

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

SPECTRUM ENGLISH

FIRST TERM

TEACHING GUIDE

3



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Spectrum English Grade 3

Teaching Guide

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Introduction to Spectrum English Series Books 1-5

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

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

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

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

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

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

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

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

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

The Instructional Strategies of the Course

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

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

Spectrum English series Book 4 Teaching Guide

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

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

Each lesson plan has six key elements:

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

1- Student Learning Objectives (SLOs):

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

2- Warm Up:

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

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

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

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

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

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

- Start with an image/video/object:

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

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

- Draw on board:

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

- Ask for predictions:

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

- Make Something (Elementary and Primary levels):

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

- Thought Experiment:

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

- **Observe Nature:**

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

- **Define Key Terms:**

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

- **Make a list:**

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

- **Entrance slips:**

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

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

Some sample questions are:

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

3- Teaching Instructions

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

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

- **Reading:**

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

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

- **Writing:**

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

- **Listening:**

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

- **Speaking:**

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

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

4- Differentiated learning:

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

- **Flexible grouping:**

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

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

- Cooperative learning with varied tasks:

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

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

- Adjust questioning:

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

- Choice provided:

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

- Peer support

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

- Think-pair-share:

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

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

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

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

5- Wrap up

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

Exit Slips:

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

Some questions teachers can ask in exit slips are:

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

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

- How to use it?

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

- Teach your junior:

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

- Review it

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

6- Homework

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

Conclusion

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

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

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

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

Unit 1 – The Gifts of Allah

Unit Overview

The aim of this unit is to establish the Gratefulness of Allah that Allah is with us all the time. We thank Allah that He Loves us, Takes care of us and Protects us all the time. It emphasizes on the fact that we should be in a spirit of constant thanksgiving (under all circumstances) for so many of His gifts that we cannot even count. It guides us about the right way of living by doing good and avoiding evil. Alongside other blessings bestowed upon us by Allah it also helps students register the fact that the greatest gifts of Allah are the Holy Prophet صلى الله عليه واله وسلم and the Holy Qur'an. We read the Holy Qur'an and the life and the words of the Holy Prophet صلى الله عليه واله وسلم to seek Allah's guidance. The best examples for us to follow are the ones that the Holy Prophet صلى الله عليه واله وسلم set for us. By following them, we can lead the best life in this world and also get the best life in the hereafter.

Model Answers

Exercise A

Answer 1 – Allah is With us all the time.

Answer 2 – Allah has Created us and given us the gift of life.

Answer 3 – Allah has given us the gifts of good health, our parents, family members, friends and other gifts that we cannot count.

Answer 4 – Muhammad صلى الله عليه واله وسلم is the last and final prophet of Allah.

Answer 5 – Muhammad صلى الله عليه واله وسلم has set the best examples for us to follow.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher is to encourage them to use each word in many different sentences.

Exercise D

Ask students to perform a role-play using the dialogues given in this unit. 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 helps them become better public speakers.

Lesson Plan 1

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 1

Unit Title: The Gifts of Allah

LP: 1

Textbook Page/s: 04 – 08

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify doing good and avoiding evil as right path to follow.
- discuss the greatest gifts of Allah in the form of Holy Prophet صلى الله عليه واله وسلم and the Holy Qur'an.
- reflect that we should follow the teachings of Prophet Muhammad صلى الله عليه واله وسلم and Holy Qur'an as both are sent as a guide to us by Allah.

Teaching Aids/Materials/Resources

- Textbook
- Board & Marker
- Chart papers
- Paper strips

Timeframe (40 minutes)	Proceedings
05 minutes	<p>Greet students cheerfully with السلام عليكم.</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out 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>Brainstorming</p> <p>Ask students “What are the blessing of Allah to us?” Take responses and make a web on the board and establish that everything around us which helps us are all Blessings that Allah has Bestowed upon us.</p> <p>Once done, tell them, “Today, we are going to learn more about our Creator, Allah. He Loves</p>

	<p>us, answers our prayers, and protects us. Allah Sent our Prophet صلى الله عليه واله وسلم to guide us to the right path of life”</p>
30 minutes	<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. (10 minutes)</p> <p>Listening and Speaking: Ask the students to discuss their understanding of the lesson with you. Gently correct and guide them. Ask these questions to elicit relevant answers from students:</p> <ul style="list-style-type: none"> - What does the writer think are the two best gifts of Allah? - How can we lead the best life in this world and get the best life in the hereafter, too? - Why is the writer grateful when he is happy? - Why is the writer grateful when he is sad? - What does the writer feel after praying to Allah? <p>Build the context by explaining to students that Allah is with us all the time. We thank Allah that He Loves us, Takes care of us and Protects us all the time. We should be in a spirit of constant thanksgiving (under all circumstances) for so many of His gifts that we cannot even count.</p> <p>Explain them that doing good and avoiding evil are two of the best gifts of Allah. The greatest</p>

gifts of Allah are the Holy Prophet صلى الله عليه واله وسلم and the Holy Qur'an. We read the Holy Qur'an and the life and the words of the Holy Prophet صلى الله عليه واله وسلم to seek Allah's Guidance. The best examples for us to follow are the ones that the Holy Prophet صلى الله عليه واله وسلم set for us. By following them, we can lead the best life in this world and also get the best life in the hereafter.

Encourage interaction and facilitate the process of learning throughout. Take the conversation further by discussing the Gift's picture on page 4 and page 5.

(10 minutes)

Group work:

Divide students into groups. Provide 10 strips of paper to each group and ask them to write what good deeds shall we perform and what evil things shall we be avoiding? Ask students to put all strips on a chart paper. Display chart paper in class and discuss about good and evil deeds. Encourage interaction and facilitate the process of learning throughout.

Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 05 with the students. Instruct them to write answers in complete sentences in their notebooks.

(10 minutes)

Differentiated Learning: Some students might take time in writing answers. They are differently-abled students. Write Prophet Muhammad صلى الله عليه واله وسلم on the board for them to copy.

	<p>Some students might complete their work early. They are fast learners. You can keep them engaged by giving a few extra questions like:</p> <ul style="list-style-type: none"> - Who plays the role model for Muslims to follow? - What good deeds shall we perform following the guidelines of Holy Qur'an?
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>
02 minutes	<p>Homework:</p> <p>Ask students to learn the following spellings for homework:</p> <ul style="list-style-type: none"> • protects • wisdom • almighty • practically • example • guidance • grateful • grief • mistake • achieve • satisfied • trouble <p>You can also give these words for writing practice.</p>

Lesson Plan 2

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 1

Unit Title: The Gifts of Allah

LP: 2

Textbook Page/s: 04 – 08

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- use the sentence-level context to determine the meaning of an unknown word
- consult a dictionary to check the correct meaning of a word
- make sentences of given words list

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

Timeframe (40 minutes)	Proceedings
02 minutes	<p>Warm-up Activity:</p> <p>Greet students cheerfully with السلام عليكم.</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out 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 a sentence on the board that contains a word unfamiliar to your students. Ask students to read the sentence and determine the meaning of the unknown word. After several guesses, explain that there is not enough information about the word to define. Rewrite the sentence, adding text to give students context. Discuss how the addition of information helped define the unknown word even though there was no definition. Encourage interaction and facilitate the process of learning throughout.</p>

30 minutes	<p>Lesson Structure:</p> <p>Topic: Say, "Today we will figure out the meanings of some tricky words from the text. Good readers look for words that they don't know while they are reading. This helps us understand better what we read. Once we figure out what the words mean, we can check it in dictionary, too!"</p> <p>Instructions: Explain to the students that finding out the unknown words will help you understand the main idea, or the most important point the author is trying to tell us about the story. Say, "The main idea is sometimes in the story/text as a sentence or phrase. But sometimes, it's not very much clear, and we must think about what the author wants us to learn from reading the text." Share and discuss an example. Encourage interaction and facilitate the process of learning throughout.</p> <p>Listening and Speaking - Worksheet 1: Pass out the Vocabulary Cards worksheet to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be</p> <ol style="list-style-type: none">1. gift2. precious3. grateful4. kind5. count <p>Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.</p> <p>Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each</p>
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	<p>group (A Frayer model worksheet can be seen on the Internet if the teacher feels difficulty). Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout. (10 mins)</p> <p>Speaking- Presentation Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.</p> <p>Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:</p> <p>My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.</p> <p>Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout. (10 mins)</p> <p>Writing Discuss the examples of sentences from page 7 of the textbook. Ask students to make</p>
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	<p>sentences of the same vocabulary word in textbook page 6 and 7. Allow students to refer to the completed Frayer model during the sentence level activity</p> <p>(10 mins)</p> <p>Differentiated Learning: Follow guided practice in small groups or with individuals. Use examples to support learning.</p>
05 minutes	<p>Wrap-up (Class Discussion):</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p>
03 minutes	<p>Homework:</p> <p>Ask students to make and fill Frayer model for the word ‘Guidance’ in their homework notebooks.</p>

Lesson Plan 3

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 1

Unit Title: The Gifts of Allah

LP: 3

Textbook Page/s: 04 – 08

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- Identify and use appropriate greetings in a conversation
- Read dialogue Reading dialogue for comprehension and pleasure
- Perform a dialogue

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>Ask students about greetings and list them in the class which can be as follows:</p> <ul style="list-style-type: none"> - Salam - Walekum Salam - Hello - Good morning - Good afternoon - Good night - How are you? - How's it going? - What's up?

	<ul style="list-style-type: none"> - Nice to meet you - Nice to see you - Bye - Goodbye - 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 and discuss how and when the greeting is used. Tell them that Muslims say السلام عليكم ورحمة الله وبركاته among themselves. Tap into prior knowledge and ask the students about if/when they have heard this greeting. Ask students to 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>Topic: Tell students they will read the sight words and perform dialogues in today’s lesson.</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"> • protects • wisdom • almighty • practically • example • guidance • grateful • grief • mistake • achieve • satisfied • trouble <p>(10 mins)</p>

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 109 and 110. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Role-plays boost confidence amongst students and helps them become better public speakers. Students might need help in reading the dialogues. Ask the class what the dialogues mean. Take answers from students.

Encourage them to give responses. Tell them it is important to use courteous words like 'جزاك الله', 'please' and 'thank you', so you come across as a polite child. Also, share that it is essential to use proper greetings when you meet someone.

(10 minutes)

Reading:

Ask students to open their textbooks to pages 07 and 08. Instruct them to read dialogues in pairs. 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.

(05 minutes)

Writing:

Tell students to write the list of greetings in a notebook.

(05 minutes)

Differentiated Plan:

Some students might find it difficult to read and perform dialogues in pairs. Pair slow learners

	<p>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 'جزاك الله', 'please' and 'thank you'.</p> <p>Some students might finish their dialogue performance quickly. Ask them to make more dialogues using 'جزاك الله', 'please' and 'thank you'.</p>				
<p>03 minutes</p>	<p>Wrap-up: Performance</p> <p>Ask students to say random greetings.</p>				
<p>02 minutes</p>	<p>Homework:</p> <p>Ask students to greet people at home and make the following table in homework notebook. Explain with the help of example as how to fill the table.</p> <table border="1" data-bbox="803 1136 1372 1318"> <thead> <tr> <th data-bbox="803 1136 1055 1192">I greeted...</th> <th data-bbox="1055 1136 1372 1192">Words I used...</th> </tr> </thead> <tbody> <tr> <td data-bbox="803 1192 1055 1318"><i>Example: My uncle</i></td> <td data-bbox="1055 1192 1372 1318"><i>Assalam-o-Alaikum Chachoo, How are you today?</i></td> </tr> </tbody> </table>	I greeted...	Words I used...	<i>Example: My uncle</i>	<i>Assalam-o-Alaikum Chachoo, How are you today?</i>
I greeted...	Words I used...				
<i>Example: My uncle</i>	<i>Assalam-o-Alaikum Chachoo, How are you today?</i>				

Lesson Plan 4 – Chapter Review

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 1

Unit Title: The Gifts of Allah

LP: 4

Textbook Page/s: 04 – 08

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs):

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

- identify doing good and avoiding evil as right things to do.
- identify greatest gifts of Allah in the form of Holy Prophet صلى الله عليه واله وسلم and the Holy Qur'an
- reflect that we should follow the teachings of Prophet Muhammad صلى الله عليه واله وسلم and Holy Qur'an as both are sent as a guide to us by Allah

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>

	Collect the answer sheets exactly after 30 minutes.
05 minutes	Wrap-up: Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.

Unit 2 – A Happy Giraffe

Unit Overview

The aim of this unit is to teach children to be inclusive, empathetic, and compassionate by playing together, taking turns and sharing. It is about teaching children team spirit and good sportsmanship: we follow rules and directions and play fair; we respect the decisions of the referee; we cooperate with and encourage our teammates and we respect the other team. It is very essential to inculcate in children tolerance and respect for personal and cultural differences and develop a non-judgmental attitude in children.

Model Answers

Exercise A

Answer 1 – Mr. Raffe was sad as nobody wanted to be friends with him.

Answer 2 – According to Miss Bleat, Mr. Raffe cannot plan hide and seek because he is so big that he cannot hide behind the trees or in the bushes.

Answer 3 – According to Mr. Janko, the winner is the one who plays well and fair.

Answer 4 – According to Mr. Zed, the problem is that he cannot run as fast as any other animal can. He cannot run faster than the horse, the lion and the deer either.

Answer 5 – According to Mr. Janko, Mr. Raffe can join the race by acting as a referee.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them. They need to understand the context in which a word has been used. The next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher is to encourage them to use each word in many different sentences.

Exercise D

This exercise is about nouns, pronouns and adjectives. Teacher will initially read all the sentences with students and emphasize on 'nouns', 'pronouns' and 'adjectives' used in different everyday situations. Use real life scenarios to explain more nouns and adjectives.

Task 1 – Common and Proper Noun

This exercise is about identifying proper and common nouns from the given paragraph.

Proper noun	Common Noun
Mr. Bilal	shopkeeper
Mrs. Farah	man
Abdullah	people
Asma	wife
	teacher
	woman
	town
	son
	daughter

Task 2 – Pronoun

This exercise is about reading the sentences to identify the errors and correct the mistakes of pronouns. Referring to the pronoun chart, students will make corrections.

1. Miss Yasmin is a wonderful cook. She learnt cooking and sewing from her mother.
2. Mr. Amjad has parked the car. He parked his car in the parking area.
3. A cat is drinking milk. It is drinking its milk in a bowl.
4. Workers are working on the road. They will finish their work soon.
5. He may forget his keys. We will remind him about it.

Task 3 – Noun, Pronoun and Adjectives

This exercise is about reading the paragraph and identify nouns, pronouns and adjectives from the given paragraph.

Noun

Pronoun

Adjectives

Mr. Raffe	He	tall
Giraffe	She	big
animals	They	tallest
Mr. Janko		intelligent
Monkey		helpful
Mr. Bleat		more intelligent
Goat		nice
Mr. Zed		faster
Zebra		fastest
Rabbit		kind
Jungle		caring
Cheetah		
Cat		
friends		

Exercise E

Exercise E helps students to change nouns and pronouns into the plural ones.

1. These are leaves.
2. We are sitting on the chairs.
3. You all are good girls.
4. They are my brothers.
5. They were happy.
6. There were main roads.
7. There will be books in their bags.
8. There are glasses on the tables.
9. There were birds in those trees.
10. Do not wipe your foot on the carpet.

Exercise F

Students will be changing plural nouns and pronouns into singular ones.

1. It is a cat.
2. This girl is my sister.
3. A child is playing.

4. This dish is clean.
5. Woman can go by that bus.
6. A fly is moving its wing.
7. She was sleeping.
8. Do not show me your tooth.
9. This chair is empty.
10. There is a painting on the wall.

Exercise G

Change the gender of the nouns and pronouns.

1. She is like a sister to me.
2. There are six boys in the classroom.
3. It is women's collection.
4. Her aunty is a scientist.
5. A queen is the daughter of a queen.
6. You can call him your nephew.
7. She helps her grandmother.
8. Beware of the cow!
9. She saw a tiger in the zoo.
10. He reads her a story.

Exercise H

Ask students to perform a role-play using the dialogues given in this unit. 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.

Use of English

Follow the instructions on page 19.

Lesson Plan 5

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 5

Textbook Page/s: 9 – 19

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 be inclusive, empathetic and compassionate
- infer that we should be tolerant and respect for personal and cultural differences

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, “We are going to read a very interesting story”.</p> <p>Ask students what games do they play? Take responses and jot them on the board. Ask what rules these games have and how many friends play them together?</p>
30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Topic: Tell students, “We are going to read an interesting story and identify what lesson the story wants to share with us.”</p>

Listening and Speaking:

Excite the students by showing them picture on pages number 10 and 11.

Ask the students about what they think of these pictures.

Expected responses would be:

- animals, giraffe, goat, monkey, zebra and bear.

Write these animals on the board and later on she will mention name of each animal as narrated in the story. Ask students to skim the text to find the names of the animals.

Introduce the story by discussing the title ‘A Happy Giraffe’ and ask students to look at the pictures on page 9, 10 and 11 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.

Shared Reading:

Read the story ‘A Happy Giraffe’ aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions on the following instances of the story. Ask brief questions as given below to determine students’ comprehension level. Take responses and move on to complete the story.

- Why was Mr. Raffe sad?
Plausible responses: It did not have food or toy; or Mom scolded it, etc.
Correct response: Nobody wanted to be friend with him.
- Did the monkey agree that nobody wanted to be friend with Mr. Raffe? How will Monkey respond?
Plausible responses: No, it did not. Yes, it did. Monkey will say you need to be nice and friendly to all, so they start liking you.

Correct response: No, it did not. Monkey thought Mr. Raffe was very popular in the jungle and that everyone liked him.

- How will Miss Bleat respond?

Plausible responses: She will tell Monkey that she does not like Mr. Raffe because he is rude. She will tell Mr. Raffe is nice and always can play with them.

Correct response: Miss Bleat shared that it was not so that they did not like Mr. Raffe but also shared that Mr. Raffe is so big that it could not hide behind the trees when they play hide and seek. Therefore, they cannot play hide and seek with Mr. Raffe.

- What solution will Mr. Janko give Mr. Zed for playing tag with Mr. Raffe?

Plausible responses: Try to play tag with Mr. Raffe Or Play something else with Mr. Raffe.

Correct response: They can play ball with Mr. Raffe and when it is race time, Mr. Raffe can be a referee.

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.

- When playing together, we should be taking turns and sharing.
- We should have team spirit and good sportsmanship.
- We must follow rules and directions and play fair; we respect the decisions of the referee.
- We should cooperate with referee and encourage our teammates to do same.
- We should respect the other team.

	<ul style="list-style-type: none"> - We shall be tolerant and respect for personal and cultural differences. - We should develop a non-judgmental attitude. <p>(20 mins)</p> <p>Reading:</p> <p>Tell students to turn to pages 9, 10, 11 and 12 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> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Pair up the students facing difficulty in reading with students who are finding it easy to read the story. Provide additional support to students in reading the story.</p>
04 mins	<p>Wrap up:</p> <p>Point to the pictures on page 9, 10, 11 and 12 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:</p> <ul style="list-style-type: none"> - giraffe - sounds - swinging - greeted

	<ul style="list-style-type: none">- jungle- bushes- explained- solution- hidens- suggested- expressed- appointed- actually- faster- tag- referee- excited- goose
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Lesson Plan 6

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 6

Textbook Page/s: 9 – 19

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 to articulate and answer the questions

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>Discuss the story and give opportunity to the students to retell the story. Encourage interaction and facilitate the process of learning.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that today we are going to read the story for discussion and read the sight words.</p> <p>Game: Take students outdoor and play games like “hide-and-see”, “tag” and “duck, duck, goose”. Share and discuss rules of the game. Facilitate students while they are playing the game.</p> <p>Reading</p>

Ask 6 students to come forward and allot them each a character, i.e., giraffe, monkey, goat, zebra, bear and narrator. Ask these students to read their character allotted text aloud in the class. Help students to read the passage with expressions (happy, sad, question tone, etc.) and pauses (pause at full stop and comma) to read aloud in front of the other students.

After each paragraph, ask the other students what they have understood. Following their responses, explain them the meaning of the text on contextual basis.

(10 mins)

Listening and Speaking

Discuss the story and raise discussion asking the following questions

- What is the opinion of Miss Bleat about Mr. Raffe? Do you agree with her opinion?
- What is the opinion of Mr. Zed about Mr. Raffe? Do you agree with his opinion?
- What solution does Mr. Janko suggest? How good are those solutions?
- Which games do you play with your friends? Do you play “hide-and-seeK”, “tag” and “duck, duck, goose” too? What do you call them in your language?
- Who is “it” in the duck, duck, goose game?

Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Writing:

Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 12 and 13 with the students and ask students to complete Exercise A from page 12 and 13 in notebook.

	<p>Instruct them to write answers in complete sentences in their notebooks. Review answers with the students.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to write the correct responses to 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>
03 mins	<p>Wrap up:</p> <p>Ask students what have they learned today from the story? Revisit the following points</p> <ul style="list-style-type: none"> - When playing together, we should be taking turns and sharing. - We should have team spirit and good sportsmanship. - We must follow rules and directions and play fair; we respect the decisions of the referee. - We should cooperate with referee and encourage our teammates to do same. - We should respect the other team. - We shall be tolerant and respect for personal and cultural differences. - We should develop a non-judgmental attitude.
02 mins	<p>Homework assignment:</p>

	<p>Ask students to write the answer to the following questions in their homework notebook</p> <ul style="list-style-type: none">- What is the opinion of Miss Bleat about Mr. Raffe? Do you agree with her opinion?- What is the opinion of Mr. Zed about Mr. Raffe? Do you agree with his opinion?
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Lesson Plan 7

Subject: English	Grade: 3	Term: 1st
Week:	Unit: 2	Unit Title: A Baby Sparrow
LP: 7	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:

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card (DISAPPOINTED)
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

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>Paste a card of the word “disappointed” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</p>
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	Encourage interaction and facilitate the process of learning throughout.
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will work on vocabulary words of the reading passage ‘A Happy Giraffe’ today.</p> <p>Reading – Dictionary activity:</p> <p>Ask students to pick up chits from the basket which contains a word that they need to find from the dictionary. The list of words is as follows:</p> <ul style="list-style-type: none"> - popular - complain - explain - swing - together - greet - wonderful - suggest - alone - express - concern - disappoint - referee - cheered <p>Ask students to write the meanings of the specific word on the other side of the word chit.</p> <p>Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.</p> <p><u>Note:</u> <i>As per students’ strength in the class, the teacher can perform this activity in pairs or groups.</i></p> <p>(10 mins)</p> <p>Listening and Speaking</p>

Think- Pair- Share:

Ask students to make sentences of the words given on the board by focusing on the meaning of the word. Encourage students to make creative and attractive sentences.

Pair students in groups of 2 or 3 and ask them to cross- check the sentences of each other. Instruct the students to turn each other’s sentences into creative ones so that their group might win.

Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “**Vocabulary Master**”. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Writing:

Ask students to make the title page of “A Happy Giraffe” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks.

S. No.	Word	Meaning/ Sentence
1.	Popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.
2.	Explain	----- -----

(10 mins)

	<p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>
03 mins	<p>Wrap-up:</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework:</p> <p>Learn the list of words shared in the class along with the meanings.</p>

Lesson Plan 8

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 8

Textbook Page/s: 9 – 19

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- use the sentence-level context to determine the meaning of an unknown word
- consult a dictionary to check the correct meaning of a word
- make sentences of given words list

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

03 mins	<p>Warm up - Recall:</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>Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone's understanding.</p>
30 mins	Lesson structure Performance time!

Topic: Say, "Today we will figure out the meanings of some tricky words from the text. Good readers look for words that they don't know while they are reading. This helps us understand what we read better. Once we figure out what the words mean. We can check it in dictionary too!"

Instructions:

Discuss with students that finding out the unknown words will help you understand the main idea, or the most important point the author is trying to tell us about the story. Say, "The main idea is sometimes in the story/text as a sentence or phrase. But sometimes, it is not so clear, and we must think about what the author wants us to learn from reading the text." Share and discuss an example. Encourage interaction and facilitate the process of learning throughout.

Listening and Speaking - Worksheet 1:

Pass out the Worksheet and Vocabulary Cards worksheet to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be

6. popular
7. explained
8. together
9. wonderful
10. alone

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model

worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Speaking- Presentation

Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.

Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:

My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.

Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Writing

Discuss the examples of sentences from page 13 of the textbook. Ask students to make sentences of the same

	<p>vocabulary word in textbook page 13. Allow students to refer to the completed Frayer model during the sentence level activity</p> <p>(10 mins)</p> <p>Differentiated Learning: Follow guided practice in small groups or with individuals. Use examples to support learning.</p> <p>Students who finish earlier, ask them to find more tricky words from text to make sentences.</p>
05 mins	<p>Wrap-up (Class Discussion):</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p>
02 mins	<p>Homework:</p> <p>Ask students to make and fill Frayer model for the word 'solution' in their homework notebooks.</p>

Lesson Plan 9

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 9

Textbook Page/s: 9 – 19

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recall and define what noun is
- differentiate between common and proper nouns.
- list down common and proper nouns.
- use common and proper noun in sentences

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Index cards
- Worksheet

03 mins	<p>Warm up - Game:</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>Recall and define that noun is a word that name something, such as a person, place, thing, or idea. Excite students by saying that we will play a game today. Ask the students to give a name to the general word said by the teacher. For example, if the teacher says “girl” the</p>
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	<p>students might give her a name “Sara”. Give multiple general words and take responses. Compliment students for their contribution to the game. Encourage participation and interaction throughout the learning process in this activity. Encourage interaction and facilitate the process of learning.</p>
30 mins	<p>Lesson structure:</p> <p>Topic: Tell students that they will study common/ proper nouns today.</p> <p>Listening and Speaking:</p> <p>Divide the class into two halves and then pass out one index card to each student. Ask each student in 1st group to write any noun that is name of a person, place or thing on one side of the index card. When all students have written the names, ask the students to paste their cards on the right side of the board. Ask students of group 1 to return to their seats.</p> <p>Now, ask each student in 2nd group to look at the names pasted on the board and to write a general word to identify any person, place or thing on one side of the index card. When all students have written general words, ask the students to paste their cards on the left side of the board.</p> <p>Ask students of group 2 to return to their seats. Explain to the students those proper nouns are names given to common nouns and they always start with capital letters.</p>

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. Encourage interaction and facilitate the process of learning.

(10 mins)

Nouns around the room Game

This game works great if your classroom is decorated with posters and other signage that includes text. If not, try to take students to a location such as the school library, which does have wall decorations with text.

1. Put students into pairs.
2. Give the pairs a few minutes to move around the room identifying and writing down all the proper and common nouns they can find on the walls.
3. After students have taken their seats, have a class discussion about which proper nouns and common the students found and be sure to correct any errors.

Encourage interaction and facilitate the process of learning throughout the activity. Reward the team who finds the most correct proper nouns.

(10 mins)

Reading and Writing – Exercise D:

Show them pictures on page 14 of the book and ask them to answer the given questions. After the responses, ask each student to identify the common and proper noun by reading the text given on page no. 15 (green box). Instruct the students to make a table and segregate common nouns and proper nouns in two different columns which has been found from the text. Encourage interaction and facilitate the process of learning throughout the activity.

