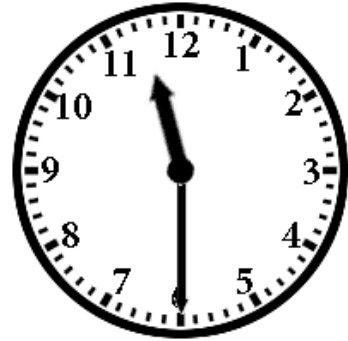
(9 marks)



It's



It's



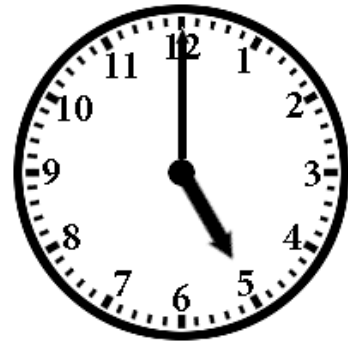
It's



It's



It's



It's



It's



It's



It's

Unit 13 – I Listen**Unit Wise Assessment****Find the rhyming words for the following words.****(15 marks)**

foot			
hops			
same			
drip			
spell			
luck			
bubble			
lime			
phone			
crown			

Question 2: Punctuate**(10 marks)**

Insert punctuation to fix the 2 stories.

the Snow Storm

On a cold winter night the snow began to fall. How much would it snow It did not take long before the snow covered everything The next morning we woke up to a winter wonderland Schools were closed and we ended up having an amazing snow day

The End

The Fishing Trip

Last summer my grandpa took me fishing He gave me one of his fishing poles and we walked to the lake to catch some fish How do you catch fish My Grandpa promised to teach me. After a few tries a big fish took the bait This was my first fish ever I couldnt stop smiling. I had a great time with grandpa

The End

Unit 14 – A Frog in a Swamp

Unit Wise Assessment

Fill in the missing letters

(25 Marks)



o _ _ on _



_ w _ _ ts



3.

_ _ ee _ _



4.

_ ak _ s



5.

ca _ _ _ ts



6.

_ pp _ _ s

7.



s _ _ _ nach

8.



m _ _ _ t

9.



f _ _ _ h

10.



ch _ _ _ _ late

11.



ch _ _ _ _

12.



bur _ _ _ r

13.



l _ _ ll _ _ _ s



j _ _ ce



c _ _ e



t _ _



c _ co _



j _ l _ y



h _ _



s _ u _



l _ tt _ c _



__ r __ a __



m __ __ k



t __ m __ t __ e __



p __ t __ t __ e __

Terminal Assessment Paper**Third Term****1- Answer the following questions. (22)**

1. What do we do when we listen to the National Anthem? (2)
2. What three things we talk about on Independence Day? (3)
3. What promise did the boy make with the father? (2)
4. What advice did the parents give to the boy? (2)
5. What season is it in Pakistan in the month of May? (2)
6. Which season is good? (2)
7. Why does the poet listen to his mind? (2)
8. What made the poet wise? (2)
9. What did another frog find to save the troubled frog friend? (2)
10. Who should we seek permission from before going out? (3)

2- Complete the sentences CAN, CANNOT , COULD, COULD NOT , MUST or MUST NOT. (28)

1. She is a small baby. She _____ eat meat, but she _____ drink milk.
2. He is so ill that he _____ see the doctor.
3. It's raining heavily. You _____ take your own umbrella.
4. We _____ pick the flowers in the park. It's forbidden.
5. I _____ sing now but I _____ sing very well when I was a child.
6. Mike is only nine months old. He _____ eat nuts yet.
7. He has a lot of weight so he _____ run so fast.
8. I'm very tall, so I _____ play basketball.
9. You _____ park that car there. It's a no-parking zone.
10. Many students in Pakistan _____ wear a uniform when they go to school.
11. Salman has travelled a lot. He _____ speak four languages.
12. I _____ come with you now because I'm studying for my test.
13. Footballers _____ touch the ball with their hands.

14. _____ I use your phone ?
15. I'm sorry I _____ come yesterday. I had to work late.
16. You _____ speed through the city. It's dangerous!
17. You have been coughing a lot recently. You _____ smoke so much.
18. I'm very tired today. I _____ clean my room now, but I'll do it tomorrow.
19. I _____ eat pizza when I was a child, but I like it today.
20. We _____ go to the bank today. We haven't got any money left.
21. You _____ sleep in that room. It's full of boxes and other stuff.
22. I _____ swim very far these days, but ten years ago, I _____ swim over to the other side of the lake.
23. You have a bad headache, so you _____ go to bed earlier.
24. I _____ feed the baby now, so can you do it for me ?
25. Tourists _____ take their passports with them when they go abroad.

KEY**1- Answer the following questions.**

1. When we listen to the National Anthem, we stand up in respect and stay silent until the end.
2. We talk about how and why Pakistan came into being, what Pakistan means, and we also talk about the Quaid-e-Azam Muhammad Ali Jinnah and Allama Muhammad Iqbal.
3. The boy promised that he would not hurt anyone with his words.
4. The parents advised him about controlling his anger.
5. It is spring season is it in Pakistan in the month of May.
6. All seasons are good, and every weather is beautiful.
7. The poet listens to his mind to ponder and review.
8. Poet's habit of listening made him wise.
9. The other frog found a long stick to save the troubled frog friend
10. We should seek permission from our parents before going out.

2- Complete the sentences CAN, CANNOT , COULD, COULD NOT , MUST or MUST NOT.

1. cannot/must not eat meat, can
2. must
3. must
4. cannot/must not
5. can/cannot , could/could not
6. cannot
7. cannot
8. can/could
9. must not
10. must
11. can
12. cannot

13. must not
14. Can/Could
15. could not
16. must not
17. must not
18. cannot clean
19. could not
20. must
21. cannot
22. cannot/can , could/could not
23. must
24. can
25. must