(10 mins)

	<p>Differentiated Plan:</p> <p>Some students might find it difficult to identify common and proper noun. 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 identify common and proper noun.</p>
05 mins	<p>Wrap up:</p> <p>Take the common names of different eatable stuff like, butter, milk, biscuit, chips etc. and ask the students to give proper nouns of each of them individually. Ask students to share some proper and common nouns and list them on the board. Ask students to use them in sentences.</p>

02 mins

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.

Worksheet answers:

	Proper noun	Common Noun
1	Mr. Salman, Sunday	park
2	Sana, Shahrah-e-Faisal	apartment
3	Ahmed, Lahore	plane
4	Labour Day	zoo
5	Sana, March	birthday
6	Sunday	rice, family
7	Amna, Maryam, Country	park
8	Sadiq, Kinjhar	uncle, lake
9	Muhammad, Friday	
10	Sadaf, Venus	planets, telescope

Lesson Plan 10

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 10

Textbook Page/s: 9 – 19

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 pronouns.
- use pronouns replacing specific nouns.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Index cards
- Worksheets
- Chart paper
- Coloured markers

03 mins	<p>Warm up - Recall:</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>Recap the students' knowledge of pronouns and define pronoun as a word that can function as a noun phrase used by itself and that refers either to the participants in the discourse (e.g. I, you) or to someone or something mentioned elsewhere in the discourse (e.g. she, it, this). Encourage interaction and facilitate the process of learning throughout the activity.</p>
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30 mins	<p>Lesson structure Performance time!</p> <p>Topic: Tell students that today we are going to learn pronouns.</p> <p>Listening and Speaking:</p> <p>Excite the students by telling them about a game that the teacher will be playing with them. Remind them that they must remain respectful towards the teacher as playing carries the purpose of education. Ask a student to describe the actions of a class fellow by taking his name every time when an activity is mentioned. E.g., Ali is sitting on Ali’s chair. Ali’s bag is under Ali’s table. Ali is taking Ali’s book out of Ali’s bag. Write the example on the board.</p> <p>Refer to Ali’s example which was written on board. Ask the students:</p> <ul style="list-style-type: none"> – Why does this sound boring/funny? (Because the name Ali has been repeated so many times.) – How else can you say it? Now, let us replace the name with another word. – Ask the students which other words can be used instead of ‘Ali’? <p>Explain what else can be used in place of Ali. Ali is sitting on his chair. His bag is under his table. He is taking his books out of his bag.</p> <ul style="list-style-type: none"> – What do you notice here? (The name Ali has been replaced with he and his). – Does it sound better? – Repeat this activity with other students. <p>Instruct the students to think of the noun for which a pronoun is to be used. Then given them the following</p>

exercise on the board to solve. Instruct them to think of both the options and choose the correct one.

1. We like the zoo. There are many animals in _____. (them, it)
2. Salma is standing near the door. _____ will call the ambulance. (her, she)
3. I want the red shoes. _____ match my dress. (they, it)
4. Asad is coming from Karachi. _____ is my cousin. (He, Him)
5. My friends and I are very happy. _____ have won the match. (These, We)

(10 mins)

Reading, Listening, and Speaking:

Write the following pairs of sentences on a chart paper and paste it on the board. Read each pair of sentences. Call the students to the board. Ask the students to underline the pronoun in the second sentence in the pair. Then circle the word from the first sentence that the pronoun replaces.

Example:

- The students are reading a story. **It** is about a dragon and **its** tail.
- My sister and I went to the market. We bought some dresses for **our** mother.
- My mother cut an apple in half. I offered her to have some.
- Maria and Sana played with the dolls. **They** held the dolls in their hands carefully.
- Masood is playing cricket. He **is** enjoying.
- Ali bought a black shirt. Ali's mother really liked **it**.

(10 mins)

Writing – Exercise D:

Show them pictures on page 15 of the book (Task 2) and discuss them by using the given names again and again.

	<p>Now ask that which word is most suitable i.e. the names or pronouns.</p> <p>After the responses, ask each student to identify the errors in the sentences by reading them and solve the given exercise with the help of the chart provided (yellow box).</p> <p>Instruct the students to underline the error and write the correct answer on top of the incorrect answer. Ask students to make 3 sentences using pronouns.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the concept of pronouns along with personal and progressive ones. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to list down the names of their friends and one of their favourite things by using two sentences along with emphasizes on pronouns.</p>
05 mins	<p>Wrap-up:</p> <p>Conclude the lesson by asking the students about the definition of pronoun and how can they be used in the sentences.</p>
02 mins	<p>Homework – 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. He2. She3. It4. It5. She6. He7. it8. they9. their10. It
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Lesson Plan 11

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 11

Textbook Page/s: 9 – 19

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- define adjectives.
- relate adjectives with nouns and identify them.
- identify and use the degrees of adjectives in sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Teddy bear and bags (3 different sizes)
- Worksheets

05 mins	<p>Warmup - 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>Excite the students by showing them a teddy bear. Ask students to say something about the teddy bear using one word only, for example: cute, fluffy, soft etc. Explain what adjectives words are naming an attribute of a noun, such as sweet, red, or technical.</p> <p>Divide the board into three equal sections and jot down responses of the students on only one section of the</p>
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	<p>board. Ask the meaning of each word that they have shared to improve their vocabulary simultaneously.</p> <p>Now, bring in two more teddy bear of different sizes and ask students to identify the difference between them. Write their differences using the other two sides of the board.</p> <p>Repeat this activity with another stuff toy(s) or any bag(s).</p>
25 mins	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study adjectives and its degrees today.</p> <p>Instructions:</p> <p>Call any two students to keep their bags on the front desk in the class. Ask one of them to come and pick up a bag. After that ask the same student to pick another bag. Now ask which bag is the heavier amongst the two that were picked.</p> <p>Now keep one more bag on the desk and ask him/her to pick it up and identify which is the heaviest bag among all of them.</p> <p>After this activity 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>Tell them 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, and happiest. Come up with more examples with the help of the students. For example, sad, clever, small, easy, thin, etc.</p>

Also mention that superlative degree is always followed by the article 'the' i.e. the saddest, the cleverest etc. Encourage interaction and facilitate the process of learning throughout.

Reading, Listening, and Speaking:

Ask three students of different heights to come forward and stand height –wise. Tell them that student 1 (Name) is tall, student 2 (Name) is the taller and student 3 (Name) is the tallest. Tell them that tall is an adjective which has three degrees; positive, comparative and superlative. In this case the 1st student is tall, 2nd is taller and the 3rd is the tallest one.

Ask them to give some more examples positive, comparative and superlative of adjective.

Some other examples of such adjectives are given below:

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

Do the same activity on short, shorter and shortest.

(10 mins)

Sorting Game:

Provide flashcards of different forms of adjectives in groups and ask students to sort them into positive,

	<p>comparative and superlative forms to be displayed in the class. Teacher to review the responses and facilitate the process of learning through interaction.</p> <p>(10 mins)</p> <p>Writing:</p> <p>Tell the students that they know how to form the second and third degree of adjective so they will write the comparative and superlative degrees of the given adjectives in their notebooks. Encourage interaction and facilitate the process of learning throughout.</p> <p>(happy, sad, smart, short, tall, hard, big, wise, clean, sweet). Take rounds when they are on task and support individual learning by spot checking.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the concept of pronouns along with personal and progressive ones. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early.</p> <p>Ask them to write 2 adjectives and their degrees on the notebooks and to create 6 sentences using all three degrees of the following adjectives:</p> <p>(Example: I had a small cat. She had 4 kittens that were even smaller than her. And out of those four the white kitten was the smallest.)</p>
<p>05 mins</p>	<p>Wrap-up:</p> <p>Conclude the lesson asking them what have learnt today about adjectives, ask the, to name different comparative degrees of adjectives and the usage of adjectives and its</p>

	degrees. Encourage interaction and facilitate the process of learning throughout.																																							
05 mins	<p>Homework – 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> <table border="1" data-bbox="735 772 1370 1627"> <thead> <tr> <th>Adjectives</th> <th>Comparative</th> <th>Superlative</th> </tr> </thead> <tbody> <tr> <td>slow</td> <td>slower</td> <td>slowest</td> </tr> <tr> <td>clean</td> <td>cleaner</td> <td>cleanest</td> </tr> <tr> <td>quick</td> <td>quicker</td> <td>quickest</td> </tr> <tr> <td>fast</td> <td>faster</td> <td>fastest</td> </tr> <tr> <td>sad</td> <td>sadder</td> <td>saddest</td> </tr> <tr> <td>late</td> <td>later</td> <td>latest</td> </tr> <tr> <td>pretty</td> <td>prettier</td> <td>prettiest</td> </tr> <tr> <td>calm</td> <td>calmer</td> <td>calmest</td> </tr> <tr> <td>big</td> <td>bigger</td> <td>biggest</td> </tr> <tr> <td>happy</td> <td>happier</td> <td>happiest</td> </tr> <tr> <td>dark</td> <td>darker</td> <td>darkest</td> </tr> <tr> <td>short</td> <td>shorter</td> <td>shortest</td> </tr> </tbody> </table>	Adjectives	Comparative	Superlative	slow	slower	slowest	clean	cleaner	cleanest	quick	quicker	quickest	fast	faster	fastest	sad	sadder	saddest	late	later	latest	pretty	prettier	prettiest	calm	calmer	calmest	big	bigger	biggest	happy	happier	happiest	dark	darker	darkest	short	shorter	shortest
Adjectives	Comparative	Superlative																																						
slow	slower	slowest																																						
clean	cleaner	cleanest																																						
quick	quicker	quickest																																						
fast	faster	fastest																																						
sad	sadder	saddest																																						
late	later	latest																																						
pretty	prettier	prettiest																																						
calm	calmer	calmest																																						
big	bigger	biggest																																						
happy	happier	happiest																																						
dark	darker	darkest																																						
short	shorter	shortest																																						

Lesson Plan 12

Subject: English	Grade: 3	Term: 1st
Week:	Unit: 2	Unit Title: A Happy Giraffe
LP: 12	Textbook Page/s: 9 – 19	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify a noun and its common and proper types, a pronoun and an adjective and three of its degrees
- define a noun and its common and proper types, a pronoun and an adjective and three of its degrees
- use a noun and its common and proper types, a pronoun and an adjective and three of its degrees

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Chart papers
- Strips of proper and common nouns

05 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>Share definition of noun, pronoun and adjectives as given below and raise discussion for understanding.</p> <p>Noun is a word that name something, such as a person, place, thing, or idea. Give examples of noun in a sentence.</p>
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	<p>Pronoun as a word that can function as a noun phrase used by itself and that refers either to the participants in the discourse (e.g., I, you) or to someone or something mentioned elsewhere in the discourse (e.g., she, it, this). Give examples of pronoun in a sentence.</p> <p>Adjective is a word naming an attribute of a noun, such as sweet, red, or technical. Give examples of adjectives in a sentence.</p> <p>Encourage interaction and facilitate the process of learning throughout.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students that we are going to do noun, pronoun and adjectives together today.</p> <p>Scavenger Hunt for Nouns: Hide small chits with common and proper nouns. Show one of them to students and ask students to go around the school and find the rest and find common and proper nouns around the school and sort them into proper and common noun on a chart displayed in class. Student will maximum common and proper nouns in the list wins the game. Encourage interaction and facilitate the process of learning throughout.</p> <p>(05 mins)</p> <p>Once upon a pronoun - Game</p> <p>Split the class into two teams: the Subject Team and the Object Team. Ask students to make small signs. The Subject Team’s sign should say “she,” and the other team’s sign should say “her.” Assign one student to be the scorekeeper at the whiteboard. Read a fairy tale, such as “Cinderella” to your class. As you read, have students hold up the “she” side when they hear you read “she,” and “her” when you read the word “her.” The scorekeeper</p>

	<p>makes a tally mark each time. Calculate the points for each team. Which one had the most points? Award them. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Noun Showdown to Adjectives - Game</p> <p>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. Encourage interaction and facilitate the process of learning throughout.</p> <p>(05 mins)</p> <p>Writing- Exercise D:</p> <p>Show them pictures on page 16 of the textbook and discuss them by using the degrees of adjectives. Now ask the students to read the text for task 3 and circle the nouns, make a square around pronouns, and underline the adjectives. After the activity, the students will make 3 columns in their notebooks, and they will write the nouns, pronouns and adjectives separately in each column. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to complete the exercise. Provide them extra support. Help them write answers by probing them.</p> <p>Fast learners might cause disruption. Ask those who have completed their work, ask them to assist their friends (who</p>
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	are struggling). This way you will create peer-support environment in class.
05 mins	<p>Wrap up: Class discussion</p> <p>Conclude the lesson asking them what have learnt today about nouns, pronouns and adjectives, ask the, to name different comparative degrees of adjectives and the usage of adjectives and its degrees. Encourage interaction and facilitate the process of learning throughout.</p>
05 mins	<p>Homework assignment:</p> <p>Ask students to write a list of 5 proper nouns, 5 common nouns, 5 pronouns and 5 adjectives in each of the 3 categories and make sentences using them in their notebook.</p>

Lesson Plan 13

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 13

Textbook Page/s: 9 – 19

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify titles like “Mr” and “Miss” appropriately
- use Mr., Mrs. or Ms. with appropriate nouns

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Index cards
- Worksheet

05 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.] Ask students if they remember what they learnt about nouns.</p> <p>Ask the students to give a name to the general word said by the teacher. For example; if the teacher says “girl” the students might give her a name “Sara”.</p> <p>The students will be given multiple general words and responses will be taken.</p>
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	<p>Compliment students for their contribution to the game. Encourage participation and interaction throughout the learning process in this activity.</p>																
<p>25 mins</p>	<p>Topic: Tell students that today we know where to use Mr., Mrs. or Ms. with appropriate nouns.</p> <p>Reading, Listening, and Speaking:</p> <p>Tell that to give respect to the person named, we usually use Mr., Mrs. or Ms. (Miss) before the name of any specific person.</p> <p>We refer to young girls as “Miss”.</p> <p>Display the information on a chart and share the details given below with the students for better understanding of the concept. Encourage interaction and facilitate the process of learning throughout.</p> <table border="1" data-bbox="672 1388 1370 1879"> <thead> <tr> <th>Mr.</th> <th>Mrs.</th> <th>Miss</th> <th>Ms.</th> </tr> </thead> <tbody> <tr> <td>Pronounced “mister”</td> <td>Pronounced “misses”</td> <td>Pronounced “miss”</td> <td>Pronounced “mizz”</td> </tr> <tr> <td>Usually used with a man’s last name</td> <td>Usually used with a woman’s last name</td> <td>Usually used with a woman’s last name</td> <td>Usually used with a woman’s last name</td> </tr> <tr> <td>For example: “Please give</td> <td>For example: “Please give</td> <td>For example: “Please give</td> <td>For example: “Please give</td> </tr> </tbody> </table>	Mr.	Mrs.	Miss	Ms.	Pronounced “mister”	Pronounced “misses”	Pronounced “miss”	Pronounced “mizz”	Usually used with a man’s last name	Usually used with a woman’s last name	Usually used with a woman’s last name	Usually used with a woman’s last name	For example: “Please give	For example: “Please give	For example: “Please give	For example: “Please give
Mr.	Mrs.	Miss	Ms.														
Pronounced “mister”	Pronounced “misses”	Pronounced “miss”	Pronounced “mizz”														
Usually used with a man’s last name	Usually used with a woman’s last name	Usually used with a woman’s last name	Usually used with a woman’s last name														
For example: “Please give	For example: “Please give	For example: “Please give	For example: “Please give														

	<p>this to Mr. Salman.”</p> <p>It is not possible to know if the man is married or not married</p>	<p>this to Mrs. Salman.”</p> <p>Used to refer a married woman</p>	<p>this to Miss. Salman.”</p> <p>Used to refer a single woman</p>	<p>this to Ms. Salman.”</p> <p>Used to refer a single or married woman</p>									
<p>On the board, tell students to read the names and decide when to use Mr., Mrs. or Ms. with them.</p>													
<ul style="list-style-type: none"> - Ali , Ahmed, Zuhar - Saba, Saleha, Zara (Married) - Ayesha, Nabiha, Zohra (Unmarried) 													
<p>Provide the students with the opportunity to try some of these on their own before proceeding. Involve them in discussion to clear concept. Also, emphasize use of the “Capital Letter” at the beginning of the words Mr., Mrs. or Ms. and the use of “fullstop” at end of each one of it. Encourage interaction and facilitate the process of learning throughout.</p>													
<p>Writing – Exercise D:</p>													
<p>Ask students to skim scan the story text from page 9 to 12 and underline the titles and character it is assigned to. Make 3 columns and fill in the details. Explain showing 1 to 2 examples. Encourage interaction and facilitate the process of learning throughout.</p>													
<table border="1"> <thead> <tr> <th data-bbox="656 1633 841 1696">Title</th> <th data-bbox="841 1633 1026 1696">Character</th> <th data-bbox="1026 1633 1380 1696">Status</th> </tr> </thead> <tbody> <tr> <td data-bbox="656 1696 841 1749">Mr.</td> <td data-bbox="841 1696 1026 1749">Raffe</td> <td data-bbox="1026 1696 1380 1749">Male man</td> </tr> <tr> <td data-bbox="656 1749 841 1791">Miss</td> <td data-bbox="841 1749 1026 1791">Bleat</td> <td data-bbox="1026 1749 1380 1791">Young Female</td> </tr> </tbody> </table>					Title	Character	Status	Mr.	Raffe	Male man	Miss	Bleat	Young Female
Title	Character	Status											
Mr.	Raffe	Male man											
Miss	Bleat	Young Female											

	<p>Discuss answers, encourage interaction and facilitate the process of learning throughout. Encourage interaction and facilitate the process of learning throughout.</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the concept of common/ proper nouns along with Mr., Mrs. or Ms. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to list down the names in their current immediate family and to use Mr., Mrs. or Ms. before them.</p>
05 mins	<p>Wrap up: Class discussion</p> <p>Ask if they have any questions. Do a quick review of the topic by asking students to identify where to use Mr. Miss with proper noun. Encourage interaction and facilitate the process of learning throughout.</p>
05 mins	<p>Homework assignment – Worksheet 5:</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. Mr. Ahmed Khan 2. Miss Laila Khan 3. Mrs. Fatima Ali 4. Mr. Mohammad Usman

Lesson Plan 14

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 14

Textbook Page/s: 9 – 19 Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recall 5 rules of making plurals from singulars
- identify singulars and plurals
- forming and using *regular* (e.g. cat/cats) and *irregular* (e.g. child/children) **plurals**

Teaching Aids/Materials/Resources:

- Textbook
- Index cards
- Worksheets
- Chart paper
- Coloured markers

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.]</p> <p>Ask how they are feeling today. Ask students to guess that what they will study today and write singular on top of the first (left) column whereas, write plural on top of the other (right) column.</p>
30 mins	Lesson structure (game time)

	<p>Instructions:</p> <p>Listening and Speaking:</p> <p>Topic: Tell students that they are going to do singular and plural in today’s lesson.</p> <p>Listening and Speaking:</p> <p>Tell students to recall the 5 rules of plural they did in last class.</p> <p><u>Rule 1:</u> Add – es to nouns ending in s, z, ch, x, tch, o, ss and sh.</p> <p><i>Example:</i></p> <p>Doze - Dozes Moss - Mosses Bush - Bushes Beach - Beaches Fox - Foxes Ditch - Ditches</p> <p><u>Rule 2:</u> Add – es for nouns ending in f or fe, change f to v and add – es.</p> <p><i>Example:</i></p> <p>Wolf - Wolves Wife - Wives Leaf - Leaves Life - Lives</p> <p><u>Rule 3:</u> When a noun ends with a consonant and y change y to I and add – es.</p> <p><i>Example:</i></p> <p>Puppy - Puppies Kitty - Kitties Daisy - Daisies Canary - Canaries Bunny - Bunnies Guppy - Guppies</p>
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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.

Examples:

Deer – deer

Sheep – sheep

Fish - fish

Start the lesson by reviewing the pronouns learnt previously.

	Singular	Plural
Subject Pronouns	{ I you he, she, it	{ we you they
Object Pronouns	{ me you him, her, it	{ us you them

Encourage interaction and facilitate the process of learning throughout.

(05 mins)

Group work:

Divide the students into teams so that each row becomes one team (if there are 10 rows, 10 team are formed).

Give each team a paper. Ask half of the team (e.g. five teams) to write as many singular nouns as they can in

three minutes. Ask the other half of the teams to write as many plural nouns as they can in three minutes.

The team with the highest number of noun (both singular and plural nouns), wins. The members of winning teams will receive coloured stars on the written work. Ask the class to clap for winning team.

Choose a few singular and plural nouns from the students' lists. Now write a sentence on the board containing a singular noun (from the students' lists) and its pronoun (singular). For example: The girl is eating her lunch. Underline the noun 'girl' and ask the students if it is singular or plural. Then underline the word 'her' and tell the students that it is used in place of 'girl'.

Tell them that 'her' is also singular noun, a singular pronoun is used. Write more examples on the board choosing singular nouns from the students' lists. Involve the students in each example.

Write a sentence on the board containing a plural noun (from the students' lists), for example: The friends are playing in the garden.

(10 mins)

Game - Turn It Plural

Students should play this game with partners. Each partnership should start with a deck of cards. Every card should have a noun on it. The noun might be in written form, or it can also be a picture. Partners take turns drawing cards. One partner flips a card up, and both students should say what the plural form of the noun is. The first student to accurately say the plural form gets to keep that card. The student who has kept the most cards by the end of the game is the winner.

(05 mins)

Reading and Writing – Exercise E and F:

	<p>Underline the noun - Friends: and ask the students if it is singular or plural. Then underline the word 'their' and tell the students that it is used in place of friends. Tell them that 'their' is also plural. Tell the students that for a plural noun, a plural pronoun is used. Write more examples on the board choosing plural nouns from the students' lists. Involve the students in each example. Encourage interaction and facilitate the process of learning throughout.</p> <p>Read the sentences of exercise E, given on page 16 of the book and discuss along with write answers for given answers in the notebook by themselves. Instruct them to underline the nouns and circle the pronouns that are supposed to be changed. Repeat the same procedure for exercise F given on page 17. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it hard to understand the concept of singular and plural along with nouns and pronouns ones. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to create 3 sentences using nouns and pronouns in singular and plural ways.</p>
03 mins	<p>Wrap up:</p> <p>Conclude the lesson asking them what have learnt today about singular and plural nouns/ pronouns and its reverse course i.e., singular to plural and plural to singular. Encourage interaction and facilitate the process of learning throughout.</p>

02 mins	<p>Homework assignment:</p> <p>Ask students to copy the exercise in their note book and complete it as home assignment.</p> <p>Q. Change the plural nouns into singular.</p> <ol style="list-style-type: none">1. <u>Tigers</u> are wild <u>animals</u>.2. The <u>doctors</u> asked the <u>patients</u> to lie down.3. The black <u>cars</u> had no <u>owners</u>.4. The <u>policemen</u> caught the <u>thieves</u>.5. <u>Ducks</u> are swimming in the <u>pond</u>.

Lesson Plan 15

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 15

Textbook Page/s: 9 – 19 Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)




























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

- identifying the gender of a noun (e.g., boy/girl) or a pronoun (e.g., he/she)
- classify the gender of more nouns from immediate and extended environment (Masculine/Feminine. Neuter)
- recognize and identify the common gender used for both male and female

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Recall:</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>Start the lesson by writing some nouns (male, female, neuter) on the board. Ask the students about the gender of each noun. Furthermore, stimulate the students by asking them about their family i.e. whether they live in joint family or nuclear ones.</p> <p>Ask the students, “How many males and females are there in your house?” After taking their feedback write some</p>
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	<p>masculine and feminine genders on the board, as; husband, grandmother, father, heroine, gentleman, brother, hen, etc. Ask them to tell the related gender of each word and write it on the board. Appreciate them by giving some encouraging remarks like 'Good' or 'Well-done'. Encourage interaction and facilitate the process of learning throughout.</p>												
30 mins	<p>Lesson structure</p> <p>Topic: Tell students to recall the gender in the class.</p> <p>Listening and Speaking:</p> <p>Start the lesson by explaining the chart given below:</p> <div data-bbox="755 934 1291 1312" style="text-align: center;"> <table border="1"> <thead> <tr> <th>MASCULINE</th> <th>FEMININE</th> <th>NEUTER</th> </tr> </thead> <tbody> <tr> <td>BOY </td> <td>GIRL </td> <td>PERSON </td> </tr> <tr> <td> MAN</td> <td> WOMAN</td> <td> HOUSE</td> </tr> <tr> <td>PRINCE </td> <td>PRINCESS </td> <td>PEN </td> </tr> </tbody> </table> </div> <p>Nouns and pronouns have genders whereas other parts of speech do not.</p> <p>Tell the students that masculine and feminine gender of nouns can be differentiated from each other in three ways. Divide the board into three sections for the three ways. Write examples on the board as you teach. Say loudly each noun with the students to teach pronunciation.</p> <p>Ask the students if they know the masculine or feminine nouns from each of three ways. Next, divide the class in such a way that each row of students becomes a team. Ask each team one by one to give a neuter noun. The team</p>	MASCULINE	FEMININE	NEUTER	BOY 	GIRL 	PERSON 	 MAN	 WOMAN	 HOUSE	PRINCE 	PRINCESS 	PEN 
MASCULINE	FEMININE	NEUTER											
BOY 	GIRL 	PERSON 											
 MAN	 WOMAN	 HOUSE											
PRINCE 	PRINCESS 	PEN 											

	<p>which gives a wrong neuter noun. The team which gives a wrong neuter noun loses a point. The team which writes a correct noun but spellings are incorrect loses half point. The team which gives more correct nouns wins. Ask the class to clap for the winning team.</p> <p>(There can be many ‘winning teams’)</p> <p>Explain Masculine gender is used to refer male member of any species.</p> <p><u>For example:</u> <i>boy, man, brother, son, horse, lion etc.</i></p> <p>Feminine gender is used to refer female member of any species.</p> <p><u>For example:</u> <i>mistress, queen, tigress, mare, cow etc.</i></p> <p>Explain (He = masculine; She = feminine; It = neuter/non-living). Identify the gender of each pronoun already written on the board with students’ participation. Draw three columns (Masculine, Feminine, Neuter) on the board and then fill it up with the students’ responses. Now differentiate them between singular and plural, using colored markers/ chalks. Encourage interaction and facilitate the process of learning throughout the activity.</p> <p>Tell the students that masculine and feminine gender of nouns can be differentiated from each other in three ways. Divide the board into three sections for the three ways. Write examples on the board as you teach. Say loudly each noun with the students to teach pronunciation. Ask the students if they know the masculine or feminine nouns from each of three ways. Encourage interaction and facilitate the process of learning throughout. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 min)</p>
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Game 1:

Divide the class into two groups i.e. 'A' and 'B'.

Draw two columns on the board. Write Group 'A' on the top of the first column. Write Group 'B' on top of the second column. Prepare flash cards of different genders, as; cock, poet, daughter, stag, lord, mare, master, and prince. Explain to them that different members from each group will pick up flash card from a basket and read that word loudly. The second group will tell its opposite gender. Continue to play for 10 minutes. The group that scores most will be the winner. Encourage interaction and facilitate the process of learning throughout.

Game 2:

The arbitrator (teacher) is the person who stands at the front of the room or yard; this person can easily be armed with a dictionary or app. The arbitrator calls out a word with the gender—but the arbitrator can choose whether they use the correct gender or the incorrect gender. If the gender is correct, you may step forward. If the gender is incorrect, you may not. Those who run forward when the gender is incorrect will need to go back to the starting line. This game is even more fun if you blindfold the students! Encourage interaction and facilitate the process of learning throughout.

(10 min)

Reading and writing- Exercise G:

Instruct students to turn to pages 18. Ask students to read exercise G with pair partner. Give clear instruction to the students and ask them to do the task. Help and assist the students where necessary. Instruct them to underline the nouns and pronouns that are supposed to be changed by gender. Encourage interaction and facilitate the process of learning throughout.

	<p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to identify some feminine. Sit with them and help them recognize different feminine and masculine.</p> <p>Some students will complete the exercise quickly. Instruct them to write 5 more feminine and masculine in their notebooks.</p>
03 mins	<p>Wrap up:</p> <p>Quickly revise all the three ways in which masculine and feminine gender nouns are differentiated from each other. Arrange a written quiz after a week to assess whether the students are able to change gender of nouns from immediate and extended environment. Encourage interaction and facilitate the process of learning throughout.</p>

02 mins	<p>Homework assignment:</p> <p>Write five feminine gender nouns on the board. Ask the students to write their masculine gender nouns in their notebooks.</p> <table><thead><tr><th data-bbox="683 464 813 491">Masculine</th><th data-bbox="935 464 1049 491">Feminine</th></tr></thead><tbody><tr><td data-bbox="683 527 732 554">lion</td><td data-bbox="935 527 1016 554">lioness</td></tr><tr><td data-bbox="683 590 748 617">actor</td><td data-bbox="935 590 1016 617">actress</td></tr><tr><td data-bbox="683 653 756 680">prince</td><td data-bbox="935 653 1032 680">princess</td></tr><tr><td data-bbox="683 716 732 743">boy</td><td data-bbox="935 716 976 743">girl</td></tr><tr><td data-bbox="683 779 773 806">brother</td><td data-bbox="935 779 1000 806">sister</td></tr><tr><td data-bbox="683 842 789 869">husband</td><td data-bbox="935 842 984 869">wife</td></tr><tr><td data-bbox="683 905 732 932">king</td><td data-bbox="935 905 1008 932">queen</td></tr><tr><td data-bbox="683 968 740 995">male</td><td data-bbox="935 968 1016 995">female</td></tr><tr><td data-bbox="683 1031 724 1058">son</td><td data-bbox="935 1031 1040 1058">daughter</td></tr></tbody></table>	Masculine	Feminine	lion	lioness	actor	actress	prince	princess	boy	girl	brother	sister	husband	wife	king	queen	male	female	son	daughter
Masculine	Feminine																				
lion	lioness																				
actor	actress																				
prince	princess																				
boy	girl																				
brother	sister																				
husband	wife																				
king	queen																				
male	female																				
son	daughter																				

Lesson Plan 16

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 16

Textbook Page/s: 9 – 19 Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- reading dialogue for comprehension and pleasure
- perform a dialogue

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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> <p>Start the lesson by asking students about any cartoon or drama that they have recently seen.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will read the sight words and perform dialogues in today's lesson.</p> <p>Instructions: Instructions:</p>

Start the lesson by explaining that a dialogue is a conversation between two or more people.

Dialogue is essential to fiction writing. It brings characters to life and adds interest. A dialogue must do more than just duplicate real speech.

Reading and writing:

Ask students to read the sight words with you and then write it in their notebook.

- giraffe
- monkey
- complained
- greeted
- brought
- jungle
- bushes
- goat
- concern
- disappointed
- replied
- actually
- congratulations
- share
- excited

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 18 and 19. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Role-plays boost confidence amongst students and helps them become better public speakers. 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. Also, share that it is essential to use proper greetings when you meet someone.

(10 minutes)

Reading:

Ask students to open their textbooks to pages 18 and 19. Instruct them to read dialogues in pairs. 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.

(05 minutes)

Writing:

Tell students to write the list of sight words in a notebook.

(05 minutes)

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'.

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

05 mins	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.
02 mins	Homework assignment: Revisit sight words from notebook, read page 9 to 12 again and locate the sight words.

Lesson Plan 17- Review of the chapter

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 2

Unit Title: A Happy Giraffe

LP: 18

Textbook Page/s: 9 – 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 common and proper nouns
- identify and use noun, pronouns and adjectives
- identify singulars and plurals
- identifying the gender of a noun

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 classmates' 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>
05 mins	<p>Homework assignment:</p> <p>Practice difficult vocabulary from the unit</p>

Unit 3 – The Glorious Prophet

Unit Overview

This unit emphasizes about the life, the message and the merits of the Holy Prophet ﷺ. Its aim is to know about the ways of the Holy Prophet ﷺ that save us from distress and woes of this world and sadness and torment of Hell in the hereafter. They are the key to success and happiness of both worlds. It also tells that two of the best ways of the Holy Prophet ﷺ are justice and mercy. He treated everybody with complete fairness and he was always kind and forgiving.

Model Answers

Exercise A

Answer 1 – The Holy Prophet ﷺ was born in Makkah.

Answer 2 – The Holy Prophet’s ﷺ Mosque is in Medina.

Answer 3 – He came to tell us what is right and what is wrong and to guide us to success.

Exercise B

Letters and words: 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.

nap	pan	pin	nip
bat	tab	nib	bin
tham	math	don	nod
sag	gas	posh	shop
net	ten	phot	poth
del	led	thom	moth
shem	mesh	sub	bus
dem	med	chum	much
mid	dim	but	tub
inch	chin	gum	mug

Exercise C

The Capital Letters

Task 1

1. Her name is Tahira.
2. They will visit England next year.
3. Did you come by train?
4. Please ask Faiqa to water the plant
5. Has the teacher heard about Sara and Hira?
6. She and I are going to attend a party.
7. You may leave a message for Naveed.
8. They met at a restaurant in Dubai.
9. Which is the largest country in Africa.
10. Zainab has not read this story before.

Task 2

1. Golden Eggs
2. Big Time
3. A Thirsty Crow
4. The Jungle King
5. The Doll's House
6. Good Company, Bad Company
7. Little Red Riding Hood
8. Three Elephants Chasing Two Lions
9. A Boy Who Cried Wolf

Exercise D

This exercise is about identifying the difference between paragraphs and Stanzas

Exercise E

Synonyms – Different words with same meanings

He talked to me again. He asked me to close the door. I stood up and started walking to the door. I attempted to shut the door but it did not move. It seemed to be jammed. When he noticed that I could not shut the door, he came to assist me. He softly pushed the door shut. Then I realized that I was applying the power in the wrong direction.

Exercise F

Antonyms – Words with opposite meanings

I am happy that he passed the exam. I was expecting it. I love the news. I found it encouraging. Was it a very easy exam? I do not think so. I agree that he worked hard. He was never absent. He also had good habits. He woke up early in the morning.

Exercise G

Ask students to perform a role-play using the dialogues given in this unit. 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 18

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 18

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- articulate about the life, the message and the merits of the Holy Prophet □.
- analyse the ways of the Holy Prophet □
- identify justice and mercy as two of the best ways of the Holy Prophet □.
- 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"> - Who is the best creation of God? - Who was the Holy Prophet □? - What do you know about the life of Holy Prophet □? <p>Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic:</p> <p>Tell students they will learn about the life of Holy Prophet □.</p>

	<p>Listening and Speaking - Anticipatory Reading:</p> <p>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 <i>Yes</i>, or <i>No</i>. Model the process of responding to the statements and marking the columns.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: left; padding: 5px;">Statements</th> <th style="text-align: center; padding: 5px;">True</th> <th style="text-align: center; padding: 5px;">False</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">We are the best creation of Allah.</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Holy Prophet ﷺ is pure in person.</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Holy Prophet ﷺ is very short in height.</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Prophet ﷺ tells us about right and wrong.</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Holy Prophet ﷺ was born in Madinah.</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Prophet ﷺ has supreme wisdom.</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Holy Prophet ﷺ mosque is in Makkah</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Holy Prophet ﷺ set worthy examples for us.</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Holy Prophet ﷺ cautions us about the fire of hell.</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Holy Prophet ﷺ is entirely matchless and equal to none.</td> <td></td> <td></td> </tr> </tbody> </table> <p>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.</p> <p>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.</p>	Statements	True	False	We are the best creation of Allah.			Holy Prophet ﷺ is pure in person.			Holy Prophet ﷺ is very short in height.			Prophet ﷺ tells us about right and wrong.			Holy Prophet ﷺ was born in Madinah.			Prophet ﷺ has supreme wisdom.			Holy Prophet ﷺ mosque is in Makkah			Holy Prophet ﷺ set worthy examples for us.			Holy Prophet ﷺ cautions us about the fire of hell.			Holy Prophet ﷺ is entirely matchless and equal to none.		
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Holy Prophet ﷺ is entirely matchless and equal to none.																																		

	<p><i>Note:</i> Teachers may wish to create an additional column for revisiting the guide after the material has been read. Focus discussion on the following points.</p> <ul style="list-style-type: none">– The life, the message and the merits of the Holy Prophet ﷺ.– The ways of the Holy Prophet ﷺ save us from distress and woes of this world and sadness and pain of Hell in the hereafter. They are the key to success and happiness of both worlds.– Two of the best ways of the Holy Prophet ﷺ are justice and mercy. He treated everybody with complete fairness and he was always kind and forgiving. <p>Encourage interaction and facilitate the process of learning throughout. (10 mins)</p> <p>School Assembly: Prepare students for School Assembly, online or on-site, to share information about the message brought by the glorious Prophet of Islam. Encourage interaction and facilitate the process of learning throughout. (10 min)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2 and 3 given on Page 21 with the students. Instruct them to write answers in complete sentences in their notebooks. Encourage interaction and facilitate the process of learning throughout. (10 minutes)</p> <p>Differentiated Plan:</p> <ul style="list-style-type: none">– Anticipation guides can be completed orally.– 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.
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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> <p>Ask questions like:</p> <ul style="list-style-type: none"> – What lesson do we learn from the life of the Holy Prophet ﷺ? – How should we shape our lives in accordance with the teaching of the Holy prophet ﷺ? <p>Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework assignment:</p> <p>Ask students to learn the following spellings for homework:</p> <ul style="list-style-type: none"> • messenger • splendour • awesome • marvel • grandeur • mosque • caution • distress • relieve • matchless • woes <p>You can also give these words for writing practice.</p>

Lesson Plan 19

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 19

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

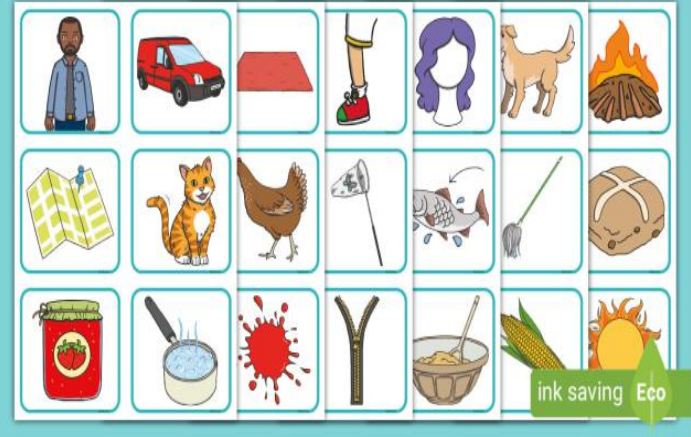
By the end of this lesson, the students will be able to:

- identify three letter (CVC) words.
- produce CVC words.
- use CVC words to make new words.

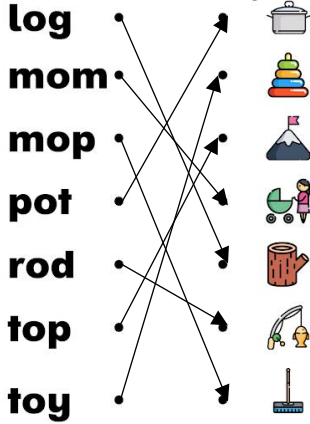
Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flash Cards
- 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>The students will be asked about the vowels and consonants they have learnt in the previous classes. Show some pictures and ask their names. Encourage interaction and facilitate the process of learning throughout.</p>
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	 <p>Ask about what they might learn today. After the response, ask students to come forward and write the names of the objects. Instruct students to focus on the letters that whether they are consonants or vowels.</p>
<p>30 mins</p>	<p>Lesson structure</p> <p>Topic: Tell students that they will study CVC word formation today.</p> <p>Listening and Speaking: Write the following paragraph on the board and ask the students to highlight three letter words containing formation in the following type:</p> <p style="text-align: center;">Consonant+ Vowel+ Consonant. <i>Salman got a new van. It was bg and tan. In it he puts a fan, a can, and a pan. Salman got in but the van did not go. It ran out of gas. A man comes with gas. “Thank you!” said Salman.</i></p> <p>Now, explain to the students the following definition: Definition: A CVC word is a word made up of 3 letters: a consonant, a vowel, and another consonant. Cat, fix, and sun are all examples of CVC words. These are words that follow simple</p>

	<p>phonics rules, meaning each letter makes its sound. Encourage interaction and facilitate the process of learning throughout.</p> <p>Reading, Listening, and Speaking: The teacher will give 1 post it chit (sticky notes can be used) to each student and she will state that each child needs to follow the given format and make a word out of it.</p> <p style="text-align: center;">Consonant+ Vowel+ Consonant.</p> <p>Paste a chart on the soft board and ask each child to paste the word that they have made on it. Rectify by taking responses from other students. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 min)</p> <p>Reading: Ask students to turn to page 21 of textbook, Exercise B to blend and read the only CVC words from the given words. Encourage students to read the words. Once done, encourage them to discuss it in pairs. Move around the classroom, listen to their discussions, and guide the students where needed. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 min)</p> <p>Writing: Ask students to turn to page 22 of textbook, Exercise B to read the given CVC words. Encourage students to read the words. Once done, encourage them to make new words. Model an example and ask students to discuss it in pairs to complete the exercise. Move around the classroom, listen to their discussions, and guide the students where needed. Encourage interaction and facilitate the process of learning throughout.</p> <p>Differentiated Learning: Some students might find it hard to understand the concept of CVC words. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early.</p>
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	<p>Ask them to create few sentences having different CVC words.</p>
<p>03 mins</p>	<p>Wrap up: Repeat the blending words with students. Encourage them to say the words with you. Write few words on the board and ask students to read them.</p>
<p>02 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> <p>Worksheet answers:</p>  <p>The matching exercise consists of the following pairs:</p> <ul style="list-style-type: none"> log - a log mom - a mother mop - a mop pot - a pot rod - a rod top - a top toy - a toy

Lesson Plan 20

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 20

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- create words by using consonant blends
- identify blending letters and their sounds
- create blending sound to answer the riddle

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>The students will be asked about the vowels and consonants that they have learnt in the previous classes. Provide cards of alphabets to students to sort out vowels and consonants in groups.</p>
30 mins	<p>Lesson structure (Presentation)</p> <p>Instructions:</p> <p>Topic: Tell students that they will study blending words in today's lesson.</p>

Listening and Speaking:

Teacher will point out and briefly review specific sound/spelling cards that students should focus on in the blending activities.

Focus cards are:

BIRD card /er/ spelled ir, er, ur;































JUMP card /j/; SAUSAGES card /s/; ZIPPER card /z/. Students will name the cards chorally.

Teacher will emphasize sounds by segmentation to allow students to focus on initial, middle, and end word sounds so that students can identify the sound/spelling associations. If students are having trouble, teacher will segment the word by saying the word parts to students and asking,

- "What word am I making?"
- "What sound do you hear at the beginning? middle? end?"

Show the students the following chart and explain.

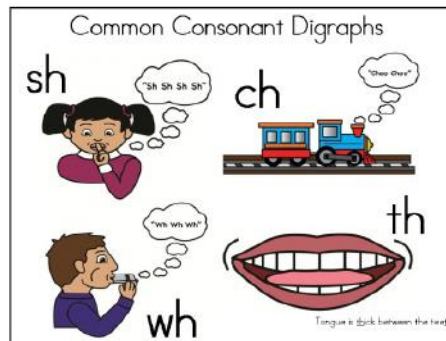
Common Blends and Digraphs

bl 	br 	cl 	cr 	dr 
fl 	fr 	gl 	gr 	pl 
pr 	sc 	sk 	sl 	sm 
sn 	sp 	st 	sw 	tr 
tw 	spl 	scr 	spr 	str 
sh 	ch 	th 	wh 	ph 

A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend. The most common beginning consonant blends include: bl, br, cl, cr, dr, fr, tr, fl, gl, gr, pl, pr, sl, sm, sp and st. Blends can also occur at the end of words as in the word "last". There are also blends which contain three consonants. Common three consonant blends include: str, spl, and spr. When teaching blends, most teachers introduced them in groups. For example, a teacher may choose to

introduce the l-blends first (bl, cl, fl, gl, pl and sl) followed by the r-blends.

Whereas, in a consonant digraph, two consonants stand together to represent a single sound. the most common consonant digraphs are: sh, ch, th, and wh.



(10 min)

Reading:

Ask students to turn to page 21 of textbook, Exercise B to blend and read the given words. Encourage students to read the words. Once done, encourage them to discuss it in pairs. Move around the classroom, listen to their discussions, and guide the students where needed.

(10 min)

Writing:

Instruct students to write alphabets on the pages provided by her. Ask them to write clearly using the four lines. Ask students to circle the letters starting from the first line and ending on the third line with a blue colour. Similarly, ask students to circle the letters starting from the second line and ending on the third line with a green colour. And at last, ask students to circle the letters starting from the second line and ending on the fourth line with a brown colour. Explain to the students that these are known as SKY, GRASS and ROOT letters.

Ask students to use a four-lined paper and write twenty-six letters of the English alphabet both in capital and lower case. Then tell the Sky, grass and root letters apart.

(10 min)

Differentiated Plan:

	<p>Some students might find it hard to understand the concept of blending sounds. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to create few sentences having different blending sound.</p>
03 mins	<p>Wrap up: Repeat the blending words with students. Encourage them to say the words with you. Write few words on the board and ask students to read them.</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. Pr 2. Cl 3. Br 4. Gl 5. Dr 6. Sm 7. Tr 8. Dr 9. Gl 10. Sn

Lesson Plan 21

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 21

Textbook Page/s: 20- 27

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. Tell them if they want to be masters of words, they should study how masters of words do this. Ask about what rhyming words are; 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 will 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: To understand what a rhythm is, you must also understand what a beat is. A rhythm and a beat are two different things, but they are connected to create and play a composition. A beat is a steady pulse in the melody, like the tick-tock of a clock. A rhythm is the length of time between each beat. It is the actual sound of the tune.</p> <p>Say: Understanding rhythm is important when learning how to read a poem or recite a Naat. You will now review the difference between a rhythm and a beat and answer some questions. After, you will do some hands-tapping exercises that show rhythm and beat. (Instead of using the word ‘clapping’ use the phrase ‘hands-tapping’ and make students tap the back of the palm with other hand to understand rhythm and beat.)</p> <p>Rhythm and Beat Activity: It may be best to have students stand.</p> <p>Say: The first hands-tapping exercise will be a warm-up. I will tap a rhythm pattern, and I want you to repeat the taps after me.</p> <p>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 a rhythm and beat when it appears in a composition. You will do a hands-tapping exercise to the "Itsy Bitsy Spider" poem. Here is a handout to show when to tap for a beat and when to tap for a rhythm.</p> <p>Say: Let's start with the beat only. Run through the poem tapping to the beat.</p> <p>Say: Now let's try the rhythm only. Run through the poem tapping to the rhythm.</p>
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	<p>Say: Lastly, we will split the class into two. One half will do the beat, and the other will do the rhythm.</p> <p>Split the class in two and run through the poem with one half tap beat and the other, rhythm. Repeat if necessary.</p> <p>Ask: Does anyone have any questions?</p> <p>Reading: Ask students to read the given poem, underline and read the words with stress with syllables. Ask students to identify the rhythm in the poem. (10 mins)</p> <p>Writing: Ask students to work on the title 'My Pet'. 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 20 stressing on the underlined words.</p>

Lesson Plan 22

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 22

Textbook Page/s: 20- 27

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 a poem is. 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 tapping 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 tap out the rhythm? Reread the poem and tap 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 mother 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>
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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 words. If time allows and others want to present, 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 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 23

Subject: English	Grade: 3	Term: 1st
Week:	Unit: 3	Unit Title: The Glorious Prophet □
LP: 23	Textbook Page/s: 20- 27	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify new vocabulary words
- find out the meaning of the new words using a dictionary
- use the new words appropriately in a sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card (DISAPPOINTED)
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

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>Announce that you are all going to play a game.</p> <p>Paste a card of the word “honour” on the board and ask students whether they know the meaning of the word that has been pasted on the board. Some students might share their idea which might be relevant to the actual meaning, which will be written on the board. Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	Lesson structure

Topic: Tell students that they will work on vocabulary words of the reading passage 'A Happy Giraffe' today.

Reading – Dictionary activity:

Ask students to pick up chits from the basket which contains a word that they need to find from the dictionary. The list of words is as follows:

- | | |
|-------------|-------------|
| - greatest | - glorious |
| - creation | - justice |
| - character | - mercy |
| - matchless | - perfectly |
| - equal | - worthy |
| - messenger | - illuming |
| - success | - bright |
| - caution | - grandeur |
| - relieve | - marvel |
| - woes | - splendour |
| - distress | - awesome |

Ask students to write the meanings of the specific word on the other side of the word chit.

Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.

Note: *As per student strength in the class, the teacher can perform this activity in pairs or groups.*

(10 mins)

Listening and Speaking - Think- Pair- Share:

	<p>Ask students to make sentences of the words given on the board by focusing on the meaning of the word. Encourage students to make creative and attractive sentences.</p> <p>Team students in groups of 2 or 3 and ask them to cross- check the sentences of each other. Instruct the students to turn each other’s sentences into creative ones so that their group might win.</p> <p>Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “Vocabulary Master”. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing:</p> <p>Ask students to make the title page of “The Glorious Prophet □” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">S. No.</th> <th style="text-align: left;">Word</th> <th style="text-align: left;">Meaning/ Sentence</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">1.</td> <td style="vertical-align: top;">Popular</td> <td> liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics. </td> </tr> <tr> <td style="vertical-align: top;">2.</td> <td style="vertical-align: top;">Explain</td> <td> ----- ----- </td> </tr> </tbody> </table> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>	S. No.	Word	Meaning/ Sentence	1.	Popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.	2.	Explain	----- -----
S. No.	Word	Meaning/ Sentence								
1.	Popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.								
2.	Explain	----- -----								

03 mins	Wrap-up: Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.
02 mins	Homework: Learn the list of words shared in the class along with the meanings.

Lesson Plan 24

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 24

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

demonstrate the importance of comma

list the rules for using commas

- use commas to complete the exercises

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Reading material
- 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>Presents a sentence on the board and reads quickly for the students. Write without comma;</p> <p>“Mummy invited Saima Ahmed Sana Salman and Mariam to my party.”</p>
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	<p>Question students on how many kids Mummy invited and how they can tell. Question to elicit from students that to make reading and understanding sentences easier the comma can be used to indicate a brief pause. Rewrites the sentence with the comma:</p> <p><i>“Mummy invited Saima, Ahmed, Sana Salman, and Mariam to my party.”</i></p> <p>Display some more examples on the board where the comma is used to separate items in a list or words in a series. Guide students in identifying that the comma is used to separate items in a list or words in a series except before the word "and" in the series.</p> <p><i>What difference do you notice now?</i></p> <p>Expected answer: We understood because you stopped while reading. You read it clearly. You read it slowly. You read it twice.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study how to use a comma in sentences in today’s lesson.</p> <p>Listening, Speaking and Reading: The teacher will write the following text on the writing board/ write on a chart or hand over printed form.</p> <p>The Summer Holiday (Find 7 missing commas) Sana likes to enjoy many different things during the summer holidays. She loves sleeping late each night. After she wakes up she often helps her mother in the kitchen. After she has finished helping her mother she goes outside to play with her friends. She loves to go hiking biking swimming camping and jogging. And most of all she likes to go horseback riding. Sana says the only thing she doesn’t like about summer are the rainy days.</p> <p>Call the students individually to the writing board. Ask the students to insert commas with the coloured chalk wherever necessary. Let the class tap for every correct entry. Ask</p>

	<p>another student to do the correction in case a mistake is made.</p> <p>Ask the students to read the texts one by one with proper pauses, accuracy and fluency. Help the students to read fluently.</p> <p>Explain to the students that a comma is a punctuation mark that separates items in a list and marks the divisions within sentences.</p> <p>Then explain the rules for using the Comma</p> <p>Rule 1: Use a comma to separate a series of three or more words in a list. Place a comma before the word "and" at the end of the list. I like to eat lollipops, jellybeans, and bubblegum. Salman jumped, bounced, and flipped on the trampoline. Exception: Do NOT use a comma if there are just two words in the list. He gave Sana milk and cookies. Mariam walked and ran in the race.</p> <p>Rule 2: Use commas between lists of three or more adjectives or adverbs. Ahmed is a <u>fast, talented, and accurate</u> soccer player. Saima ran <u>quickly, slowly, and wildly</u> in the obstacle course. The puppy is <u>fuzzy, soft, and gentle</u>.</p> <p>Rule 3: Use a comma between two adjectives to separate them if they are interchangeable. It was a short, simple play. She is a healthy, fit girl.</p> <p>Rule 4: Use a comma to separate two complete thoughts (independent clauses) in a compound sentence. Place the comma before the conjunction (and, but, or, for, yet, so, nor). I'd like to go to the store, <i>but</i> my car is out of gas. Sana will draw the pictures, <i>and</i> Salman will color them in. You can eat the pasta, <i>or</i> I can order some pizza.</p>
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	<p>Rule 5: Use a comma to <u>separate a dependent clause</u> from the rest of the sentence <u>if it starts the sentence</u>.</p> <p>A dependent clause has a <i>subject</i> and a <i>verb</i> but is not a complete sentence on its own. Place the comma after the dependent clause.</p> <p><i>While I was at the store,</i> my sister went to the movies. <i>As she ate the cupcakes,</i> I made more. <i>After Sana ran the race,</i> she felt tired and hungry.</p> <p>Rule 6: Use a comma to separate introductory words like "Yes" or "No" from the rest of the sentence.</p> <p><i>Yes,</i> I'd love to have a picnic this afternoon. <i>No,</i> I'd rather not eat my peas. <i>Well,</i> let's see how the weather is before we decide.</p> <p>Rule 7: If you start a sentence by addressing someone by name, use a comma after the name.</p> <p><i>Sana,</i> join us at the table. <i>Salman,</i> do you know the answer to the question?</p> <p>Rule 8: Use a comma between the city and state in an address.</p> <p>My brother lives in <i>Karachi, Pakistan</i>. Minar e Pakistan is <i>Lahore, Pakistan</i></p> <p>Rule 9: Use a comma between the day and year in a date.</p> <p>Mariam was born on <i>April 8, 1999</i>. Sana will leave for her trip on <i>June 5, 2014</i>.</p> <p>Rule 10: Use a comma to separate extra information from the rest of the sentence. The sentence will still be complete if you remove this information. This extra information is called an <u>appositive</u>. Place commas before and after an <u>appositive</u>.</p> <p>Salman, <i>my best friend,</i> is sleeping over on Friday. Sana, <i>my uncle's dog,</i> is a trained search-and-rescue dog. My favorite book, <i>The Wizard of Oz,</i> is a classic.</p> <p>Rule 11: Use a comma for numbers over 999.</p> <p>PKR 53,250 3,000,000</p>
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	<p>Rule 12: Use a comma before or after the direct speech. We do not use comma for indirect speech. He said, "<i>I am not well.</i>" "I am not well," he said. He said that he was not well.</p> <p>Rule 13: Use commas in personal titles. <i>Salman Ahmed, M.D.</i>, is here. <i>Ahmed Salim, Chief Financial Officer for operations</i>, reported the annual earnings.</p> <p>Rule 14: When writing with commas, put a space AFTER each comma, but never before. Be careful with commas! When misplaced in or left out of a sentence, a comma can change the meaning of your words entirely: Let's eat, Grandma! (Inviting Grandma to eat - use a comma) Let's eat Grandma! (Planning to eat Grandma - missing comma) (10 mins)</p> <p>Reading: Ask students to work in pairs and open up page 40 paragraph 1 and read the text turn by turn to their partner. (One student reads other listens and corrects the mistakes, and then they change roles.) Ask them to use a pencil and circle all the commas that they can find. Take round of the class and listen to the students. Correct them if they make mistakes. All the students must follow the rules of using commas. (10 mins)</p> <p>Writing: Now, ask student to do the activity given in their notebook. Write these sentences on board using without commas: 1. <i>The pet store has cats, dogs, hamsters, fish, and turtles.</i></p>
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	<p>2. <i>I really wanted cereal this morning, but I didn't have any milk.</i></p> <p>3. <i>Well, if you really want pancakes, I guess I can make them.</i></p> <p>(05 mins)</p> <p>Differentiated Learning: Some students might find it hard to understand the concept of commas with reference to a statement. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to write a list having different abbreviations along with commas.</p>
05 mins	<p>Wrap-up: Conclude the lesson asking them what have learnt today about commas and when to use commas in writing.</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> <ol style="list-style-type: none"> 1. I need to buy a dress, so I am going to the mall. 2. <i>My dress was blue, sparkly, and long.</i> 3. <i>The rabbit hopped, and then he ate a carrot.</i> 4. <i>The game was over, but the crowd refused to leave.</i> 5. <i>If you are ill, you ought to see a doctor.</i> 6. <i>To get a seat, you'd better come early.</i> 7. <i>Yes, the package should arrive tomorrow morning.</i> 8. <i>However, you may not be satisfied with the results.</i> 9. <i>It is up to you, Ahmed, to finish.</i> 10. <i>She was, however, too tired to make the trip.</i>

Lesson Plan 25

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 25

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- **demonstrate the importance of capitalization**
- **list the rules for capitalization**
- identify errors in capitalization

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>Hold up a prepared sentence (my dad bought a new red car) which is missing its capital letter at the beginning. Ask students to identify what is wrong. Select a student to come and write the correct letter on the board. Class is to say whether the letter is correct. Explain that we always use capital letters at the start of a sentence.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they are going to study capital letters in today’s lesson.</p> <p>Instructions:</p> <p>Write these sentences on the board:</p> <ul style="list-style-type: none"> – I went to the park. – I went to Yellowstone Park. – He is our leader. – The Quaid-e-Azam is our leader. <p>Ask the class why the capitalization rules are different in each sentence.</p> <p>See if they can identify why words like “park” aren’t capitalized, but “Yellowstone Park” is always capitalized.</p> <p>Explain to the students that the following six rules are focused when capitalizing:</p> <p>Rule 1 - The First Letter in a Sentence: It's important to always capitalize the first letter <u>of a sentence</u>. This is perhaps the easiest and most straightforward of the capitalization rules, as there are virtually no exceptions or other complications. If the first word in a sentence is not capitalaized, capitalize it.</p> <p>Rule 2 - Proper Nouns and Adjectives: Specific people, places or things will generally be capitalized. It is what differentiates proper nouns from <u>common nouns</u>. For example, a common noun would be tower, while a proper noun would be the Eiffel Tower.</p> <p>Categories of proper nouns include:</p> <ul style="list-style-type: none"> – Names of mountains, mountain ranges, hills, and volcanoes (Mount Godwin Austin (K2), Mount Olympus, Mount Vesuvius) – Cities, countries and continents (Pakistan, Karachi, Asia) – Names of bodies of water, including rivers, lakes, oceans, seas, streams, and creeks (Lake Saif-ul-Mulook, Mississippi River, Muscogee Creek) – Names of buildings, monuments, bridges, and tunnels (Ziarat Residency, the Statue of Liberty, the Lincoln Memorial)
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- Street names (Shahrah-e-Faisal, Liyari Expressway, Oxford Street)
- Schools, colleges and universities (University of Karachi, Harvard University, Boston College)
- Nationalities and languages (Urdu, Arabic, Pakistani, French, English, Japanese)
- Companies and trademarks (Pakistan International Airlines, Toyota, Mattel)
- Time periods and events (the Golden Era, the Renaissance, the Revolutionary War, the Industrial Revolution)
- Religious texts (the Quran, the Bible, the Old Testament)

Rule 3 - Proper nouns become proper adjectives when they describe nouns. Examples of proper adjectives include:
 Adjectives based on place names (Irish, Californian, Canadian)
 Adjectives derived from names (Shakespearean, Orwellian, Darwinian)
 Adjectives from religions (Islamic, Buddhist, Christian)
 You can form proper adjectives from nearly every proper noun. Note that you wouldn't capitalize any prefixes (such as "pre-Shakespearean" or "post-Orwellian") or hyphenated words (such as "Irish-born" or "Christian-minded").

Rule 4 - The Pronoun- I:

It is only necessary to capitalize other pronouns when they begin a sentence. However, the pronoun "I" is always capitalized, no matter where it falls in a sentence.

Examples

I don't know about you, but I would wait for it to go on sale.

He said that we can go home, but I'd wait to hear from the manager.

Sana and I are going to the movies later tonight.

Rule 5 - Book and Movie Titles

Books, plays, poems, and other creative works often require capitalization for their titles. It depends on the style guide you're using, but generally, you capitalize the following words in a title:

- **the first word**

	<ul style="list-style-type: none"> - adjectives - nouns - verbs - the last word <p><u>Meanwhile, you generally don't want to capitalize:</u></p> <ul style="list-style-type: none"> - articles (a, an, the) - conjunctions (for, and, but, so) - prepositions with three or fewer letters (in, on, at) <p>Examples of Book and Movie Title Capitalization: The first letter of a work of art is always capitalized, even if it's an article, preposition or conjunction. The last word of these titles always receives a capital, too.</p> <p><i>The Glass Menagerie</i> <i>A Few Good Men</i></p> <p>Rule 6 - Days, Months and Holidays When you look at the calendar, almost every word is capitalized. That's because you should always capitalize days of the week and months of the year (even when they're abbreviated). Additionally, holidays are also capitalized whenever you write them.</p> <p>Encourage interaction and facilitate the process of learning throughout. (10 mins)</p> <p>Reading, Listening, and Speaking: Instruct the students to look at the sentences written on the board. Select random students and will ask them to highlight the error in the sentences. Ask them to read aloud and change the error into the correct one.</p> <p><i>Q. Change the letters in each sentence and capitalize where necessary.</i></p> <ul style="list-style-type: none"> - Yesterday, i went to seaworld. - sana and mariam will be here in july. - the mount nangaparbat is huge. - last friday, we read a book on sultan salahuddin. - I don't understand french. - my favorite author is mazhar kaleem. - Do you like charlotte's web?
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	<ul style="list-style-type: none"> - salman is funny. - my wifi is broken. - The pacific ocean borders california. <p>Encourage interaction and facilitate the process of learning throughout. (10 mins)</p> <p>Writing – Exercise C: Now, ask student to read the passage given on page 23 and 24 to complete it by changing the small letters into capital letters. Encourage interaction and facilitate the process of learning throughout. Take rounds to check responses and facilitate learning wherever required. (10 mins)</p> <p>Differentiated Learning: Some students might find it hard to understand the concept of capitalization with reference to proper nouns. So, 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 write name of places starting with 'S' on a rough piece of paper.</p>
03 mins	<p>Wrap up:</p> <p>Towards the end of the lesson, ask students what they learnt in today's lesson about capitalization and when to use capital letters in writing. Encourage interaction and facilitate the process of learning throughout.</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 class was ready to go on the field trip to the New York Zoo.2. Ms. Salma was an excellent helper at the school.3. We went to the Muree for vacation during the summer.4. My friends love to go to Safari Park during the winter.5. Students get restless in the month of May.6. Mohammad Ali is one of the greatest wrestler in Pakistan.7. Italian food is one my favorite types of food for dinner.8. The Olympics will be held in the country of Brazil next year.
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Lesson Plan 26

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 26

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- **demonstrate the importance of full stop**
- **list the rules for using full stops**
- use full stops to complete the exercises

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 <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 down the sentence without any punctuation marks on the board, as such;</p> <p><i>“Dr Salman was looking at the patient He was very ill”</i></p> <p>Read out the following sentence a little fast without taking pauses. Ask a question from students: <i>What did I talk about?</i></p> <p>Ask the students to suggest where the punctuation marks should be added. Put the full stop with the coloured chalk/ marker. Read the sentence with proper punctuation and intonation.</p> <p><i>“Dr. Salman was looking at the patient. He was very ill.”</i></p> <p>Ask the students: <i>What difference do you notice now?</i></p> <p>Expected answer:</p> <p>We understood because you stopped while reading. You read it clearly. You read it slowly. You read it twice.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study full stops today.</p> <p>Listening and Speaking: The teacher will write the following text on the writing board.</p> <p><i>Text:</i> 'I was walking on mall road it was very hot and I was feeling very thirsty stopped under a tree "why are standing here" someone said i turned around and saw it was Ali my best friend.'</p> <p>Solved text: 'I was walking on Mall Road. It was very hot and I was feeling very thirsty. I stopped under a tree. "Why are standing here?" someone said. I turned around and saw it was Ali my best friend.'</p> <p>Call the students individually to the writing board. Ask the students to insert capital letters, question marks, full stops with the coloured chalk where ever necessary. Let the class clap for every correct entry. Ask another student to do the correction in case a mistake is made. Ask the students to read the texts one by one with proper pauses, accuracy and fluency. Help the students to read fluently. Explain to the students that full stops are used to end the statements. Then explain the following rules to all the students.</p> <p>Rule 1 - Full stops are used to end a sentence when that sentence has expressed a complete thought or idea. They're only used to end sentences which are statements, not questions or exclamations. For example:</p> <ul style="list-style-type: none"> - <i>I hope to see you soon.</i> - <i>I received your letter.</i> - <i>I start work later this afternoon.</i> - <i>Full stop at the end of suggestions or commands.</i> <p>Rule 2 - Full stops can also be used to end sentences which are suggestions or commands. These types of sentences can also be called imperative sentences. For example:</p>
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- *Put your coat on the hook.*
- *Stick out your tongue.*
- *Let's go to the park.*

Rule 3 - Full stop at the end of individual words.

Full stops are sometimes also used after individual words. This could be when the words in a sentence are in an unusual format, or in a question-and-answer style piece of writing.

For example:

- *What is the capital city of Pakistan? A: Islamabad.*
- *She was as happy as she'd ever been here. Rested. Calm. Content.*

Rule 4 - Full stop after reported questions.

Full stops can also be used after reported questions, instead of a question mark. A reported question is when the question is not being directly asked but is being reported by the speaker.

For example:

- *She asked me if I knew where I was.*
- *I asked what time it was.*

Rule 5 - Full stops in abbreviations.

Full stops can also be used in abbreviations. Abbreviations are when a word or phrase is made shorter by blending them together or omitting part of them.

For example:

- The party starts at 8 P.M.
- Dr Salman D. Ahmed

If the abbreviation comes at the end of a sentence and usually uses a full stop, we don't need to add another full stop.

For example:

- *We've got all the party stuff here: cakes, balloons, hats etc.*

Rule 6 - Key full stop punctuation rules to remember.

We shouldn't leave any spaces between the last letter and the full stop. We should use one space between the full stop and the first letter of the next sentence. If we write a sentence after the full stop, we should start it with a capital letter.

(10 mins)

Reading, Listening, and Speaking:

Ask students to work in pairs and read the given text from board. Add full stop where required. Take round of the class and listen to the students. Correct them if they make mistakes. All the students must follow the rules of punctuation.

1. Sana and Salman got wet in the rain
2. Salman went on an adventure
3. Ahmed had six books in his bag
4. Mustafa sat by the road to wait for his friend
5. Mother sat on the big chair
6. Sana twisted her long hair into a plait
7. Snow drops onto the ground in winter
8. Father made a castle from sand when he went to the beach

Writing – Exercise F:

Ask student to do the activity in their notebook and complete it by using full stops wherever necessary.

1. Sana and Salman got wet in the rain
2. Salman went on an adventure
3. Ahmed had six books in his bag
4. Mustafa sat by the road to wait for his friend
5. Mother sat on the big chair
6. Sana twisted her long hair into a plait
7. Snow drops onto the ground in winter
8. Father made a castle from sand when he went to the beach

Differentiated Learning:

Some students might find it hard to understand the concept of full stops with reference to a statement. So, 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 write a list having different abbreviations along with full stops.

03 mins	Wrap up (Quiz Time): Towards the end of the lesson, ask students what they learnt in today’s lesson about punctuation. Share some sentences with students and ask them to punctuate them.
02 mins	Homework assignment – 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. Worksheet answers: <ol style="list-style-type: none">1. My cat likes to drink milk.2. There are thirteen students in my class.3. It was too cold to swim.4. Sometimes it is too hot in summer.5. My friend cut her finger.6. We often go camping.7. We saw cat under the tree.8. I like my bicycle.9. She lives near my house.10. I like to eat pizza.

Lesson Plan 27

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 27

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- **Demonstrate the importance of question marks**
- **List the rules for using question marks**
- Use question marks to complete the exercises

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>The teacher will read the letter aloud, not using inflection as you read.</p> <p><i>Dear Ahmed,</i></p> <p><i>Salam! How are you ___ I'm having a great time at the summer camp. I've made friends and I do a lot of activities daily.</i></p> <p><i>How is your vacation going _____ Have your made any new friends___ Or have you being doing any fun activities_____</i></p> <p><i>Do let me know soon.</i></p> <p><i>Your friend,</i></p> <p><i>Danish.</i></p> <p>Discuss the missing punctuation marks.</p> <p>For example:</p>
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	<ul style="list-style-type: none"> - <i>How would the story sound if I used a question mark here?</i> - <i>How does punctuation tell us to read?</i> <p>Show students the symbol for the question mark.</p> <p>Instruct them to write the symbol in their notebooks. Explain that a question mark is used at the end of an asking sentence. Encourage interaction and facilitate the process of learning throughout.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study question marks today.</p> <p>Listening and Speaking: Inquire the following from any 2 selected students and will write the responses on the board:</p> <ul style="list-style-type: none"> - What is your name? - How old are you? - Where do you live? - Which city do you live in? - What do you like the most? - Why is the particular thing so dear to you? <p>Explain to the students that WH words are used to create question sentences. Then explain the following rules to all the students. Encourage interaction and facilitate the process of learning throughout.</p> <p>Rule 1 – To get information: Use a question mark when you are trying to get information. This type of sentence is called an interrogative sentence.</p> <p>Many interrogative sentences start with question words such as who, what, when, where, why or how and end with a question mark.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - <i>Where is the gas station?</i> - <i>Who is your teacher?</i> - <i>Why did you stop?</i> - <i>How did you do that?</i> - <i>What color is the shirt?</i> - <i>When will you arrive?</i>

	<p>Interrogative sentences can also start with forms of the words 'do' and 'be'.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - <i>Did they go on the picnic?</i> - <i>Does he like apples?</i> - <i>Do you know his name?</i> - <i>Are you there?</i> - <i>Is she a teacher?</i> <p>Rule 2 – to get specific answer: Use a question mark at the end of a sentence when you turn a statement into a question to get a <u>specific answer</u>. This type of question is used when the speaker is hoping for a certain answer.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - <i>Do you promise to help me in study?</i> - <i>Will you see me there at 8:00 tonight?</i> <p>Rule 3 – tag question: Use a question mark at the end of a tag question. A tag is a word or phrase that is added to a sentence. A tag question is a statement followed by a short question. Tag questions are very common in English and are used to ask if you agree with the statement.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - <i>You speak English, don't you?</i> - <i>The dog is brown, right?</i> - <i>You paid the bill, didn't you?</i> - <i>Alia is not here, is she?</i> <p>Rule 4 – incomplete question: Use questions marks after each question in a series, even if the question is not a complete sentence.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> - <i>Do you want to eat pizza? chicken? burgers?</i> <p><i>Note that you do not capitalize each choice because they are all a part of the same sentence. This sentence could also be asked as one complete question using only one question mark at the end:</i></p> <ul style="list-style-type: none"> - <i>Do you want to eat pizza, chicken, or burgers?</i>
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Rule 5 – rhetorical question: Use a question mark after a rhetorical question. A rhetorical question is a type of question to which no answer is required.

Examples:

- *Who cares?*
- *Isn't it a beautiful day?*
- *Are you kidding me?*

(10 mins)

Reading, Listening, and Speaking:

Teacher will instruct the students to look at the sentences written on the board. She will select random students and will ask them insert any of the WH words to complete the sentences. She will ask them to read aloud and add the appropriate word along with question mark to complete the activity. Encourage interaction and facilitate the process of learning throughout.

Q. Insert a suitable WH word to change the statement into a question and add question mark at the end.

Who	What	Where	When	Why
?	?	?	?	?

_____ ate all the cookies

_____ did you say

_____ does spring start

_____ is the slides in the park

_____ did the cat meow at mom

Encourage interaction and facilitate the process of learning throughout. In pairs, ask students to complete the following sentences by adding question mark where needed. Ask students to write same in their notebook. Write the following sentences without question marks on the board.

	<ol style="list-style-type: none"> 1. Did you complete your work? 2. Have you brought me a diary? 3. Are you coming to school? 4. Did you see him yesterday? 5. Have you given him the pen? <p>Encourage interaction and facilitate the process of learning throughout.</p> <p>(15 mins)</p> <p>Differentiated Learning: Some students might find it hard to understand the concept of question marks with reference to a sentence. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to questions beginning with ‘W’ words.</p>
05 mins	<p>Wrap up (Quiz time): Conclude the lesson asking them what they have learnt today about question marks and when to use question marks in writing. Encourage interaction and facilitate the process of learning throughout.</p>
05 mins	<p>Homework assignment – Worksheet 6: 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. Sana ran to the garden. 2. Where is the key? 3. Who is at the door? 4. The rose is on the table. 5. Do you like pie? 6. The bell rang today. 7. What time is it? 8. I like green apples.

Lesson Plan 28

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 28

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- define synonyms
- identify synonyms
- choose appropriate synonyms for composition

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

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 the students randomly to tell another word for the mentioned words:</p> <ul style="list-style-type: none"> - <i>INTELLIGENT</i> - <i>FAST</i> - <i>SLOW</i> - <i>INEXPENSIVE</i> - <i>HOUSE</i> <p>Ask them to share the different to terms they came up with for 'FAST.' Write each synonym on the board, avoiding duplicates, until all of the synonyms for 'FAST' have been listed. Go through this same process for each of the five words, writing new synonyms on the board as they are shared.</p>
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25 mins	<p>Topic: Tell students that they will study synonyms in today's lesson.</p> <p>Listening and Speaking: Write the following activity on the board. Find the word next to it that is the synonym. bad; awful, silly _____ pretty; beautiful, ugly _____ thin; fat, lean _____ big; large, small _____ talk; speak, silent _____ wet; dry, soaked _____ quick; slow, fast _____ glad; happy, sad _____</p> <p>Encourage interaction and facilitate the process of learning throughout. (05 min)</p> <p>Reading and Writing: Draw three columns on the writing board and ask the students to draw the same in their notebooks e. g.</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Word</td> <td style="width: 33%;">Synonym</td> <td style="width: 33%;">Meaning</td> </tr> </table> <p>Ask the students to guess the meanings of difficult words in pairs. Tell them to note the words and meanings side by side on their notebooks. Once they understand all the meanings, ask them to put them in the columns accordingly. Take rounds to monitor and help the students, where required. Encourage interaction and facilitate the process of learning throughout.</p> <p><u>Definition:</u> <i>Synonyms are words with the same meaning. We use synonyms to make a sentence more interesting. Repeating one word can get boring. This is why synonyms are used.</i> <i>For example:</i> <i>The cat is large.</i> <i>The cat is big.</i></p>	Word	Synonym	Meaning
Word	Synonym	Meaning		

	<p><i>Big and large are synonyms. The words mean the same thing. When writing a sentence we can replace a word with its synonym.</i></p> <p><i>Look at this sentence.</i></p> <p><i>We played with the kids.</i></p> <p>Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing – Exercise E- THINK- PAIR- SHARE:</p> <p>Ask students to turn to page 25 of the textbook, exercise E. Ask students to read the following paragraph. Then students will be placed in pairs to share their thought. They will write suitable words to replace the underlined words and rewrite the paragraph again. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the concept of synonyms. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to write a list having different synonyms.</p>
05 mins	<p>Wrap up (Quiz time):</p> <p>Conclude the lesson by asking the students:</p> <p><i>What are synonyms? Give example.</i></p> <p>Encourage interaction and facilitate the process of learning throughout.</p>
05 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. giant2. pebble3. silly4. tale5. tidy6. chuckle7. like8. children9. damp10. done11. perhaps12. begin
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Lesson Plan 29

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 29

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- **define antonyms**
- **identify antonyms**
- **choose appropriate antonyms for composition**

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

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>Ask the students randomly to tell anything about the following:</p> <ul style="list-style-type: none"> - <i>big in the class / anything small in the class.</i> - <i>clean in the class / anything dirty in the class.</i> - <i>dull / black / white / colorful in the class.</i> - <i>new in the class / anything old in the class.</i> <p>Jot down the responses on the board.</p>
25 mins	<p>Topic: Tell students that they will study antonyms in today's lesson.</p>

Listening and Speaking:

Write the following words on the board.

Old, long, difficult, big, hard, tall, heavy, new, small, beautiful, cold, short.

	ANTONYMS
Young	Mature, adult
Increase	Decrease, shrink
Lethargic	Energetic, lively
Vast	Tiny, minute
Love	Hate, detest
Genuine	Fake, bogus
Dawn	Dusk, twilight

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 ask the students to note down the words along with the opposite meaning in their notebooks side by side.

Definition: Opposite words are also called ‘Antonyms’. We use direct opposite e.g., big/small, old/new, dirty/clean etc. Opposite are often adjectives as they describe (words) e. g. old book, small cat etc.

Reading and Writing- THINK- PAIR- SHARE:

The students will be handed over the following paragraph to read. Then students will be ask to work in peers to share their thought. They will write suitable words to replace the underlined words and rewrite the paragraph again.

It was Ahmed’s last day at school. He was sad that summer vacation was over. He was specially bored to see his friends again. He also was mad that his old teacher was ugly. She seemed mean too. It looked like it’s going to be bad year for Ahmed.

	<p>Writing – Exercise F: Ask student to do the activity given on page 26. Ask them to rewrite the paragraph by replacing the words with their antonyms (opposites).</p> <p>Differentiated Learning: Some students might find it hard to understand the concept of antonyms. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to write a list having different antonyms.</p>
05 mins	<p>Wrap up (Quiz time): Conclude the lesson by asking the students: <i>What are antonyms? Give example.</i> Encourage interaction and facilitate the process of learning throughout.</p>
05 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> <ol style="list-style-type: none"> 1. easy 2. close 3. found 4. early 5. over 6. hot 7. tallest 8. chilly 9. happy 10. fast

Lesson Plan 30

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 30

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)


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

- **demonstrate the importance of interjection**
- **list the rules for using interjections**
- write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

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 ‘Hurrah!’ 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 ‘Hurrah’ 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: “Hurrah! 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"> - <i>Did they read it with the right expression?</i>
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	<p>– <i>Was too much or too little emotion?</i></p> <p>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>
25 mins	<p>Topic: Tell students that they will study interjections today.</p> <p>Listening and Speaking:</p> <p>Draw or paste the pictures on a chart of a playground and show it to the students.</p>  <p>Ask the students to tell what is going on in the pictures? Write the word 'Ouch', 'Yuck', 'Wow', 'Ah', 'Oops', 'Eek' Etc. on the writing board and repeat how they are used at least three times.</p> <p>Show the picture and ask students to add speech bubbles above each child.</p> <p>Ask them to infer/guess from the expression of the children the emotion or feeling that each interjection is showing, as; What are the characters saying in these particular situations? Eek! (repulsion or fear), Oops! (mistake or blunder), Mmmm! (liking), Oh! (surprise) and Yuck! (disgust)</p> <p><u>Definition:</u> 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>Students should be able to infer the context of the situation from the picture /cartoon strip. Formulaic expressions and phrase used are, as;</p>

What a/an (adj+noun) to express opinion, emotion, as;

- *What a beautiful day!*
- *What a pretty flower!*



Communicative purpose is also determined by the context, as; To apologize, to seek permission, to request, to express gratitude, express wishes, etc. Emotions are simple expressions shown through a round face.

(10 mins)

Reading, Listening, and Speaking:

Ask the students to write in groups a 3-4 lines dialogue that uses 2-3 of the interjections. If they can't think of any ideas, help the students to think of the situations wherein they themselves were very happy or angry, etc. Once they are ready with their dialogue, ask each group to present their short dialogue. Monitor and help the students. Post-writing ask the students to share the dialogues with the class.

(05 mins)

Writing – Exercise G:

Now, ask student to do the activity given on page 26 and 27. Ask students to identify interjections from the dialogues and write it in their notebook. Ask them to read the dialogue for further clearance.

(10 mins)

Differentiated Learning:

Some students might find it hard to understand the concept of interjection. So, visit them while they are on task, spot check,

	<p>and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to write few sentences having different interjections.</p>
05 mins	<p>Wrap up (Quiz time):</p> <p>Conclude the lesson by asking the students: <i>What are interjections? Give example.</i></p> <p>Encourage interaction and facilitate the process of learning throughout.</p>
05 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. Aha! 2. Ouch! 3. Wow! 4. Oh 5. No 6. Alas 7. Hooray! 8. Good grief 9. Oops 10. Oh

Lesson Plan 31

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 31

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- reading dialogue for comprehension and pleasure
- perform a dialogue
- read sight words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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> <p>Start the lesson by asking students about a recent conversation with their family where they request them to do something for you and then you appreciate their efforts. Ask students to share their experiences.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will read the sight words and perform dialogues in today's lesson.</p>

Instructions: Instructions:

Start the lesson by explaining that a dialogue is a conversation between two or more people. And we need to be polite when conversing with our siblings, parents and elders.

Dialogue is essential to fiction writing. It brings characters to life and adds interest. A dialogue must do more than just duplicate real speech.

Reading and writing:

Ask students to read the sight words with you and then write it in their notebook.

- | | |
|-------------|--------------|
| - greatest | - glorious |
| - creation | - justice |
| - character | - mercy |
| - matchless | - perfectly |
| - equal | - worthy |
| - messenger | - illumining |
| - success | - bright |
| - caution | - grandeur |
| - relieve | - marvel |
| - woes | - splendour |
| - distress | - awesome |

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 26 and 27. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Roleplays boost confidence amongst

	<p>students and helps them become better public speakers. 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 جزاك الله، الحمد لله، please and thank you, so you come across as a polite child. Also, share that its essential to use proper greetings when you meet someone.</p> <p>(10 minutes)</p> <p>Reading:</p> <p>Ask students to open their textbooks to pages 26 and 27. Instruct them to read dialogues in pairs. 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>(05 minutes)</p> <p>Writing:</p> <p>Tell students to write the list of sight words in a notebook.</p> <p>(05 minutes)</p> <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’, ‘جزاك الله’ and ‘thank you’. Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.</p>
05 mins	Wrap up (Quiz time):

	<p>At the end of the class, ask questions like:</p> <p>‘What should be our tone like when talking to friends?’</p> <p>Encourage them to reply, ‘We should polite and calm.’</p>
02 mins	<p>Homework assignment:</p> <p>Revisit sight words from notebook, read page 26 and 27 again and locate the sight words.</p>

Lesson Plan 32- Review of the chapter

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 3

Unit Title: The Glorious Prophet □

LP: 32

Textbook Page/s: 20- 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify the moral of the story
- use interjections in sentences
- punctuate sentences
- write antonyms and synonyms

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 4 – Two Good Kids

Unit Overview

This unit is about taking care of safety first, to raise awareness of personal safety and care. We should be grateful to our parents and other relatives at home. They do many things just to make our life easier and happier. We should acknowledge and appreciate their efforts made for us. It is our duty to lend them a helping hand as much as we can. However, it is also important that we ask for their permission first. It is essential that we pay our guests respect and serve them in the best possible way because it is the Sunnah of the Holy Prophet ﷺ. It is important to learn and practise good manners. Everybody likes a nice and well-mannered child. Also, engaging into physical activities is good for our physical and mental fitness. Therefore, we should spend more time playing physically than playing a game virtually or watching television.

Model Answers

Exercise A

Answer 1 – The daughter offers to clean the house.

Answer 2 – The son offers cleaning the garbage and tidying-up of the rooms.

Answer 3 – The daughter should not forget to put a plate and glass for each guest separately.

Answer 4 – Pakistan’s national game is Hockey.

Answer 5 – The father is proud of the kids because they are so nice and well-mannered.

Exercise B

This exercise is about promoting teacher-student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. The next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

Describing a Picture is a strategy to develop and enhance communication skills among students. This exercise provides an opportunity for students to explore the ways a picture can be interpreted and described to develop perceptions.

Exercise E

This exercise is about using myself, ourselves, yourself, himself, herself, itself and themselves as reflexive pronouns in our daily lives.

1. myself
2. yourself
3. ourselves
4. herself
5. himself
6. itself

Exercise F

Fill in the blank by choosing the right degree of adjective:

Line 1 – good

Line 2 – best

Line 3 – hungry

Line 4 – delicious, most delicious

Line 5 – happy

Line 6 – sweeter

Line 7 – healthier

Line 8 – cold

Line 9 – thankful

Exercise G

Write an article before a singular common noun.

1. This is a plant. You can grow it in a pot.
2. He is a student. He reads a book.
3. Please chop an onion. I will eat it with a fork.
4. I need a towel to dry my hands. Put the towel over there.
5. Can you see the robot? Robots can pick an orange and peel it.
6. She sat on a sofa. The sofa was very comfortable.
7. They are fixing a ladder. There is some broken ring in the ladder.
8. Is there a label on the shirt? Please, read the label for instructions.
9. I can see an ant on the floor. The ant is carrying a grain of rice.
10. We are digging a hole. We will plant a tree in the hole.

Exercise H

This exercise is about correcting the spellings by looking at in the dictionary.

1. acceptable
2. across
3. address
4. August
5. balloon
6. basket
7. calendar
8. decision
9. excellent
10. February
11. grateful
12. manner
13. niece
14. opposite
15. quickly
16. restaurant
17. surprise
18. tomorrow
19. Wednesday
20. winner

Exercise I

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

Exercise J

Ask students to perform a role-play using the dialogues given on page 38. 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 the dialogues as they will improve their oral communication and pronunciation. Role-plays boost confidence amongst students and help them become better public speakers.

Lesson Plan 33

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 33

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- analyse personal safety, care and fitness measures.
- infer that it is our duty to lend parents a helping hand after taking their permission.
- articulate about following Sunnah and practise good manners.

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>Ask students about what care, health, safety and fitness measures we can take. Teacher will jot down all responses of students on board and probe some more responses.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that we are going to study about the importance of health and safety, seeking permission as it is Sunnah and helping parents.</p> <p>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 to direct students as they make predictions about the content</p>

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 page 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 page

- What task did the mother assign to the girl?
- What task did the mother assign to the boy?
- Why was the mother taking help of her son and daughter?

Questions for 2nd page

- What task did mother assume to be difficult or hard for her son to do?
- What was difficult for the daughter to find in the kitchen?
- What did the father asked son to do as the guests arrived?

Questions for 3rd page

- What safety precautions did the guest ask the boy to take when playing hockey?
- What grade was the boy in?
- How did the guests appreciate the hosting of their kids?

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:

- o What do you think about your predictions now?
- o What did you find in the text to prove your predictions?

	<ul style="list-style-type: none">○ 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 28-30. 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 31 with the students. Instruct them to write answers in complete sentences in their notebooks. (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. The amount of reading should be adjusted to fit the purpose and the difficulty of the text. 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> <p>In written task, facilitate the student facing problem in writing by asking questions pertaining to their picture and prompting them to write.</p>
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	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 these pictures tell you about the story?’
02 mins	Homework assignment: Paste own family picture in your notebook and write 2 lines each as how you make help each of them and what safety measures will you take while helping.

Lesson Plan 34

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 34

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- analyse personal safety, care and fitness measures.
- infer that it is our duty to lend parents a helping hand after taking their permission.
- articulate about following Sunnah and practise good manners.

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>Write random health and safety words on the board and ask students to predict what this relates to. Take responses and write in a list on the side of the board and finalise the words like health, care, safety etc.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Say, “Today, we are going to learn about health and safety. We are also talk about following Sunnah and helping parents.”</p>

Listening and Speaking:

Teacher will relate to the chapter “Two Good Kids” and ask the following question to encourage interaction and facilitate the process of learning.

- What does the phrase “Safety first!” mean?
- What type of protective gear do we need to wear on different occasions?
- How can we lend a helping hand at home?
- What are table manners? (The teacher must tell students that ‘table manners’ do not mean the apparent western imperialist manners but table means ‘دستر خوان’ as well. The Muslim students must be told the manners of eating in Islam.)
- How can we make and keep ourselves physically and mentally fit and strong?

Encourage interaction and facilitate the process of learning throughout.

(05 minutes)

Reading and Writing - Group Posters:

Make 5 groups and assign one question to each group and ask students to make a poster of the question assigned to them.

- What does the phrase “Safety first!” mean?
- What type of protective gear do we need to wear on different occasions?
- How can we lend a helping hand at home?
- What are table manners?
- How can we make and keep ourselves physically and mentally fit and strong?

Support them with material to read and write. Also provide probes when they are on group task. Encourage interaction and facilitate the process of learning throughout.

(15 minutes)

Speaking and Listening - Presentation:

In groups, ask students present their poster to the class. Facilitate the process of learning by providing feedback and appreciating their work and ideas. Encourage interaction and facilitate the process of learning throughout.

(10 minutes)

	Differentiated Plan: Some students might find it difficult to present. Ask volunteer students from each group to present and ask other group members to provide support to presenters
03 mins	Wrap up (Quiz time): Ask them about learning from today’s session and focus on the moral of the story.
02 mins	Homework assignment: Read unit from page 28, 29 and 30.

Lesson Plan 35

Subject: English	Grade: 3	Term: 1st
Week:	Unit: 4	Unit Title: Two Good Kids
LP: 35	Textbook Page/s: 28-39	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

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>Paste a card of the word “catastrophe” on the board and ask students whether they know the meaning of the word that has been pasted on the board. Some students might share their idea which might be relevant to the actual meaning, which will be written on the board. Encourage interaction and facilitate the process of learning throughout.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will work on vocabulary words of the reading passage ‘Two Good Kids’ today.</p> <p>Reading – Dictionary activity:</p> <p>Ask students to pick up chits from the basket which contains a word that they need to find from the dictionary. The list of words is as follows:</p> <table border="0" style="margin-left: 40px;"> <tr> <td>- chop</td> <td>- lately</td> </tr> <tr> <td>- knead</td> <td>- physical</td> </tr> <tr> <td>- dough</td> <td>- mental</td> </tr> <tr> <td>- lay</td> <td>- delicious</td> </tr> <tr> <td>- visitors</td> <td>- well mannered</td> </tr> <tr> <td>- garbage</td> <td>- studying</td> </tr> <tr> <td>- tough</td> <td>- pleasure</td> </tr> <tr> <td>- cobwebs</td> <td>- arrived</td> </tr> </table> <p>Ask students to write the meanings of the specific word on the other side of the word chit.</p> <p>Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.</p> <p><u>Note:</u> <i>As per student strength in the class, the teacher can perform this activity in pairs or groups.</i></p> <p>(10 mins)</p> <p>Listening and Speaking - Think- Pair- Share:</p> <p>Ask students to make sentences of the words given on the board by focusing on the meaning of the word. Encourage students to make creative and attractive sentences.</p> <p>Team students in groups of 2 or 3 and ask them to cross- check the each other’s sentences. Instruct the students to turn each other’s sentences into creative ones so that their group might win.</p> <p>Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will</p>	- chop	- lately	- knead	- physical	- dough	- mental	- lay	- delicious	- visitors	- well mannered	- garbage	- studying	- tough	- pleasure	- cobwebs	- arrived
- chop	- lately																
- knead	- physical																
- dough	- mental																
- lay	- delicious																
- visitors	- well mannered																
- garbage	- studying																
- tough	- pleasure																
- cobwebs	- arrived																

	<p>be awarded the title of “Vocabulary Master”. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing:</p> <p>Ask students to make the title page of ‘Two Good Kids’ and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks.</p> <table border="1" data-bbox="652 663 1416 959"> <thead> <tr> <th>S. No.</th> <th>Word</th> <th>Meaning/ Sentence</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>popular</td> <td>liked or admired by many people or by a particular person or group.</td> </tr> <tr> <td></td> <td></td> <td>Hassan is quiet popular for his work in physics.</td> </tr> <tr> <td>2.</td> <td>explain</td> <td>-----</td> </tr> <tr> <td></td> <td></td> <td>-----</td> </tr> </tbody> </table> <p>Ask students to turn to page 36, Exercise H and with the help of a pair partner correct the spelling. Take rounds and provide support where necessary. Provide answers to students and ask them to check and make necessary corrections.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity. Assist them in using dictionary and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>	S. No.	Word	Meaning/ Sentence	1.	popular	liked or admired by many people or by a particular person or group.			Hassan is quiet popular for his work in physics.	2.	explain	-----			-----
S. No.	Word	Meaning/ Sentence														
1.	popular	liked or admired by many people or by a particular person or group.														
		Hassan is quiet popular for his work in physics.														
2.	explain	-----														

<p>03 mins</p>	<p>Wrap-up:</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>															

02 mins	Homework: Learn the list of words shared in the class along with the meanings.
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Lesson Plan 36

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 36

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- use the sentence-level context to determine the meaning of an unknown word
- consult a dictionary to check the correct meaning of a word
- make sentences of given words list

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

03 mins	<p>Warm up - Recall:</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>Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone understanding.</p>
30 mins	<p>Lesson structure Performance time!</p> <p>Topic: Say, "Today we will figure out the meanings of some tricky words from the text. Good readers look for words</p>

that they don't know while they are reading. This helps us understand better what we read. Once we figure out what the words mean, we can check it in dictionary, too!"

Instructions:

Discuss with students that finding out the unknown words will help you understand the main idea, or the most important point the author is trying to tell us about the story. Say, "The main idea is sometimes in the story/text as a sentence or phrase. But sometimes, it's not so clear, and we must think about what the author wants us to learn from reading the text." Share and discuss an example. Encourage interaction and facilitate the process of learning throughout.

Listening and Speaking - Worksheet 1:

Pass out the Worksheet and Vocabulary Cards worksheet to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be

11. tidy
12. knead
13. lay the table
14. rake
15. gear

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

Divide students into groups and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill

out their Frayer models. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Speaking- Presentation

Ask one student from each vocabulary card group to form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.

Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:

My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.

Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Writing

Discuss the examples of sentences from page 13 of the textbook. Ask students to make sentences of the same vocabulary word in textbook page 13. Allow students to refer to the completed Frayer model during the sentence level activity.

(10 mins)

Differentiated Learning: Follow guided practice in small groups or with individuals. Use examples to support learning.

Students who finish earlier, ask them to find more tricky words from text to make sentences.

05 mins	<p>Wrap-up (Class Discussion):</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p>
02 mins	<p>Homework:</p> <p>Ask students to make and fill Frayer model for the word 'pleasure' in their homework notebooks.</p>

Lesson Plan 37

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 37

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- explore descriptive writing
- use details in pictures to make predictions

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Vocabulary cards
- 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 and greet the students cheerfully.</p> <p>Looking at the Picture book: Show students the picture book that you selected, but don't tell them the title. Have students look closely at the picture on the cover of the book. Ask students to share what they think the book might be about. Instruct students to look at the picture and point to/describe the things they see on the cover. After hearing students' ideas, tell them the name of the book. Ask them if the name changes any of their thoughts about what the book is about.</p>
30 mins	<p>Lesson structure Topic: Tell students they will do group work in today's lesson.</p>

Instructions:**Listening and Speaking - Vocabulary:**

Hand out the Vocabulary Cards to students. As you go over each word, have students locate the card for the word you are reviewing. Tell students that in the introduction they made predictions. Predictions are what you think will happen.

Making predictions helps us to pay attention to stories we listen to and stories we read. We use pictures, or the drawings in books, to learn about what might happen in a story.

Pictures give us clues, or ideas, about books. When we make predictions, it's important to explain, or describe, why we think our predictions might be true. We can use picture clues to help us make our points.

(05 mins)

Sentences

Students in group will go back to one of the predictions that students shared in the introduction. Tell students that we are going to back up our predictions using information from the pictures. When we explain our predictions, we use words like because. For example, "I think this book will be about dogs because I see dogs on the cover." Ask students to turn and talk to a partner to give evidence that supports a prediction from the introduction. Have students use the following sentence frame: I think this book will be about ____ because _____. You can write this sentence frame on the board to support students. **(10 mins)**

Reading and Writing

Ask students to look through the pictures in the textbook page number 32. As they go through the picture, they can put sticky notes on pages that give key information about the text. They can also write words on their sticky notes to remember what the pictures show. After going through the picture, ask students to write down and complete the following sentence frame: I think this book will be about ____ because _____."

(05 min)

	<p>Writing:</p> <p>Ask students to look at picture on page 33 and write its description with predictions in their notebook. Take rounds and support learning.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might be hesitant or lost in the group work. Change their places. Provide additional support to facilitate the learning. 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 clues from the picture, change its form and used them in sentence.</p>
03 mins	<p>Wrap up:</p> <p>Ask students to answer the following questions with the corresponding sentence stems: What are predictions? "Predictions are ____." How do pictures help us make predictions? "Pictures help us make predictions by ____." Call on groups to volunteer to share their predictions with the class.</p>
02 mins	<p>Homework assignment – worksheet 2:</p> <p>Ask students to find a picture from a magazine, paste in their notebook and write prediction about the picture.</p>

Lesson Plan 38

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 38

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recall 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

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. 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>Instructions:</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. Tell students how to use reflexive pronouns in daily lives.</p> <p>Listening and Speaking</p> <p>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 mins)</p> <p>Game</p> <p>Write the following sentences on the blackboard. Suggested answers are in brackets, so be sure to leave those out.</p>

- Sana brushes her teeth. (Sana brushes her teeth herself.)
- Salman practices hockey alone. (Salman practices hockey by himself.)
- The students did the entire project without any help. (The students did the entire project themselves.)
- 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.)

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 with most correct answer wins.

(15 mins)

Reading and Writing – Exercise E:

Ask students to turn to page 33 and read Exercise E of their textbook. Ask students to fill in the blanks by choosing the right reflexive pronoun. 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.

(10 mins)

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.

Some students might speak more during the presentation. Subtly balance their talk time with others.

03 mins	Wrap up: Discuss the sentences created by students as a class.
02 mins	Homework assignment: Read pages 28, 29 and 30 to identify reflexive pronouns in the text and write them in the notebook.

Lesson Plan 39

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 39

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify regular and irregular adjectives.
- classify the comparative and superlative degree of adjectives.
- articulate and use the appropriate degrees of adjectives.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Apples (3 different sizes)
- 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.] Enter the class and greet the students cheerfully.</p> <p>Excite the students by showing them an apple. Ask students to share information about the apple using one word only, for example: sweet, delicious, healthy, etc. Divide the board into three equal sections and jot down responses of the students on only one section of the board. Use the following pattern:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Positive</th> <th>Comparative</th> <th>Superlative</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="text-align: center;">Regular</td> <td>sweet</td> <td></td> <td></td> </tr> <tr> <td>healthy</td> <td></td> <td></td> </tr> <tr> <td rowspan="2" style="text-align: center;">Irregular</td> <td>delicious</td> <td></td> <td></td> </tr> <tr> <td>nutritious</td> <td></td> <td></td> </tr> </tbody> </table>		Positive	Comparative	Superlative	Regular	sweet			healthy			Irregular	delicious			nutritious		
	Positive	Comparative	Superlative																
Regular	sweet																		
	healthy																		
Irregular	delicious																		
	nutritious																		

	<p>Ask the meaning of each word that they have shared to improve their vocabulary simultaneously.</p> <p>Now, bring in two more apples of different sizes and ask students to identify the difference between them. Write their differences using the other two sides of the board.</p> <p>Repeat this activity with other fruit(s) or any vegetable(s). Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study adjectives and its degrees with reference to regular and irregular adjectives today.</p> <p>Instructions:</p> <p>Ask three of the pupils of different hair lengths to stand in front of the class. Describe the length of their hair using the degree of comparison of regular verbs:</p> <p>Example: Sana’s hair is long. Amnah’s hair is longer than Rida’s. Maryam’s hair is the longest among the three girls.</p> <p>Write these sentences on the board.</p> <p>Next, explain that the first sentence simply makes a statement. ask students the following questions:</p> <ul style="list-style-type: none"> • What adjective is used? • Is Sana’s hair being compared to anyone? <p>Instruct students to look at the second sentence and ask the following questions:</p> <ul style="list-style-type: none"> • Is there any comparison made? • Who are being compared? • Take a look at the third sentence, is there any comparison made? • With whose hair is Amnah’s hair compared to? • Do you think there are more than two students being compared? • What word is used to show comparison? <p>Explain to the 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 three or more persons, places, or thing are being compared, you use the superlative degree of the adjective. Encourage interaction and facilitate the process of learning throughout.</p>

(10 mins)**Reading, Listening, and Speaking:**

Ask students about how are the superlative degrees of most adjectives with one or two syllables formed?

Now to answer the above given questions, read and study the following sentences. Observe how other adjectives with two or more syllables form their comparative and superlative degrees.

After the students have read the sentences, ask the previous questions but with some modifications since you are now teaching the positive, comparative and superlative degrees of irregular adjectives.

- a. Sana is an intelligent kid.
- b. Maryam is more intelligent than Kausar.
- c. Salman is the most intelligent of all.

- a. Amnah’s story-book is expensive.
- b. Saima’s story-book is less expensive than Sana’s.
- c. Sadaf’s story-book is the least expensive among the three girls.

- a. Salman is a thoughtful boy.
- b. Ahmed is more thoughtful than Kamran.
- c. Mustafa is the most efficient among the three.

Now explain that adjectives with one syllable form their comparative degree by adding -er, for the superlative degree -est is added, which are known as regular adjectives.

For adjectives of two or more syllables, use more or less and most or least to make comparison, which are known as irregular adjectives.

Pair students in groups of two and ask them to write three sentences each using the following adjectives. Be sure to use their positive, comparative and superlative degrees.

- a. shallow
- b. helpless
- c. amiable
- d. impossible
- e. graceful

	<p>Subsequent to the activity, ask each group to come forward and share 1 adjective sentence consisting of all the three degrees. Encourage interaction and facilitate the process of learning throughout. (10 mins)</p> <p>Writing – Exercise F: Now, ask student to read the passage given on page 34 and complete it by choosing the correct degree of adjective from the list given above. Encourage interaction and facilitate the process of learning throughout. (10 mins)</p> <p>Differentiated Plan: Some students might find it hard to understand the concept of adjectives and its degrees with reference to regular and irregular specifications. So, visit them while they are on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to write 2 irregular adjectives and their degrees on the notebooks and to create 6 sentences using all three degrees of the following adjectives.</p>
03 mins	<p>Wrap up: Conclude the lesson asking them what have learnt today about adjectives, to name different comparative degrees of adjectives and the usage of adjectives and its degrees along with regular and irregular adjectives. Encourage interaction and facilitate the process of learning throughout.</p>
02 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>

Worksheet Answers

Q. Complete the sentences with the comparative form of the adjectives below.

1. larger
2. more peaceful
3. more elegant
4. smaller
5. cleaner

Q. Circle the correct answer:

1. hotter than.
2. the worst.
3. less dangerous than.
4. bigger than
5. smaller than

Lesson Plan 40

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 40

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify articles
- distinguish the use of articles with reference to the noun
- use articles correctly in a sentence

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Index cards
- Worksheets

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 students to define a noun (a person, place, object, or idea), and then ask them to define adjectives (words that describe nouns).</p> <p>Give a few examples such as "big (adjective) horse (noun)" and "red (adjective) house (noun)."</p> <p>Ask students to consider the words a, an, and the. Ask them what part of speech these words belong to, and their responses.</p> <p>Tell students that these three little words are a type of adjective, called articles or determiners, because they help us describe nouns. They tell us whether we are speaking of a specific noun or a noun in general.</p>
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25 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study articles today.</p> <p>Instructions:</p> <p>Show students the following sentences on the board:</p> <ul style="list-style-type: none"> • Give me the blanket. • Give me a blanket. <p>Ask students to turn to a partner and discuss the difference between the two sentences. Invite students to share their thinking.</p> <p>Tell students that ‘the’ is a definite article because it refers to a specific noun while ‘a’ and ‘an’ are indefinite articles because they refer to a more general sense of the noun. In the example, the first sentence asks for a specific blanket while the second sentence is requesting any blanket. Inform students that the indefinite article ‘an’ is used before words that start with a vowel sound (a, e, i, o, u). Point out that words spelled with a consonant but are pronounced with a vowel sound must use ‘an’ (i.e., an hour late, or an honorable person).</p> <p>Tell nouns beginning in a vowel but pronounced with a consonant sound use the indefinite article ‘a’ (i.e., a university or a unicorn which both start with a Y sound).</p> <p>Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking:</p> <p>Make sure each student has a paper/ copy and a pencil. Read the following sentences one at a time and have students write the article they think should be placed in the blank spot in their copies.</p> <p>Ask them to hold up their copies with the answer so you can measure their understanding of correct article usage.</p> <ul style="list-style-type: none"> • Minaal would like to borrow ____ black dress I wore the other day. • It's starting to rain; did you bring ____ umbrella? • She is ____ tallest girl in the class. • Pass me ____ potatoes please.
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	<ul style="list-style-type: none"> • It was ____ honest mistake. • There is ____ spider on the wall. <p>Next, instruct students to find a piece of their own writing (the teacher can take students to the library or distribute books from the library corner) and cross out the articles. Ask them to each read a paragraph sans article to a partner. Invite a few students to read aloud a paragraph with and without articles to compare. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing – Exercise G: Recall nouns written on page 34 and 35 and review the exercise by what they have learnt in the lesson today. After the review, ask each student to rewrite exercise given on page 36 by adding appropriate articles where necessary, using their notebooks. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Differentiated Learning: Some students might find it hard to understand the concept of articles with reference to the nouns. So facilitate and guide them while on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>Some students might finish their work early. Ask them to make sentences using articles (A, An and The).</p>
<p>08 mins</p>	<p>Wrap-up: Take the names of different things like box, pencil, Karachi etc. and ask students to quickly repeat the word but use article before it. Encourage interaction and facilitate the process of learning throughout.</p>
<p>02 mins</p>	<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>

Worksheet Answers

Q. Underline the articles in the following sentences.

1. Her cat caught the large mouse.
2. The window was open only an inch.
3. A tired student is not a good student.
4. When does the train for New York leave the station?
5. Let the teacher know the minute you have an answer.
6. Does a big dog have as long a tail as a little dog?

Q. Write an article in the blanks to complete the sentence.

1. It's the, the
2. A, the
3. An
4. The, a

Lesson Plan 41

Subject: English	Grade: 3	Term: 1st
Week:	Unit: 4	Unit Title: Two Good Kids
LP: 41	Textbook Page/s: 28-39	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- discriminate between words that begin with the same beginning sounds and those that with different beginning sound.
- read words with the consonant 'C'
- use both hard and soft sounds of letter 'C'

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcards
- Pencils
- Printer coloured papers.
- Glue
- Worksheets

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>Recall from students about the phonics of all the alphabets that they have learnt in their previous class.</p> <p>Show the students some flashcards of the following words and ask students to identify the objects/ things pasted on the board.</p> <p>Show the class one card at a time and write the name of the object on the board and continue with model thinking aloud about the word sound that is to be pronounced.</p>
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	<p>For example: The word 'car'. Ask students to notice the letter that follows the letter /c/. Now ask students about the sound that can be heard when they all pronounce the word 'car'.</p> <p>Probable answers would be /k/.</p> <p>Show another flashcard of a 'pencil' and ask about the object. Ask students to notice the letter that follows the letter /c/. Now ask students about the sound that can be heard when they all pronounce the word 'car'.</p> <p>Probable answers would be /s/. Repeat with the words: cat, rice. Show each flashcard and write each word on the board as you read it. Ask students to notice the letter that follows the letter /c/. Encourage interaction and facilitate the process of learning throughout.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study soft and hard sounds of letter 'C' today.</p> <p>Instructions: Ask students to name the 5 vowels, A, E, I, O, and U. Ask them what makes vowels special. Answers might include:</p> <ul style="list-style-type: none"> • "Each letter makes two sounds," • "Vowels are sometimes silent within a word." <p>Say, "Today we are going to learn about some special consonants that also make two sounds. The letter C. Explain that the letter C makes a hard sound, like the /c/ sound, like in the word "cup" which sounds like /k/ and a soft sound, like the /s/ sound you hear in the word "city." Tell them that here is a handy trick to figuring out if the letter will be using its soft or hard sound. Look at the word and if the letter after the /c/ is 'i, e, or y', then the letter /c/ will most likely make the soft sound. If the letter after the letter /c/ is any other letter, it will most likely make the hard sound. The hard sound is more common for the</p>

	<p>letter /c/. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking: Write a new set of words on the whiteboard that includes: circus, candle, cent, coat.</p> <p>Point to one of the words you wrote on the whiteboard and ask the students to help you identify whether the word has a hard or soft sound.</p> <p>Ask students to come forward and circle the hard sounds along with underline the soft sounds.</p> <p>Pass out a small printer paper piece and a pencil to each student.</p> <p>Ask the students to write each word on their paper and circle the letters that have a hard sound along with underline the letters that have soft sounds.</p> <p>Go over each word by reading it chorally with the class and circle the hard sounds and underline the soft sounds on the whiteboard.</p> <p>Ask students to write at least four words that initiate the hard and soft sounds of the letter /c/.</p> <p>Subsequent to this, let the students share the words they have written on their own.</p> <p>Stick these papers in their notebooks with the help of a glue stick. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing – Exercise I: Now, ask student to read the words given on page 37 (box 1 and 2) and identify the sound of /c/ whether hard or soft, ask students to write ‘S’ on the soft sounds and ‘H’ on the hard sounds. Encourage interaction and facilitate the process of learning throughout.</p>
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	<p>(10 mins)</p> <p>Differentiated Learning: Some students might find it difficult to understand the concept. So, during the Consonants: Hard or Soft sound activities, 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>Some students might finish their work early. So, ask students to go on “hard or soft” hunt to find words that contain the hard and soft sounds of C. Give students a clipboard and pencil and ask them to search through a variety of books and record the words they find. More advanced students can use the words from their hunt to write their own story.</p>
05 mins	<p>Wrap-up: Conclude the lesson by asking them what have learnt today and discuss student questions as needed. Close 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 letter /c/ will most likely make the soft sound, and if the letter after the letter /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> <p>Say 6 words containing the letter /c/ from the activity today and let the students recall its sound with the words hard and soft. Encourage interaction and facilitate the process of learning throughout.</p>
05 mins	<p>Homework assignment – Worksheet 5:</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>

Worksheet Answers	
Sound 'K'	Sound 'S'
castle	recess
cake	space
card	cent
candle	ice
control	juice
cradle	slice
clap	face
camel	cancel
cancel	ocean
coat	trace
	peace

Lesson Plan 42

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 42

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- discriminate between words that begin with the same beginning sounds and those that with different beginning sound.
- read words with the consonant 'G'
- use both hard and soft sounds of letter 'G'

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcards
- Pencils
- Printer coloured papers.
- Glue
- Worksheets

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>Recall from students about the phonics of all the alphabets that they have learnt in their previous class.</p> <p>Show the students some flashcards of the following words and ask students to identify the objects/ things pasted on the board.</p> <p>Show the class one card at a time and write the name of the object on the board and continue with model thinking aloud about the word sound that is to be pronounced.</p> <p>For example: The word 'game'.</p>
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	<p>Ask students to notice the letter that follows the letter /g/. Now ask students about the sound that can be heard when they all pronounce the word ‘germ’. Probable answers would be /j/. Show another flashcard of a ‘giant’ and ask about the object. Ask students to notice the letter that follows the letter /j/. Now ask students about the sound that can be heard when they all pronounce the word ‘goal’. Probable answers would be /g/. Repeat with the words: girl, cage. Show each flashcard and write each word on the board as you read it. Ask students to notice the letter that follows the letter /g/.</p>
<p>25 mins</p>	<p>Lesson structure</p> <p>Topic: Tell students that they will study soft and hard sounds of letter ‘G’ today.</p> <p>Instructions: Ask students to name the 5 vowels, A, E, I, O, and U. Ask them what makes vowels special. Answers might include:</p> <ul style="list-style-type: none"> • "Each letter makes two sounds," • "Vowels are sometimes silent within a word." <p>Say, “Today we are going to learn about some special consonants that also make two sounds. The letter G. Explain that the letter G makes a hard sound, like the /g/ sound, like in the word “goal” which sounds like /g/ and a soft sound, like the /j/ sound you hear in the word “germ.” Tell them that here is a handy trick to figuring out if the letter will be using its soft or hard sound. Look at the word and if the letter after the /g/ is ‘i, e, or y’, then the letter /g/ will most likely make the soft sound. If the letter after the letter /g/ is any other letter, it will most likely make the hard sound. The hard sound is more common for the letter /g/. (10 mins)</p>

Reading, Listening, and Speaking:

Write a new set of words on the whiteboard that includes: cage, grinder, growl and rampage.

Point to one of the words you wrote on the whiteboard and ask the students to help you identify whether the word has a hard or soft sound.

Ask students to come forward and circle the hard sounds along with underline the soft sounds.

Pass out a small printer paper piece and a pencil to each student.

Ask the students to write each word on their paper and circle the letters that have a hard sound along with underline the letters that have soft sounds.

Go over each word by reading it chorally with the class and circle the hard sounds and underline the soft sounds on the whiteboard.

Ask students to write at least four words that initiate the hard and soft sounds of the letter /g/.

After this, let the students share the words they have written on their own.

Stick these papers in their notebooks with the help of a glue stick.

(10 mins)

Writing – Exercise I:

Now, ask student to read the words given on page 37 (box 3 and 4) and identify the sound of /g/ whether hard or soft, ask students to write 'S' on the soft sounds and 'H' on the hard sounds.

(10 mins)

Differentiated Learning:

Some students might find it difficult to understand the concept. So, during the Consonants: Hard or Soft sound activities, 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.

Some students might finish their work early. So, ask students to go on “hard or soft” hunt to find words that contain the

	<p>hard and soft sounds of 'G'. Give students a clipboard and pencil and ask them to search through a variety of books and record the words they find. More advanced students can use the words from their hunt to write their own story.</p>
05 mins	<p>Wrap-up:</p> <p>Conclude the lesson by asking them what have learnt today and discuss student questions as needed. Close 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 letter /g/ will most likely make the soft sound, and if the letter after the letter /g/ 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> <p>Say 6 words containing the letter /g/ from the activity today and let the students recall its sound with the words hard and soft.</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> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Sound ‘G’</th> <th style="padding: 5px;">Sound ‘J’</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">game</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">goal</td><td style="padding: 5px;">cage</td></tr> <tr><td style="padding: 5px;">grind</td><td style="padding: 5px;">rage</td></tr> <tr><td style="padding: 5px;">gargle</td><td style="padding: 5px;">germ</td></tr> <tr><td style="padding: 5px;">geese</td><td style="padding: 5px;">page</td></tr> <tr><td style="padding: 5px;">fog</td><td style="padding: 5px;">engine</td></tr> <tr><td style="padding: 5px;">gold</td><td style="padding: 5px;">bridge</td></tr> <tr><td style="padding: 5px;">grand</td><td style="padding: 5px;">age</td></tr> <tr><td style="padding: 5px;">gloves</td><td style="padding: 5px;">danger</td></tr> <tr><td style="padding: 5px;">green</td><td style="padding: 5px;">stage</td></tr> <tr><td style="padding: 5px;">goat</td><td style="padding: 5px;">fudge</td></tr> <tr><td style="padding: 5px;">gate</td><td style="padding: 5px;">badge</td></tr> <tr><td style="padding: 5px;">good</td><td style="padding: 5px;"></td></tr> </tbody> </table>	Sound ‘G’	Sound ‘J’	game		goal	cage	grind	rage	gargle	germ	geese	page	fog	engine	gold	bridge	grand	age	gloves	danger	green	stage	goat	fudge	gate	badge	good	
Sound ‘G’	Sound ‘J’																												
game																													
goal	cage																												
grind	rage																												
gargle	germ																												
geese	page																												
fog	engine																												
gold	bridge																												
grand	age																												
gloves	danger																												
green	stage																												
goat	fudge																												
gate	badge																												
good																													

Lesson Plan 43

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 43

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- discriminate between words that begin with the same beginning sounds and those that with different beginning sound.
- read words with the consonant ‘S’
- use multiple sound either hard or soft along with Urdu relevance of letter ‘S’

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcards
- Pencils
- Printer coloured papers.
- Glue
- Worksheets

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>Recall from students about the phonics of all the alphabets that they have learnt in their previous class.</p> <p>Show the students some flashcards of the following words and ask students to identify the objects/things pasted on the board.</p> <p>Show the class one card at a time and write the name of the object on the board and continue with model thinking aloud about the word sound that is to be pronounced.</p>
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	<p>For example: The word 'socks'.</p> <p>Ask students to tell the sound of the word i.e. /s/. Now ask students about the sound that can be heard when they all pronounce the word 'eyes'. Probable answers would be /z/.</p> <p>Show another flashcard of a 'sugar' and ask about the object. Ask students to tell the sound of the word i.e. /ش/. Now ask students about the sound that can be heard when they all pronounce the word 'treasure'. Probable answers would be /ز/.</p> <p>Repeat with the words: birds, sun, etc. Show each flashcard and write each word on the board as you read it.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study multiple sounds of letter 'S' today.</p> <p>Instructions:</p> <p>Ask students to name the 5 vowels, A, E, I, O, and U. Ask them what makes vowels special. Answers might include:</p> <ul style="list-style-type: none"> • "Each letter makes two sounds," • "Vowels are sometimes silent within a word." <p>Say, "Today we are going to learn about a special consonant that also makes multiple sounds. The letter S.</p> <ul style="list-style-type: none"> ➤ Explain that the letter S makes a sound, like in the word "seat" which sounds like /s/. A [s] sound follows words that end with a voiceless sound like [k], [p], [t]: for example after simple present forms meets, asks, starts, hates, likes, and the plural forms plates, books, drinks, lips. ➤ Another different sound, like the /z/ sound you hear in the word "music." A [z] sound follows words that end with voiced sounds like [b], [d], [l], [m], [n], [v], [r] or a vowel-sound (a, e, i, o, u, y, ie.....) : for example after the simple present forms moves, goes, is, tells, drives and the plural

	<p>forms planes, names, phones, neighbours, opportunities, boys.</p> <p>➤ Another different sound, like the /ش/ sound you hear in the word “sure.”</p> <p>A [sh/ش] sound follows the two specific exceptions in which S creates the /ش/ sound on its own when it is followed by the vowel U: sugar (/¹ʃʊgər/) and sure (/ʃʊr/).</p> <p>➤ Another different sound, like the /ز/ sound you hear in the word “measure.”</p> <p>A [az/ز] sound follows words that end with so-called sibilant sounds like [s], [z], [ʃ], [ʒ], [dʒ], [tʃ]: For example after the simple present form changes, watches, fixes and the plural forms boxes, glasses, houses and the noun bridges.</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking: Write a new set of words on the whiteboard that includes: sure, vision, pleasure, sing, works, hankies.</p> <p>Point to one of the words you wrote on the whiteboard and ask the students to help you identify the sound that it makes.</p> <p>Ask students to come forward and circle the [s] sounds, underline the [z] sounds, tick the [sh/ش] sound and tick the [az/ز] sound.</p> <p>Pass out a small printer paper piece and a pencil to each student.</p> <p>Ask the students to write each word on their paper and circle the [s] sounds, underline the [z] sounds, tick the [sh/ش] sound and tick the [az/ز] sound.</p>
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	<p>Go over each word by reading it chorally with the class and circle the hard sounds and underline the soft sounds on the whiteboard.</p> <p>Ask students to write at least four words that initiate the different sounds of the letter /s/.</p> <p>After this, let the students share the words they have written on their own.</p> <p>Stick these papers in their notebooks with the help of a glue stick.</p> <p>(10 mins)</p> <p>Writing – Exercise F: Now, ask student to read the words given on page 37 (box 5, 6, 7 and 8) and identify the sound of /s/ whether [s] sound, [z] sound, [sh/ش] sound or [az/ز] sound.</p> <p>(10 mins)</p> <p>Differentiated Learning: Some students might find it difficult to understand the concept. So, during the Consonants: Multiple sound activities, 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>Some students might finish their work early. So, ask students to go on a hunt to find words that contain the multiple sounds of ‘S’. Give students a clipboard and pencil and ask them to search through a variety of books and record the words they find. More advanced students can use the words from their hunt to write their own story.</p>
05 mins	<p>Wrap-up: Conclude the lesson by asking them what have learnt today and discuss student questions as needed.</p> <p>Say 6 words containing the letter /s/ from the activity today and let the students recall its sound with the words hard and soft.</p>

05 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> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Sound 'S'</th> <th style="padding: 5px;">Sound 'ز'</th> <th style="padding: 5px;">Sound '[sh/ش]'</th> <th style="padding: 5px;">Sound '[az/ز]'</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">basic</td> <td style="padding: 5px;">television</td> <td style="padding: 5px;">sugar</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">smiles</td> <td style="padding: 5px;">treasure</td> <td style="padding: 5px;">sure</td> <td style="padding: 5px;">boxes</td> </tr> <tr> <td style="padding: 5px;">insects</td> <td style="padding: 5px;">birds</td> <td style="padding: 5px;">discussion</td> <td style="padding: 5px;">fishes</td> </tr> <tr> <td style="padding: 5px;">saliva</td> <td style="padding: 5px;">Asia</td> <td style="padding: 5px;">share</td> <td style="padding: 5px;">because</td> </tr> <tr> <td style="padding: 5px;">inside</td> <td style="padding: 5px;">these</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">girls</td> </tr> <tr> <td style="padding: 5px;">must</td> <td style="padding: 5px;">result</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">babies</td> </tr> <tr> <td style="padding: 5px;">security</td> <td style="padding: 5px;">rose</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">sun</td> <td style="padding: 5px;">busy</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">sorry</td> <td style="padding: 5px;">vision</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">discussion</td> <td style="padding: 5px;">usually</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">stroller</td> <td style="padding: 5px;">division</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Sound 'S'	Sound 'ز'	Sound '[sh/ش]'	Sound '[az/ز]'	basic	television	sugar		smiles	treasure	sure	boxes	insects	birds	discussion	fishes	saliva	Asia	share	because	inside	these		girls	must	result		babies	security	rose			sun	busy			sorry	vision			discussion	usually			stroller	division		
Sound 'S'	Sound 'ز'	Sound '[sh/ش]'	Sound '[az/ز]'																																														
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insects	birds	discussion	fishes																																														
saliva	Asia	share	because																																														
inside	these		girls																																														
must	result		babies																																														
security	rose																																																
sun	busy																																																
sorry	vision																																																
discussion	usually																																																
stroller	division																																																

Lesson Plan 44

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 44

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- discriminate between words that begin with the same beginning sounds and those that with different beginning sound.
- read words with the consonant 'X'
- use both /ks/ and /gz/ sounds of letter 'X'

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcards
- Pencils
- Printer coloured papers.
- Glue
- Worksheets

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>Excite the students by saying that they will play an X Race. Divide the children into 3 or more teams of equal sizes. Have the first player on each team race to an X taped on the floor at a distance from the beginning spot. When they reach the X, Ask them to stop and jump to form an X with their bodies.</p>
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	<p>Then Ask them to run back; tap the next person on the shoulder, saying X; and sit down at the end of their line. The first team with everyone sitting down is the winner.</p> <p>X People - Have the children pretend to be X people.</p> <p>Tell them you will ask them to move in certain ways, at the same time keeping their bodies in an X shape.</p> <p>Call out movements such as running, walking, jumping, hopping, leaping, lying down, tiptoeing, and going backward. Ask students to provide some words using the letter /x/. Ask students to notice the letter that follows the letter /x/ in each word.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study two sounds of letter 'X' today.</p> <p>Instructions:</p> <p>First, let's examine the different sounds the letter X can make.</p> <ol style="list-style-type: none"> 1. /ks/ as in the word box (the most familiar sound). 2. /gz/ as in the word exam. <p>Also, the letter X can make the following unique sounds:</p> <ol style="list-style-type: none"> 3. /z/ as in the word xylophone (often located at the beginning of a word) 4. /g/ follow by /zh/ as in the word luxurious. 5. /k/ follow by /sh/ as in the word complexion. 6. /e/ follow by /ks/ as in the word x-ray. <p>Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 minutes)</p> <p>Reading, Listening, and Speaking:</p> <p>Write a new set of words on the whiteboard that includes: extra, example, exercise, next. Point to one of the words you wrote on the whiteboard and ask the students to help you identify whether the word has a /ks/ or /gz/ sound.</p>

Ask students to come forward and circle the /ks/sounds along with underline the /gz/sounds.

Pass out a small printer paper piece and a pencil to each student.

Ask the students to write each word on their paper and circle the letters that have a /ks/ sound along with underline the letters that have /gz/ sounds.

Go over each word by reading it chorally with the class and circle the /ks/ sounds and underline the /gz/ sounds on the whiteboard as well.

Ask students to write at least four words that initiate the /ks/ and /gz/ sounds of the letter /x/.

After this, let the students share the words they have written on their own. Stick these papers in their notebooks with the help of a glue stick.

(10 minutes)

Writing – Exercise F:

Now, ask student to read the words given on page 38 (box 1 and 2) and identify the sound of /x/ whether /ks/ or /gz/, ask students to write ‘S’ on the /ks/ sounds and ‘H’ on the /gz/ sounds.

(10 minutes)

Differentiated Learning:

Some students might find it difficult to understand the concept. So, during the Consonants: /ks/ or /gz/ sound activities, 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.

Some students might finish their work early. So, ask students to go on “/ks/ or /gz/” hunt to find words that contain the /ks/ or /gz/ sounds of “X”. Give students a clipboard and pencil and ask them to search through a variety of books and record the words they find. More advanced students can use the words from their hunt to write their own story.

<p>03 mins</p>	<p>Wrap up: Conclude the lesson by asking them what have learnt today and discuss student questions as needed. Say 6 words containing the letter /x/ from the activity today and let the students recall its sound with the words /ks/ or /gz/.</p>																																		
<p>02 mins</p>	<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> <table border="1" data-bbox="625 787 1323 1694"> <thead> <tr> <th data-bbox="625 787 938 840">Sound 'gz'</th> <th data-bbox="938 787 1323 840">Sound 'ks'</th> </tr> </thead> <tbody> <tr> <td></td> <td>box</td> </tr> <tr> <td></td> <td>next</td> </tr> <tr> <td></td> <td>fox</td> </tr> <tr> <td>example</td> <td>toxic</td> </tr> <tr> <td>examine</td> <td>six</td> </tr> <tr> <td>exit</td> <td>fix</td> </tr> <tr> <td>exam</td> <td>taxi</td> </tr> <tr> <td>luxury</td> <td>axis</td> </tr> <tr> <td>luxurious</td> <td>except</td> </tr> <tr> <td>exact</td> <td>exchange</td> </tr> <tr> <td></td> <td>complex</td> </tr> <tr> <td></td> <td>mix</td> </tr> <tr> <td></td> <td>excess</td> </tr> <tr> <td></td> <td>excel</td> </tr> <tr> <td></td> <td>oxygen</td> </tr> <tr> <td></td> <td>extra</td> </tr> </tbody> </table>	Sound 'gz'	Sound 'ks'		box		next		fox	example	toxic	examine	six	exit	fix	exam	taxi	luxury	axis	luxurious	except	exact	exchange		complex		mix		excess		excel		oxygen		extra
Sound 'gz'	Sound 'ks'																																		
	box																																		
	next																																		
	fox																																		
example	toxic																																		
examine	six																																		
exit	fix																																		
exam	taxi																																		
luxury	axis																																		
luxurious	except																																		
exact	exchange																																		
	complex																																		
	mix																																		
	excess																																		
	excel																																		
	oxygen																																		
	extra																																		

Lesson Plan 45

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 45

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- discriminate between words that begin with the same beginning sounds and those that with different beginning sound.
- read words with the consonant ‘Y’
- use both long and short sounds of letter ‘Y’

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Flashcards
- Pencils
- Printer coloured papers.
- Glue
- Worksheets

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>Recall from students about the phonics of all the alphabets that they have learnt in their previous class. Show the students some flashcards of the following words and ask students to identify the objects/ things pasted on the board.</p> <p>Show the class one card at a time and write the name of the object on the board and continue with model thinking aloud about the word sound that is to be pronounced.</p>
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	<p>For example: The word 'yogurt'.</p> <p>Ask students to notice the placement of the letter /y/. Now ask students about the sound that can be heard when they all pronounce the word 'yogurt'.</p> <p>Probable answers would be /y/. Show another flashcard of 'cry' and ask about the object. Ask students to notice the placement of the letter /y/.</p> <p>Now ask students about the sound that can be heard when they all pronounce the word 'cry'. Probable answers would be /i/.</p> <p>Show another flashcard of a 'baby' and ask about the object. Ask students to notice the placement of the letter /y/. Now ask students about the sound that can be heard when they all pronounce the word 'baby'. Probable answers would be /e/. Repeat with the words: dry, city.</p> <p>Show each flashcard and write each word on the board as you read it. Ask students to notice the letter that follows the letter /y/.</p>
30 mins	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study consonant, long and short sounds of letter 'Y' today.</p> <p>Instructions:</p> <p>Ask students to tell about syllables. Discuss the following definition with them for proper understanding of concept.</p> <p>A syllable is a single, unbroken vowel sound within a spoken word. They typically contain a vowel or two if one is silent, and perhaps one or more accompanying consonants. So syllables are always A, E, I, O, U or sometimes Y when it makes a vowel sound. All words are made from at least one syllable.</p> <p>Say, "Today we are going to learn about a special consonant that also make multiple sounds. The letter Y."</p>

Explain that the letter Y makes a short sound, like the /y/ sound, like in the word “fry” which sounds like /i/ and a long sound, like the /e/ sound you hear in the word “city”. If ‘Y’ comes in the beginning of a letter then its original sound is maintained as in the word ‘yellow’.

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

The consonant sound of ‘y’ is /y/ as in the word “yellow”. Typically at the beginning of the word the “y” makes the consonant /y/ sound. The ‘y’ also has two vowel sounds. Typically, in a one syllable word the ‘y’ at the end of the word makes the long ‘i’ sound as in the following words: cry, fry, try. Typically, in a two syllable word, the ‘y’ at the end of the word makes a long ‘e’ sound as in baby and city. Using visuals, such as posters, or songs helps students remember phonics rules when reading and writing. When teaching the vowel sounds of ‘y’ (first grade skill), we often say that the “y steals the sounds of i and e”.

(10 mins)

Reading, Listening, and Speaking:

Write a new set of words on the whiteboard that includes: happy, fly, sorry, sly.

Point to one of the words you wrote on the whiteboard and ask the students to help you identify whether the word has a short or long sound.

Ask students to come forward and circle the short sounds along with underline the long sounds.

Pass out a small printer paper piece and a pencil to each student.

Ask the students to write each word on their paper and circle the letters that have a short sound along with underline the letters that have long sounds.

Go over each word by reading it chorally with the class and circle the short sounds and underline the long sounds on the whiteboard.

Ask students to write at least four words that initiate the short and long sounds of the letter /y/.

Subsequent to this, let the students share the words they have written on their own.

	<p>Stick these papers in their notebooks with the help of a glue stick.</p> <p>(10 mins)</p> <p>Writing – Exercise F: Now, ask student to read the words given on page 38 (box 3, 4 and 5) and identify the sound of /y/ whether short or long, ask students to write ‘S’ on the short sounds and ‘L’ on the long sounds.</p> <p>(10 mins)</p> <p>Differentiated Learning: Some students might find it difficult to understand the concept. So, during the Consonants: Short or long sound activities, 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>Some students might finish their work early. So, ask students to go on “short or long” hunt to find words that contain the short and long sounds of Y. Give students a clipboard and pencil and ask them to search through a variety of books and record the words they find. More advanced students can use the words from their hunt to write their own story.</p>
03 mins	<p>Wrap-up: Conclude the lesson by asking them what have learnt today and discuss student questions as needed. Close by saying, “Short or long sounds can be tricky, but if we remember that if the word contains one syllable then the letter /y/ will most likely make the short sound, and if the word contains 2 syllable then the letter /y/ then it will most likely make the long sound then we’ll be able to remember how to pronounce the word.”</p> <p>Say 6 words containing the letter /y/ from the activity today and let the students recall its sound with the words short or long.</p>

<p>02 mins</p>	<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> <table border="1" data-bbox="626 499 1377 1194"> <thead> <tr> <th data-bbox="626 499 898 554">Sound 'Y'</th> <th data-bbox="898 499 1143 554">Sound 'I'</th> <th data-bbox="1143 499 1377 554">Sound 'E'</th> </tr> </thead> <tbody> <tr> <td data-bbox="626 554 898 856"> <p>yellow</p> <p>yacht</p> <p>yolk</p> <p>yogurt</p> <p>yard</p> </td> <td data-bbox="898 554 1143 856"> <p>fry</p> <p>July</p> <p>apply</p> <p>reply</p> <p>ply</p> <p>deny</p> <p>pry</p> </td> <td data-bbox="1143 554 1377 856"> <p>money</p> <p>mommy</p> <p>many</p> <p>spray</p> <p>penny</p> <p>family</p> <p>every</p> <p>bunny</p> <p>ally</p> <p>copy</p> <p>safety</p> <p>energy</p> </td> </tr> </tbody> </table>			Sound 'Y'	Sound 'I'	Sound 'E'	<p>yellow</p> <p>yacht</p> <p>yolk</p> <p>yogurt</p> <p>yard</p>	<p>fry</p> <p>July</p> <p>apply</p> <p>reply</p> <p>ply</p> <p>deny</p> <p>pry</p>	<p>money</p> <p>mommy</p> <p>many</p> <p>spray</p> <p>penny</p> <p>family</p> <p>every</p> <p>bunny</p> <p>ally</p> <p>copy</p> <p>safety</p> <p>energy</p>
Sound 'Y'	Sound 'I'	Sound 'E'							
<p>yellow</p> <p>yacht</p> <p>yolk</p> <p>yogurt</p> <p>yard</p>	<p>fry</p> <p>July</p> <p>apply</p> <p>reply</p> <p>ply</p> <p>deny</p> <p>pry</p>	<p>money</p> <p>mommy</p> <p>many</p> <p>spray</p> <p>penny</p> <p>family</p> <p>every</p> <p>bunny</p> <p>ally</p> <p>copy</p> <p>safety</p> <p>energy</p>							

Lesson Plan 46

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 46

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- reading dialogue for comprehension and pleasure
- perform a dialogue
- read sight words

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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> <p>Start the lesson by asking students about a recent conversation with their mother where you did something good and then your mother appreciated you. Ask students to share their experiences.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will read the sight words and perform dialogues in today's lesson.</p>

Instructions: Instructions:

Start the lesson by explaining that a dialogue is a conversation between two or more people. And we need to be polite when conversing with our siblings, parents, and elders.

Dialogue is essential to fiction writing. It brings characters to life and adds interest. A dialogue must do more than just duplicate real speech.

(10 mins)

Reading and writing:

Ask students to read the sight words with you and then write it in their notebook.

- | | |
|------------|-----------------|
| - chop | - lately |
| - knead | - physical |
| - dough | - mental |
| - lay | - delicious |
| - visitors | - well mannered |
| - garbage | - studying |
| - tough | - pleasure |
| - cobwebs | - arrived |

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 38 and 39. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Role-plays boost confidence amongst students and helps them become better public speakers. 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. Also, share that it is essential to use proper greetings when you meet someone.

(10 minutes)

Reading:

Ask students to open their textbooks to pages 38 and 39. Instruct them to read dialogues in pairs. 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.

(05 minutes)

Writing:

Tell students to write the list of sight words in a notebook.

- | | |
|------------|-----------------|
| - chop | - lately |
| - knead | - physical |
| - dough | - mental |
| - lay | - delicious |
| - visitors | - well mannered |
| - garbage | - studying |
| - tough | - pleasure |
| - cobwebs | - arrived |

(05 minutes)

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'.

	Some students might finish their dialogue performance quickly. Ask them to make more dialogues using please and thank you.
05 mins	Wrap up (Quiz time): At the end of the class, ask questions like: ‘What should be our tone like when talking to friends?’ Encourage them to reply, ‘We should polite and calm.’
02 mins	Homework assignment: Revisit sight words from notebook, read page 38 and 39 again and locate the sight words.

Lesson Plan 47- Review of the chapter

Subject: English

Grade: 3

Term: 1st

Week:

Unit: 4

Unit Title: Two Good Kids

LP: 47

Textbook Page/s: 28-39

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify the moral of the story
- use adjectives
- use of articles

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</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>

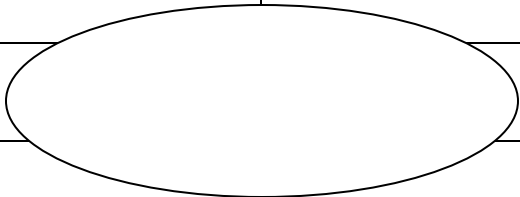
05 mins	Wrap up: Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.
05 mins	Homework assignment: Practice difficult vocabulary from the unit

Unit 1 – The Gifts of Allah — Worksheet 1

Lesson Plan 2

Frayer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES

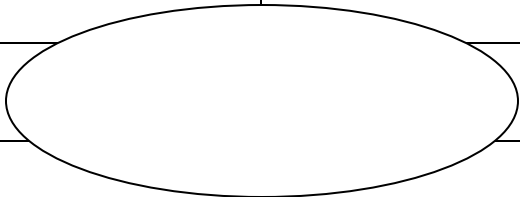


Unit 2 – A Happy Giraffe — Worksheet 1

Lesson Plan 8

Frayer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES



Unit 2 – A Happy Giraffe — Worksheet 2

Lesson Plan 9

Common or Proper?

Underline the **common nouns** and circle the **proper nouns** in the sentences.

A **common noun** names any person, place, or thing.

A **proper noun** is the name of a specific person, place, or thing. Proper nouns always begin with a capital letter.

1. Mr. Salman runs in the park every Sunday.
2. Sana lives in an apartment on Shahrah-e-Faisal.
3. Ahmed is taking a plane to Lahore.
4. The zoo will be closed on Labour Day.
5. Sana's birthday is in March.
6. My family eats rice on Sunday.
7. Amnah is having a picnic with Maryam in Country Park.
8. Uncle Sadiq lives by the lake in Kinjhar.
9. Did you see Ahmed at the party on Friday?
10. Sadaf saw Venus and other planets through her telescope.

Unit 2 – A Happy Giraffe — Worksheet 3**Lesson Plan 10****Pronouns****Q. Fill in the blanks with appropriate pronouns:**

1. Ahmed loves playing soccer. _____ is the best player in his team.
2. Sana has read three books this week. _____ is a fast reader.
3. The stray animal out there is very dirty. _____ doesn't have any owner.
4. Please put your bag on the rack. _____ is sitting on the floor.
5. Her car is old and dirty. _____ doesn't want to buy a new one.
6. Hassan loves Story books. _____ brings one every Friday.
7. Ali and Azan love to play monopoly. They think _____ is the best game.
8. If you invite them, _____ will show up happily.
9. The kids are eating _____ food.
10. My mom brought a cute pet rabbit from the store. _____ has a short tail.

Unit 2 – A Happy Giraffe — Worksheet 4**Lesson Plan 11****Adjectives and its Degree****Q. Complete the chart given below:**

Adjectives	Comparative	Superlative
slow	slower	slowest
	cleaner	
		quickest
	faster	
sad		
	Later	
		prettiest
calm		
	Bigger	
		happiest
	Darker	
short		

Unit 2 – A Happy Giraffe — Worksheet 5

Lesson Plan 13

Titles: Mr., Mrs. or Ms.

Q. Look at the pictures given below and fill in the titles for them using Mr., Mrs. or Ms. The first one has been done for you.

Name: Ahmed Khan
Marital Status: Married
Title: Mr.

Mr. Imran Ahmed



Name: Laiba Khan
Marital Status: Unmarried
Title: _____



Name: Fatima Ali
Marital Status: Married
Title: _____



Name: Mohammad Usman
Marital Status: Unmarried
Title: _____



Unit 3 – The Glorious Prophet — Worksheet 1

Lesson Plan 19

Match words with pictures



log •

mom •

mop •

pot •

rod •

top •

toy •

•



•



•



•



•



•



•



Unit 3 – The Glorious Prophet — Worksheet 2

Lesson Plan 20

Blending

Circle the beginning blend in each word and write it on a given line.

11. prize _____

12. cloud _____

13. bring _____

14. glad _____

15. dress _____

16. smile _____

17. train _____

18. drum _____

19. glass _____

20. snap _____

Unit 3 – The Glorious Prophet — Worksheet 3

Lesson Plan 24

Commas

Add comma in the given sentences

11. I need to buy a dress so I am going to the mall.

12. My dress was blue sparkly and long.

13. The rabbit hopped and then he ate a carrot.

14. The game was over but the crowd refused to leave.

15. If you are ill you ought to see a doctor.

16. To get a seat you'd better come early.

17. Yes the package should arrive tomorrow morning.

18. However you may not be satisfied with the results.

19. It is up to you Ahmed to finish.

20. She was however too tired to make the trip.

Unit 3 – The Glorious Prophet — Worksheet 4

Lesson Plan 25

Capitalization

Capitalize the given sentences

1. the class was ready to go on the field trip to the karachi zoo.
2. ms salma was an excellent helper at the school.
3. we went to the muree for vacation during the summer.
4. my friends love to go to safari park during the winter.
5. students get restless in the month of may.
6. mohammad ali is one of the greatest wrestler in pakistan.
7. italian food is one my favorite types of food for dinner.
8. the olympics will be held in the country of brazil next year.

Unit 3 – The Glorious Prophet — Worksheet 5

Lesson Plan 26

Full Stop

1. My cat likes to drink milk

2. There are thirteen students in my class

3. It was too cold to swim

4. Sometimes its too hot in summer

5. My friend cut her finger

6. We often go camping

7. We saw cat under the tree

8. I like my bicycle

9. She lives near my house

10. I like to eat pizza

Unit 3 – The Glorious Prophet — Worksheet 6

Lesson Plan 27

Question Mark?

Q. Rewrite the statements after adding a question mark.

1. Sana ran to the garden
2. Where is the key
3. Who is at the door
4. The rose is on the table
5. Do you like pie
6. The bell rang today
7. What time is it
8. I like green apples

Unit 3 – The Glorious Prophet — Worksheet 7

Lesson Plan 28

Synonyms

Q. Choose a synonym from the box to replace each underlined word:

Children	tale	begin	damp	done	giant
perhaps	like	pebble	silly	tidy	chuckle

- Salman liked watching the huge elephant at the zoo. _____
- I tossed a stone in the lake. _____
- Sana knows so many funny jokes. _____
- Will you tell me a story, Grandma? _____
- Mariam’s bedroom is very neat. _____
- Ahmed makes everyone laugh when he makes goofy faces. _____
- I enjoy drinking iced tea during the summer. _____
- The kids at the park played baseball. _____
- Put the wet towel in the balcony to dry. _____
- Put your plate in the sink when you’re finished. _____
- May be we can go outside after lunch today. _____
- You should start your science project tonight. _____

Unit 3 – The Glorious Prophet — Worksheet 8

Lesson Plan 29

Antonyms

Q. Choose an Antonym from the box to replace each underlined word:

Close	easy	found	chilly	early
hot	tallest	fast	over	happy

11. My teacher gives hard homework. _____

12. We live far from my grand ma. _____

13. Have you lost your pencil? _____

14. School starts too late. _____

15. My cat can climb under the fence. _____

16. I like cold lunch. _____

17. Ahmed is the shortest boy in our class. _____

18. Today it will be warm outside. _____

19. Sana is sad about the party. _____

20. I am slow at running the race. _____

Unit 3 – The Glorious Prophet — Worksheet 9

Lesson Plan 30

Interjections

Circle the interjection or interjections in each sentence below

11. Aha! I found the answer!

12. Ouch! My cut hurts!

13. Wow! I won the lottery!

14. Oh! I'm not sure about that.

15. No! You should not have done that.

16. Alas! We made it to the parlour.

17. Hurrah! We won the championship game!

18. Good grief! That was a close one.

19. Oops! I forgot to tell you where to go.

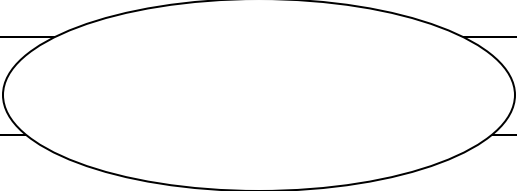
20. Oh! That's kind of sad news.

Unit 4 – Two Good Kids — Worksheet 1

Lesson Plan 36

Frayer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES

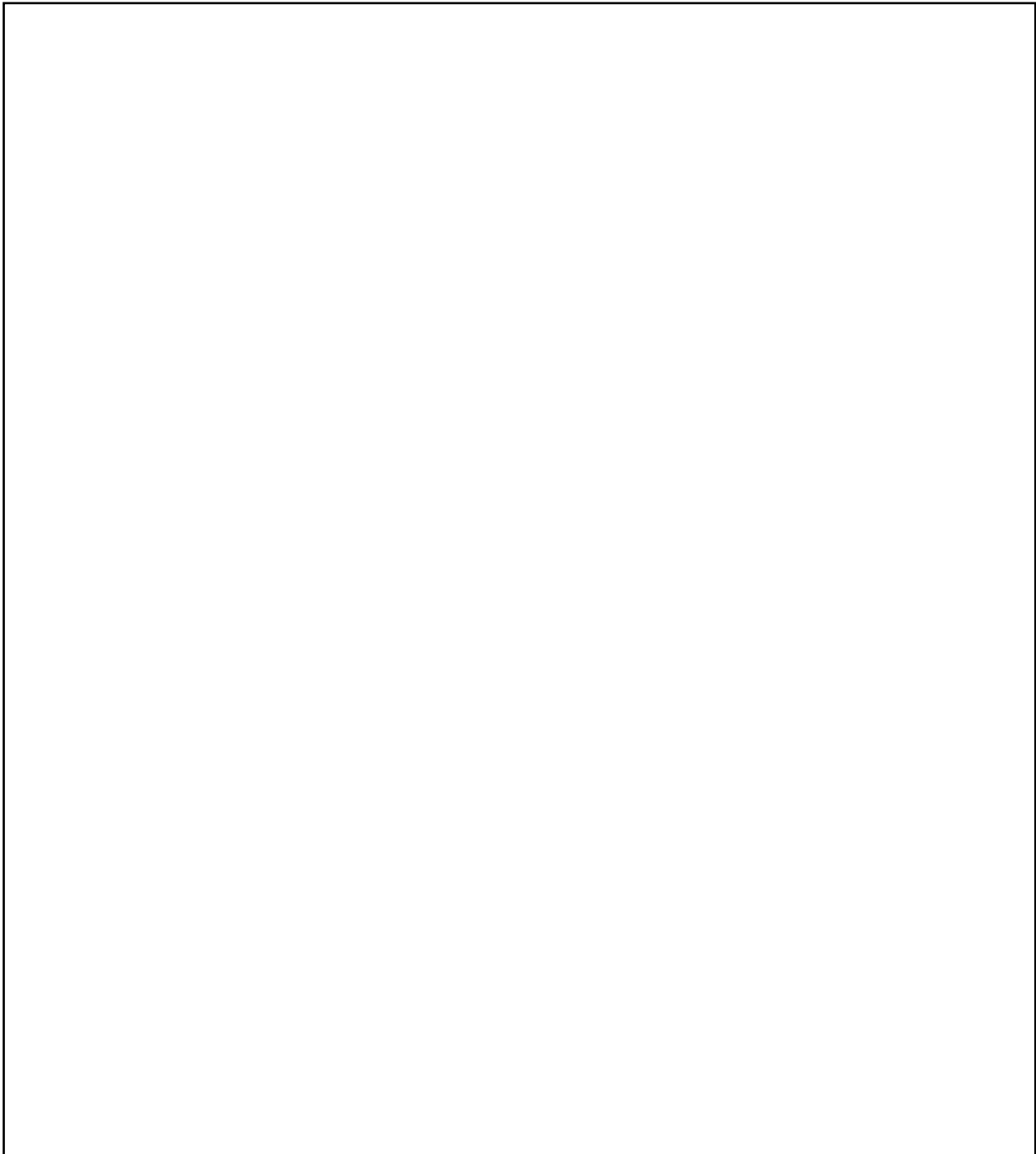


Unit 4 – Two Good Kids — Worksheet 2

Lesson Plan 37

Paste and Predict

Ask students to find a picture from a magazine, paste in their notebook and write prediction about the picture.



Unit 4 – Two Good Kids — Worksheet 3

Lesson Plan 39

Adjectives and its Degree

Q. Complete the sentences with the comparative form of the adjectives below.



6. The Seaview is _____ the Palace. (large)
7. The Palace is _____ the Seaview. (peaceful)
8. The Palace is _____ the Seaview. (elegant)
9. The Seaview is _____ the Palace. (small)
10. The Palace is _____ the Seaview. (clean)

Q. Circle the correct answer:

6. Summer is **hotter than/ the hottest** winter.
7. The monsoon season is **the worst/ worst than** time to visit India.
8. Horse riding is **less dangerous than/ the least dangerous** diving.
9. The Great Barrier Reef is **bigger than/ the biggest** coral reef in the world.
10. Streams are **smaller than/ the smallest** rivers.

Unit 4 – Two Good Kids — Worksheet 4**Lesson Plan 40****Articles**

Remember: An article is a word used before a noun to clarify the noun. English articles are usually “a,” which is used before a word that starts with a consonant sound; “an,” which is used before a word that starts with a vowel sound, and “the.”

Q. Underline the articles in the following sentences.

7. Her cat caught the large mouse.
8. The window was open only an inch.
9. A tired student is not a good student.
10. When does the train for New York leave the station?
11. Let the teacher know the minute you have an answer.
12. Does a big dog have as long a tail as a little dog?

Q. Write an article in the blanks to complete the sentence.

5. _____ best times to see _____ stars is at night.
6. _____ good friend tells you _____ truth.
7. My favorite snack is _____ apple.
8. It was _____ unusual time to sleep on _____ couch.

Unit 4 – Two Good Kids — Worksheet 5

Lesson Plan 41

Consonant ‘C’ Sound (Hard and Soft)

Q. Read each word from the word box aloud. Decide if the letter “C” makes the soft or hard sound. Cut out the word and glue it in the matching box.

cake	recess	castle	space
card	candle	cent	ice
juice	control	cradle	clap
voice	cyber	legacy	science
camel	slice	face	cancel
coat	ocean	trace	peace

Sound ‘K’	Sound ‘S’

Unit 4 – Two Good Kids — Worksheet 6

Lesson Plan 42

Consonant “G” Sound (Hard and Soft)

Q. Read each word from the word box aloud. Decide if the letter “G” makes the soft or hard sound. Cut out the word and glue it in the matching box.

cage	gargle	grand	stage
rage	page	bridge	goat
game	geese	age	gate
germ	engine	danger	fudge
goal	fog	gloves	good
grind	gold	green	badge

Sound ‘G’	Sound ‘J’

Unit 4 – Two Good Kids — Worksheet 7

Lesson Plan 43

Consonant “S” Sound (Hard and Soft)

Q. Read each word from the word box aloud. Decide if the letter “S” makes the soft or hard sound. Cut out the word and glue it in the matching box.

sure	television	smiles	insects
basic	treasure	boxes	saliva
inside	sugar	birds	fishes
must	these	Asia	security
sun	result	because	rose
sorry	busy	vision	eyes
science	girls	usually	division
discussion	share	babies	stroller

Sound “S”	Sound “س”	Sound “[sh/ش]”	Sound “[az/ز]”

Unit 4 – Two Good Kids — Worksheet 8

Lesson Plan 44

Consonant 'X' Sound (Hard and Soft)

Q. Read each word from the word box aloud. Decide if the letter “X” makes the soft or hard sound. Cut out the word and glue it in the matching box.

box	next	example	fox
toxic	six	examine	exit
fix	exam	taxi	luxury
axis	exchange	except	excellent
luxurious	complex	mix	excess
excel	exact	oxygen	extra

Sound 'gz'	Sound 'ks'

Unit 4 – Two Good Kids — Worksheet 9

Lesson Plan 45

Consonant ‘Y’ Sound (Hard and Soft)

Q. Read each word from the word box aloud. Decide if the letter “Y” makes the soft or hard sound. Cut out the word and glue it in the matching box.

money	fry	mommy	July
spry	many	apply	penny
yellow	family	yacht	every
reply	ply	bunny	ally
copy	safety	deny	yolk
energy	yogurt	pry	yard

Sound ‘Y’	Sound ‘I’	Sound ‘E’

Unit 1 – The Gifts of Allah**Unit Wise Assessment****Q1 – Answer the following questions.****25 marks**

1. List 5 most precious gifts given to you by Allah. (07)

Underline two of the most precious gifts of Allah.

2. What can satisfy us the most? (02)

3. Fill in the given table: (10)

	Good Deeds	Avoiding Evil
1		
2		
3		
4		
5		

4. How can we lead the best life in this world and get the best life in the hereafter, too? (02)

5. When should we thank Allah? (04)

KEY**Q1 – Answer the following questions.**

1. An open-ended question. Plausible answers may include

- a. The Holy Quran
- b. Prophet Muhammad صلى الله عليه وسلم
- c. parents
- d. siblings
- e. house
- f. school
- g. belongings

2. Praying to Allah can satisfy us the most.

3. An open-ended question. Plausible answers may include

	Good Deeds	Avoiding Evil
1	helping others	being rude
2	performing prayers	being selfish
3	giving charity	pushing and fighting
4	feeding the hungry	speaking bad words
5	being humble	harming others

4. We can lead the best life in this world and get the best life in the hereafter too by following the teachings of Holy Prophet صلى الله عليه واله وسلم and the Holy Qur'an.

5. We should always thank Allah. Whether we are happy or are sad, we should always be grateful to Allah for being with us.

Unit 2 – A Happy Giraffe**Unit Wise Assessment****Q1: Answer the following questions:****25 marks**

1. Why do you think Mr. Janko wanted to solve Mr. Raffe's problem? (2)
2. Was Mr. Janko able to solve Mr. Raffe's problem? How? (2)

Question 2: Identify noun, pronouns and adjectives in the passage below. Underline the noun, circle the pronoun and make a box around adjective. 08 marks

My friend Ahmed was born in a city in the Pakistan called Hyderabad. Ahmed grew up a happy and interesting boy. He was a good student in school who studied carefully for all his exams and got very good grades. When it came time to go to University, Ahmed decided to move to the United States in order to attend the University of California.

Q3: Tick the correct answers:**01 mark**

1. What is a common noun?
 - Any person, place or thing.
 - Specific person, place or thing.
2. What is a proper noun?
 - Specific person, place or thing.
 - Specific person, place or part.

Q4: Classify the nouns in correct groups:

6 marks

girl	milk	Ahmed	Karachi
phone	Olpers	boy	city
candy	biscuit	country	Pakistan

Common Nouns	Proper Nouns

Q5: Choose the correct plural form and write it in the blanks. 3 marks

1. Three (boys, boy) went on the bus. _____
2. The (monkies, monkeys) chattered in the jungle. _____
3. Six (men, man) ran in the race. _____
4. The (children, childs) were playing soccer. _____
5. Salman wears his (trouser, trousers). _____
6. Erum loves weating (goggle, goggles) in the sun. _____

Rewrite each sentence, changing the gender of nouns. Make the necessary changes. **3 marks**

1. This boy is my nephew.

Ans. _____

2. The nurse helped the lady.

Ans. _____

3. My uncles lives in Pakistan with his son.

Ans. _____

4. The tall man has gone to see his sister.

Ans. _____

5. The horse stood under the tree.

Ans. _____

6. There are three cows on the farm.

Ans. _____

KEY**Q1: Answer the following questions:****4 marks**

1. Mr. Janko wanted to solve Mr. Raffe's problem because Mr. Raffe was sad and Mr. Janko did not want him to be sad
2. Yes, Mr. Janko was able to solve Mr. Raffe's problem by providing alternate solution to each of the problems everyone was facing while playing with Mr. Raffe.

Q2: Identify noun, pronouns and adjectives in the passage below. Underline the noun, circle the pronoun and make a box around adjective. 8 marks

My friend Ahmed was born in a small city in the Pakistan called Hyderabad. He grew up a happy and interesting boy. He was a good student in school who studied carefully for all his exams and got very good grades. When it came time to go to famous and huge University, Ahmed joined the best University in Pakistan to complete his studies.

Q3: Tick the correct answers:**1 mark**

1. What is a common noun?
 - Any person, place or thing.
2. What is a proper noun?
 - Specific person, place or thing.

Q4: Classify the nouns in correct groups:**6 marks**

Girl	Milk	Phone	Boy
City	Candy	Biscuit	Country
Ahmed	Karachi	Olpers	Pakistan

Common Nouns	Proper Nouns

Q5: Choose the correct plural forms and write it in the blanks. 3 marks

Rewrite each sentence, changing the gender of nouns. Make the necessary changes.

3 marks

1. This girl is my niece.
2. The nurse helped the lady.
3. My aunts live in Pakistan with her daughter.
4. The tall woman has gone to see her brother.
5. The mare stood under the tree.
6. There are three bovines on the farm.

Unit 3 – The Glorious Prophet

Unit Wise Assessment

Q1: Answer the following questions:

25 marks

3. Who is the best creation of God? (1)
4. Where is the Holy Prophet's ﷺ Mosque? (1)

Q2: Correct the capitalization

07 marks

yesterday, i went to liaquat national library with my father. i wanted to read the book seerat-e-mustafa ﷺ by allama abdul mustafa. i got the book issued and left for imtiaz superstore for groceries with my father. there i bought myself some biscuits of pakistani companies. my father wanted some pet food for his cat whom we call mano. everybody at home loves mano very much. i always take care of her as i know our holy prophet ﷺ has ordered to take care of our pets. i am aware that every muslim must follow the dear holy prophet ﷺ.

Q3: Punctuation

04 marks

Complete each sentence with the correct punctuation.

1. What time is it
2. Salman has two sisters
3. Finish your plate
4. Wow, they are already done
5. The cat watches the mouse
6. Is there another person coming
7. Careful, it is hot
8. Give me the red pencil

Q4: Interjection**04 marks**

Replace the interjection with one that makes more sense. Write the new interjection on the line.

1. Oh no! I won the contest! _____
2. Yay! We lost the game. _____
3. Ugh. This is the best day ever! _____
4. No! I am so excited to go to this concert! _____
5. Yuck! This meal is so delicious. _____
6. Nice work! You did a horrible job on your test. _____
7. Oops, I got a gift! _____
8. Alas! This is awesome. _____

Q5: Synonyms**04 marks**

Write synonyms of the given words

1. Also _____
2. small _____
3. kind _____
4. rescue _____
5. happy _____
6. gift _____
7. fortunate _____
8. equal _____

Q6: Antonyms

04 marks

Write antonyms of the given words

1. big _____
2. loud _____
3. dark _____
4. happy _____
5. fast _____
6. tall _____
7. hot _____
8. wet _____

KEY**Q1: Answer the following questions:**

3. The best creation of God is Holy Prophet ﷺ.
4. Prophets' mosque is in Medina.

Q2:

Yesterday, I went to Liaquat National library with my father. I wanted to read the book Seerat-e-Mustafa ﷺ by Allama Abdul Mustafa. I got the book issued and left for Imtiaz superstore for groceries with my father. There I bought myself some biscuits of Pakistani companies. My father wanted some pet food for his cat whom we call Mano. Everybody at home loves Mano very much. I always take care of her as I know our Holy Prophet ﷺ has ordered to take care of our pets. I am aware that every Muslim must follow the dear Holy Prophet ﷺ.

Q3:

- 1) What time is it?
- 2) Salman has two sisters.
- 3) Finish your plate.
- 4) Wow, they are already done!
- 5) The cat watches the mouse.
- 6) Is there another person coming?
- 7) Careful, it is hot!
- 8) Give me the red pencil.

Q4: Interjection

Replace the interjection with one that makes more sense. Write the new interjection on the line.

1. Oh no! I won the contest! Yes!
2. Yay! We lost the game. Oh no,
3. Ugh. This is the best day ever! Wohoo!
4. No! I am so excited to go to this concert! Yes!
5. Yuck! This meal is so delicious. Yummy!
6. Nice work! You did a horrible job on your test. Sorry,
7. Oops, I got a gift! Wow!
8. Alas! What a party. Hooray!

Q5: Synonyms

Write synonyms of the given words

- | | | |
|----|-----------|---------|
| 1. | also | too |
| 2. | small | little |
| 3. | kind | nice |
| 4. | rescue | save |
| 5. | happy | glad |
| 6. | gift | present |
| 7. | fortunate | lucky |
| 8. | equal | same |

Q6: Antonyms

Write antonyms of the given words

1. big small

2. loud soft

3. dark light

4. happy sad

5. fast slow

6. tall short

7. hot cold

8. wet dry

Unit 4 – Two Good Kids**Unit Wise Assessment****Q1: 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 Mum.
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
past	Present	Future



Q2: 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) |

Q3: 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 grandmom.

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.

Q4: 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>shy</i>		
<i>windy</i>		
<i>old</i>		
<i>clean</i>		



Terminal Assessment Paper

First Term

Objectives

Total Marks: 50

Students should be able to:

- analyse and respond to the questions
- differentiate between common and proper nouns
- use pronouns replacing specific nouns
- identify and use the degrees of adjectives.
- use Mr., Mrs. or Ms. with appropriate nouns.
- forming and using *regular* (e.g. cat/cats) and *irregular* (e.g. child/children) **plurals**
- classify the gender of more nouns from immediate and extended environment (Masculine/Feminine. Neuter)
- use appropriate synonyms.
- use appropriate antonyms

Answer the following questions.

10 marks

- | | |
|---|---|
| a. How can we lead the best life in this world and get the best life in the hereafter, too? | 2 |
| b. Why is the writer in 'The gifts of Allah' grateful when he is happy? | 1 |
| c. What solution did Mr. Janko give Mr. Zed for playing tag with Mr. Raffe? | 2 |
| d. What does the poet in 'The Glorious Prophet' mean when he says 'character so tall'? | 2 |
| e. What task did mother assume to be difficult or hard for her son to do? | 1 |
| f. What was difficult for the daughter to find in the kitchen? | 1 |
| g. What did the father asked son to do as the guests arrived? | 1 |

2. Tick the correct answers:**3 marks**

1. What is a common noun?

- any person, place or thing
- specific person, place or thing

2. What is a proper noun?

- specific person, place or thing
- specific person, place or part

3. What must a proper noun have?

- full Stop
- comma
- capital Letter

3. Classify the nouns in correct groups:**8 marks**

girl	milk	Ahmed	Karachi
phone	Samsung	Boy	city
candy	biscuit	Chocolato	Fruit Gala
Saba	country	Olpers	Pakistan

Common Nouns	Proper Nouns

4. Underline the subject pronoun and circle the object pronoun in the sentences given below: 6 marks

1. I like Pakistan.
2. You have eaten the chocolate.
3. He plays football.
4. Ahmed gave his friend a book.
5. She dislikes mushrooms.
6. The teacher dropped it.
7. The children love us.
8. It was cold.
9. We are Pakistani.
10. They are going home.
11. Sana knows me.
12. Maryam helped them.

5. Identify whether the underlined word is an adjective (A), comparative (C) or superlative (S): 4 marks

1. Maryam is the wisest girl of all. _____
2. Ahmed is taller than his sister. _____
3. Peanuts are cheaper than cashews. _____
4. I faded in class due to low blood sugar level. _____
5. Soha is short for her age. _____
6. An elephant is bigger than a mouse. _____
7. This is the saddest book I've ever read. _____
8. Sana is smarter than her younger sister. _____

6. Complete the table with masculine or feminine

5 marks

Masculine	Feminine
	Lioness
actor	
prince	
	girl
brother	
	wife
	queen
male	
	daughter

7. Write Synonym**4 marks**

close	
bad	
good	
cold	
easy	
big	
small	
hot	

8. Write Antonyms**4 marks**

able	
do	
decent	
essential	
small	
soft	
male	
go	

Write Singular and Plural**3 marks**

Singular	Plural
mouse	
	oxen
child	
tooth	
	people
sheep	

Write Masculine Feminine**3 marks**

Masculine	Feminine
bull	cow
	wife
actor	
	hostess
prince	
dad	

KEY**Answer the following questions.**

- h. We can lead the best life in this world and get the best life by following the teaching of Holy Prophet.
- i. The writer in 'The gifts of Allah' is grateful when he is happy because Allah bless him with happiness and saved from grief.
- j. Mr. Janko suggested Mr. Zed for playing tag with Mr. Raffe by involving him to seek if he cannot hide while playing.
- k. The poet in 'The Glorious Prophet' mean when he says 'character so tall' that the character of Prophet was high.
- l. The mother assumed that mowing the grass would to be difficult or hard for her son to do.
- m. The flour was difficult for the daughter to find in the kitchen.
- n. The father asked son to lay the table for dinner as the guests arrived.

2. Tick the correct answers:

1. What is a common noun?

- any person, place or thing
- specific person, place or thing

2. What is a proper noun?

- **specific person, place or thing**
- specific person, place or part

3. What must a proper noun have?

- full Stop
- comma
- **capital letter**

3. Classify the nouns in correct groups:

Girl	milk	Ahmed	Karachi
Phone	Samsung	Boy	city
Candy	biscuit	Chocolato	Fruit Gala
Saba	country	Olpers	Pakistan

Common Nouns	Proper Nouns
girl	Saba
phone	Samsung
candy	Ahmed
milk	Chocolato
biscuit	Olpers
country	Karachi
boy	Fruit Gala
city	Pakistan

4. Underline the subject pronoun and circle the object pronoun in the sentences given below:

1. I like Pakistan.
2. You have eaten the chocolate.
3. He plays football.
4. Ahmed gave **her** a book.
5. She dislikes mushrooms.
6. The teacher dropped **it**.
7. The children love **us**.
8. It was cold.
9. We are Pakistani.
10. They are going home.
11. Sana knows **me**.
12. Maryam helped **them**.

5. Identify whether the underlined word is an adjective (A), comparative (C) or superlative (S):

1. Maryam is the wisest girl of all. C
2. Ahmed is taller than his sister. B
3. Peanuts are cheaper than cashews B

4. I faded in class due to low blood sugar level. A

5. Soha is short for her age. A

6. An elephant is bigger than a mouse B

7. This is the saddest book I've ever read. C

8. Sana is smarter than her younger sister. B

6. Complete the table with masculine or feminine

Masculine	Feminine
lion	lioness
actor	actress
prince	princess
boy	girl
brother	sister
husband	wife
king	queen
male	female
son	daughter

7. Write Synonym

close	shut
bad	awful, terrible, horrible
good	fine, excellent, great
cold	chilly, freezing, frosty
easy	simple

big	large, huge, giant
small	tiny, little, mini
hot	burning

8. Write Antonyms

able	unable
do	undo
decent	indecent
essential	nonessential
small	big
soft	hard
male	female
Go	come

Write Singular and Plural

Singular	Plural
mouse	mice
ox	oxen
child	children
tooth	teeth
person	people
sheep	sheep

Write Masculine Feminine

Masculine	Feminine
bull	cow
husband	wife
actor	actress
host	hostess
prince	princess
dad	mom

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

SPECTRUM ENGLISH

SECOND TERM

TEACHING GUIDE

3



Prepared by:
Saima Imran

Reviewer:
Saifullah Khalid

Spectrum English Grade 3

Teaching Guide

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Introduction to Spectrum English Series Books 1-5

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

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

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

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

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

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

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

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

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

The Instructional Strategies of the Course

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

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

Spectrum English series Book 4 Teaching Guide

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

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

Each lesson plan has six key elements:

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

1- Student Learning Objectives (SLOs):

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

2- Warm Up:

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

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

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

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

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

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

- Start with an image/video/object:

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

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

- Draw on board:

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

- Ask for predictions:

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

- Make Something (Elementary and Primary levels):

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

- Thought Experiment:

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

- **Observe Nature:**

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

- **Define Key Terms:**

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

- **Make a list:**

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

- **Entrance slips:**

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

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

Some sample questions are:

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

3- Teaching Instructions

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

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

- **Reading:**

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

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

- **Writing:**

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

- **Listening:**

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

- **Speaking:**

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

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

4- Differentiated learning:

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

- **Flexible grouping:**

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

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

- Cooperative learning with varied tasks:

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

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

- Adjust questioning:

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

- Choice provided:

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

- Peer support

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

- Think-pair-share:

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

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

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

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

5- Wrap up

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

Exit Slips:

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

Some questions teachers can ask in exit slips are:

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

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

- How to use it?

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

- Teach your junior:

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

- Review it

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

6- Homework

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

Conclusion

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

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

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

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

Unit 5 – A Smart Little Elephant

Unit Overview

The unit aims at identifying the benefits of living together in unity. It focuses on the fact that it is good to spend time with grandparents and listen to their stories and the advice. Also, it emphasize that Allah is pleased with those who are kind to others and help those in need. Brave and wise people do not panic in a difficult situation. They stay calm and act smartly. This will help Inculcate in children respect for personal and cultural differences.

Model Answers

Exercise A

Answer 1 – The baby elephant lived in a big jungle of West Africa.

Answer 2 – Grandparents told interesting stories to the baby elephant.

Answer 3 – There were three baby doves in the nest.

Answer 4 – The baby elephant trumpet loudly because there was a huntsman hiding and aiming at the mother dove.

Answer 5 – Grandmother praised the baby elephant for his smartness and for helping the poor dove.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

This exercise is to write a story by looking at the comic strip. The use of comic strips is an appropriate strategy to help develop the students' skills in producing good narrative texts. Story writing on comics assist the students in generating ideas and retrieving words for their writing. In this exercise, students

will be looking at the comic strip to analyse the story, discuss it with their partner and then write a story in their own words.

Exercise E

This exercise is about correcting spellings of the words by looking for these words in the dictionary to correct the spelling. Then the students will rewrite after correcting spellings in a form of a list and rearrange the words in alphabetical order.

- advantage
- brief
- convince
- disease
- globe
- intelligent
- loyal
- original
- perform
- responsible
- signal
- sink
- suitable
- treasure
- wisdom

Exercise F

This exercise is to work with nouns, pronouns, adjectives, and verbs.

Task 1

Noun	Pronoun	Adjective	Verb
Majid	he	interesting	wrote
friend	it	intelligent	gave
Asma	she	heavy	liked
chair	it	big	lifted

room	she	soft	took
carpet	it	ripe	put
Amir	he	thin	peeled
bananas	them	dirty	mashed
yogurt	it	wooden	added
fridge	she	green	put
Zainab	them	brilliant	washed
clothes	he	exciting	ironed
cupboard	them		put
children	they		sat
grass			watched
players			enjoyed
match			

Exercise G

This exercise is to compare different forms of a verb.

Exercise H

This exercise will assist students to make nine sentences with each given verb and use each verb in nine different tenses.

Exercise I

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

Exercise J

Ask students to perform a role play using the dialogues given in this unit. 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 48

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 5

Unit Title: A Little Smart Elephant

LP: 48

Textbook Page/s: 40 – 56

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.
- analyse benefits of living together.

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>Ask students if they have seen elephants. Ask them if they like elephants. Take responses about their experiences with monkeys. Tell them that we are going to read an elephant story today.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will learn about a helpful elephant.</p> <p>Instructions:</p> <p>Reading, Listening and Speaking:</p> <p>Ask students that have they ever been to a zoo? How is it like? What do they like most about such zoo? Which animal they liked most? And why?</p>

First Lines Reading:

Ask students to open textbook to page 40 and 41 and introduce the text to the students. Ask students read only the first line of the text or read aloud only the first line.

‘Once upon a time, there lived a baby elephant in a big jungle of West Africa.’

Ask students to make predictions for the reading based on the first sentence.

Engage the class in discussion about the predictions. Write predictions on the board. Ask students to look at the title and pictures. Ask the following questions.

- What do you think is the story about?
- What do you see in pictures on page 40 and 41?
- What do you think elephant is doing with dove?

Read aloud and discuss the text with the students. Pause at different segments of the text and ask the following questions.

- How do you think elephants protected each other?
- What do you think will baby elephant do on hearing coo of doves?
- Do you think the huntsman would shoot the elephant?

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)

Game - Pass the object

In this game, students will exercise while reviewing important terms from the text. Separate students into groups and give them each a soft elephant toy to toss a few feet. Then, you reveal a question, which the student has to answer before tossing soft elephant to someone else, who answers the next question. When each student in a group finish passing the object, they win the round. The questions may include the following:

- What else could the baby elephant do to save the dove?
- How can we think and act smartly?
- Who was on target of an attack?
- What are the benefits of living together in unity?

(05 minutes)

Reading: Encourage students to read the chapter on page 40 and 41 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)

Writing – Exercise A:

Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 42 with the students. Instruct them to write answers in complete sentences in their notebooks.

(10 minutes)

Differentiated Plan:

Include writing as a way of organizing predictions and/or thoughts generated from discussions. Have students work in

	<p>groups and support each other as they make a prediction.</p> <p>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 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, ‘What are the benefits of living together?’</p>
05 mins	<p>Homework assignment:</p> <p>Read Unit 5, Pages 40-41 again.</p>

Lesson Plan 49

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 5	Unit Title: A Little Smart Elephant
LP: 49	Textbook Page/s: 40 – 56	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

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>Paste a card of the word “working” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</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 students that they will work on vocabulary words of the reading passage 'A Smart Little Elephant' today.</p> <p>Reading – Dictionary activity:</p> <p>Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. Once it is guessed ask students that they need to find from the dictionary.</p> <p>The list of words is as follows:</p> <table border="0"> <tr> <td>- unity</td> <td>- huntsman</td> </tr> <tr> <td>- together</td> <td>- bushes</td> </tr> <tr> <td>- protected</td> <td>- aimed</td> </tr> <tr> <td>- cute</td> <td>- fire</td> </tr> <tr> <td>- wrinkly</td> <td>- panic</td> </tr> <tr> <td>- spending</td> <td>- smartly</td> </tr> <tr> <td>- interesting</td> <td>- trumpeted</td> </tr> <tr> <td>- lowered</td> <td>- loudly</td> </tr> <tr> <td>- branches</td> <td>- rushed</td> </tr> <tr> <td>- catch</td> <td>- afraid</td> </tr> <tr> <td>- nest</td> <td>- picked</td> </tr> <tr> <td>- stopped</td> <td>- praised</td> </tr> </table> <p>Ask students to write the meanings of the specific word on the other side of the word chit.</p> <p>Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.</p> <p><u>Note:</u> <i>As per student strength in the class, the teacher can perform this activity in peers or groups.</i></p>	- unity	- huntsman	- together	- bushes	- protected	- aimed	- cute	- fire	- wrinkly	- panic	- spending	- smartly	- interesting	- trumpeted	- lowered	- loudly	- branches	- rushed	- catch	- afraid	- nest	- picked	- stopped	- praised
- unity	- huntsman																								
- together	- bushes																								
- protected	- aimed																								
- cute	- fire																								
- wrinkly	- panic																								
- spending	- smartly																								
- interesting	- trumpeted																								
- lowered	- loudly																								
- branches	- rushed																								
- catch	- afraid																								
- nest	- picked																								
- stopped	- praised																								

(10 mins)

Listening and Speaking - Think- Pair- Share:

Ask students to make sentences of any 5 words given on the board by focusing on the meaning of the word. Encourage students to make creative and attractive sentences.

Pair students in groups of 2 or 3 and ask them to cross- check the sentences of each other. Instruct the students to turn each other’s sentences into creative ones so that their group might win.

Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “**Vocabulary Master**”. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Writing:

Ask students to make the title page of “A Smart Little Elephant” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks. Students can look at the examples given in Exercise C page number 43.

S. No.	Word	Meaning/ Sentence
1.	popular	liked or admired by many people or by a particular person or group.
		Hassan is quiet popular for his work in physics.
2.	explain	-----

(10 mins)

Differentiated Learning:

	<p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>
03 mins	<p>Wrap-up:</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework:</p> <p>Learn the list of words shared in the class along with the meanings.</p>

Lesson Plan 50

Subject: English Grade: 3 Term: 2nd
 Week: Unit: 5 Unit Title: A Little Smart Elephant
 LP: 50 Textbook Page/s: 40 – 56 Duration: 40 minutes
 Teacher: School: Date:

Student Learning Outcomes (SLOs)

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

- use the sentence-level context to determine the meaning of an unknown word.
- consult a dictionary to check the correct meaning of a word.
- make sentences of given words list.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

03 mins	<p>Warm up - Recall:</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>Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone understanding.</p>
30 mins	<p>Lesson structure:</p> <p>Topic: Say, "Today we will figure out the meanings of some tricky words from the text. Good readers look for words that they don't know while they are reading. This helps us understand what we read better. Once we figure out what the words mean, we can check it in dictionary too!"</p>

Instructions:

Discuss with students that finding out the unknown words will help you understand the main idea, or the most important point the author is trying to tell us about the story. Say, "The main idea is sometimes in the story/text as a sentence or phrase. But sometimes, it's not so clear, and we must think about what the author wants us to learn from reading the text." Share and discuss an example. Encourage interaction and facilitate the process of learning throughout.

Listening and Speaking - Worksheet 1:

Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be

1. trunk
2. lowered
3. watch
4. panic
5. rushed

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write

words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Speaking- Presentation

Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.

Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:

My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.

Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Writing – Exercise C:

Discuss the examples of sentences from 97 of the textbook, Exercise C. Ask students to make sentences of the same vocabulary word in textbook page 105. Allow students to refer to the completed Frayer model during the sentence level activity.

(10 mins)

Differentiated Learning: Follow guided practice in small groups or with individuals. Use examples to support learning.

	Students the students who finish earlier to find more tricky words from text to make sentences.
05 mins	<p>Wrap-up (Class Discussion):</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group.</p> <p>Encourage a few students to share their answers, clarifying any confusion.</p>
02 mins	<p>Homework:</p> <p>Ask students to make and fill Frayer model for the word 'afraid' in their homework notebooks.</p>

Lesson Plan 51

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 5

Unit Title: A Little Smart Elephant

LP: 51

Textbook Page/s: 40 – 56

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- discuss a short story.
- analyze a short story.
- recognize the key elements of a short story.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- short stories
- 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>Excite the students by telling them that they will be hearing a famous tale today in class.</p> <p>Start with the following story.</p> <p><i>There was once a hare who was friends with a tortoise. One day, he challenged the tortoise to a race. Seeing how slow the tortoise was going, the hare thought he'll win this easily. So he took a nap while the tortoise kept on going. When the hare woke up, he saw that the tortoise was already at the finish</i></p>
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	<p><i>line. Much to his chagrin, the tortoise won the race while he was busy sleeping.</i></p> <p>Moral of the story:</p> <p>There are actually a couple of moral lessons we can learn from this story. The hare teaches that overconfidence can sometimes ruin you. While the tortoise teaches us about the power of perseverance. Even if all the odds are stacked against you, never give up. Sometimes life is not about who's the fastest or the strongest, it's about who is the most consistent.</p> <p>Ask students to tell you about what they feel made the story interesting.</p>
30 mins	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study story writing today.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Ask the students whether they notice the characters of the story. • Ask them to try and identify elements of story writing that they read/heard. • Encourage the students to name the elements of story writing. • Discuss that the parts of a story consist of five main elements: characters, setting, plot, and conflict along with theme. <p>Reading, Listening, and Speaking:</p> <p>Divide the class into small groups of 4 – 5 members each.</p>

	<p>Give each group a beginning to make a story. For example: as;</p> <ol style="list-style-type: none"> 1. I knew something strange would happen that day. 2. Sami and his sister Saima were alone at home one day. 3. One day Assad went out to get an ice-cream. 4. Uzma was walking home from school when she saw it lying on the ground (students to decide what it was that she found). <p>Students choose a beginning to write a story about. They must use all elements of story writing.</p> <p>Students must have characters in their story, mention where the story is taking place (setting), a beginning, middle and end. Instruct them to give a title to the story too.</p> <p>Writing – Exercise F:</p> <p>Now, ask students to look at the pictures given on page 43 in the book and ask students to write a story using the pictures. This task will be done in groups and later on the stories will be shared in the class.</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to write the story and they might need assistance. While writing the story, guide those children and share verbal ideas as how they want their story to be. Facilitate on each level so that it is easier for them to write. Some students might finish the task early. Ask them to read their draft and find errors. You can also ask them to facilitate the weak students.</p>
03 mins	<p>Wrap-up:</p> <p>Repeat all basic elements of the story to the class. Ask the representative from each group to read out their story. Appreciate or advise, as required. Display the stories in class.</p>

02 mins	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.
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Lesson Plan 52

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 5

Unit Title: A Little Smart Elephant

LP: 52

Textbook Page/s: 40 – 56

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify incorrect spellings of the given words.
- use dictionary for correcting the given words.
- arrange them in the alphabetical order.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Dictionary
- Word chart
- Printed Dice

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>Ask students to put their English notebooks on table. Ask two students to come randomly and put notebooks according to the alphabetical order of student's name. This practice helps students to arrange the notebooks in manner. Ask students what they observed from this activity.</p>
30 mins	<p>Lesson structure</p> <p>Lesson Structure:</p> <p>Topic: Tell students that they will study today.</p> <p>Instructions:</p>

	<p>Ask students to bring their dictionary before starting the exercise.</p> <p>Show students the flash cards of jumbled words and ask randomly to come, pick one card and write its correct spelling on board.</p> <p>Guide them if they write wrong spelling or word on the board.</p> <p>At the end of the activity, ask students to rearrange the words according to the alphabetical order.</p> <p>(10 mins)</p> <p>Game - Alphabetical Dice</p> <p>Using dice with printed words, letters of the alphabet, or blank dice that you label yourself, have students take turns rolling three to five dice and then putting the words in alphabetical order. This game is best in groups of about three, though you may not have enough dice for groups that small. If that is the case, consider setting up a learning center with the dice you have and directions on how to play with one or two other students.</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking:</p> <p>Make sure each student has a paper/ copy, a pencil and dictionary. Open page 45- 46 and ask students to do exercise E. Read the following words one at a time and ask students write the words in their copies.</p> <p>Provide some time to them in order to search the correct spellings from the dictionary they have. Ask them to hold up their copies with the correct spellings so you can measure their understanding. Next, instruct students to arrange the words in a correct alphabetical order.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p>
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	<p>Some students might find it hard to understand the concept of jumbled words. So facilitate and guide them while on task, spot check, and elicit the correct response by explaining the concept again.</p> <p>While some might finish it early, so hand over 5 to 7 new words to write correctly/ spell correctly for enhancing their vocabulary.</p>
05 mins	<p>Wrap up:</p> <p>Write the names of different things present in the surrounding in jumbled form and ask students to quickly find out the correct spelling of the given words.</p>
02 mins	<p>Homework assignment:</p> <p>Make sentences of the given words.</p>

Lesson Plan 53

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 5	Unit Title: A Little Smart Elephant
LP: 53	Textbook Page/s: 40 – 56	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify four different parts of speech i.e noun, pronoun, and verb, adjective.
- distinguish the use of part of speech.
- use part of speech correctly in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Passage

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 students to define a noun (a person, place, object, or idea), and then ask them what is pronoun? (If we don't know the name or place of if we avoid the repetition of noun, we have to use pronouns) After clearing their concept about noun and pronoun, ask them to define adjectives (words that describe nouns).</p> <p>Give a few examples such as "big (adjective) dog (noun)" and "red (adjective) house (noun)."</p> <p>Next, ask them what is verb (action that describe what is going on in the sentence, such as eat, drink, play, etc.) Ask students</p>
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	<p>to make some simple sentences verbally. Ask them what part of speech these sentences belong to, and listen to their responses.</p> <p>Tell them these four parts of speech is the basic pillar of making sentences. Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study part of speech today.</p> <p>Instructions:</p> <p>Show students the following sentences on the board:</p> <ul style="list-style-type: none"> • I write with a sharp nib. • Ali jumped the barrier smartly. <p>Ask students read the given passage and differentiate between the parts of speech. Invite students to share their working.</p> <p>Tell students that 'is, am, are, was, were, will be, has, have and had' are also verbs. They are not doing words but they helps in sentence completion. They are also called 'Linking verbs'</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking:</p> <p>Make sure each student has a paper/ copy and a pencil. Read the following sentences one at a time and ask students find out the noun, pronoun, verb and adjectives from them. Ask students to make new sentences by using noun, pronoun, verb and adjectives in copies.</p> <p>"Salman ate his <u>banana</u>." - noun</p> <p>"They <u>ran</u> all the way home." - verb</p> <p>"You are a <u>pretty</u> girl." - adjective</p> <p>"He <u>quietly</u> opened the door." - adverb</p> <p>"The spider ran <u>across</u> the table." - preposition</p> <p>"<u>Paper</u> is made from wood." - subject</p> <p>"The Quaid-e-Azam founded <u>Pakistan</u>." – object</p>

	<p>Ask them to hold up their copies with the sentences so you can measure their understanding of correct usage of part of speech.</p> <p>(10 mins)</p> <p>Writing – Exercise D:</p> <p>Recall nouns, pronouns, verb and adjectives written on page 45 and review the exercise by what they have learnt in the lesson today. Subsequent to the review, ask each student to rewrite exercise given on page 45 by highlighting part of speech in their notebooks.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the concept of sentence formation. So, facilitate and guide them while on task, spot check, and elicit the correct response by explaining the concept again.</p>																
<p>05 mins</p>	<p>Wrap up:</p> <p>Take the names of different things and ask the students which category is suitable for them.</p>																
<p>05 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="626 1591 1372 1864"> <thead> <tr> <th>Nouns</th> <th>Verbs</th> <th>Pronouns</th> <th>Adjectives</th> </tr> </thead> <tbody> <tr> <td>Sana</td> <td>will</td> <td>himself</td> <td>smart</td> </tr> <tr> <td>Sydney</td> <td>be</td> <td>everybody</td> <td>bright</td> </tr> <tr> <td>Blue</td> <td>run</td> <td>me</td> <td>woolen</td> </tr> </tbody> </table>	Nouns	Verbs	Pronouns	Adjectives	Sana	will	himself	smart	Sydney	be	everybody	bright	Blue	run	me	woolen
Nouns	Verbs	Pronouns	Adjectives														
Sana	will	himself	smart														
Sydney	be	everybody	bright														
Blue	run	me	woolen														

	China	skip	yourself	excellent
	Lion	throw	she	patience
	Volleyball	spell		western

Lesson Plan 54

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 5

Unit Title: A Little Smart Elephant

LP: 54

Textbook Page/s: 40 – 56

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recognize the present tense verbs.
- use the verb in agreement with the subject.
- use past form of verbs to create a story.

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>Ask the students to think about any two things which: as;</p> <ol style="list-style-type: none"> 1. They like/do not like to do. 2. Their best friend likes/doesn't like to do. <p>Take the feedback from the students randomly.</p> <p>Write the responses of the students on the writing board, leave the repeated responses.</p> <p>Responses could be as;</p> <ol style="list-style-type: none"> 1. I don't like to get up early in the morning. 2. I like to recite the Holy Quran. 3. Amnah likes to play in the park. 4. Ali doesn't like to drink milk.
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<p>30 mins</p>	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study present indefinite tense today.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain how the negative and interrogative sentences are formed in simple present tense (see information for Teachers for help). • Examples: <ol style="list-style-type: none"> 1. We go to the park on every weekend. 2. We don` t go to the park every weekend. 3. Do we go to the park every weekend? • Write at least 5 similar examples with the help of the students. <p>Now explain that simple Present Tense is used to tell about the actions that take place in present. It tells about routines or habitual actions. Teacher will encourage interaction and facilitate the process of learning throughout.</p> <div data-bbox="695 1150 1242 1764" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Simple Present Tense</p> <p style="text-align: center;">A present simple tense is a verb form of a sentence that tells about the action, circumstances which happens regularly or occurrences.</p> <p style="text-align: center;">Subject + verb (s/es) + Object</p> <p style="text-align: center;">Sania loves to eat burgers.</p> <p style="text-align: center;">Subject + do/does + not + verb + Object</p> <p style="text-align: center;">Sania does not love to eat burgers.</p> <p style="text-align: center;">Do/Does + Subject + verb + Object + ?</p> <p style="text-align: center;">Does Sania love to eat burgers?</p> </div>
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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. Teacher will encourage interaction and facilitate the process of learning throughout.

Subject	1 st form of verb
He/She/It/Amna	smiles
I/WE/You/They	Smile

For making negative sentences use does not/do not with infinitive (first form) of verb.

Subject	Helping Verb	verb+s,es (1 st form)
He/She/It	Does n`t	Smiles
I, We, You, They	Don`t	smile
Singular subject+ Amna	Does n`t	Smiles
Plural subject + Amna and Ali	Don`t	smile

For making interrogative sentences use the helping verb do/does in the beginning of the sentences.

Helping verb	Subject	Verb
Does	He, she, it	Smile?
Do	I, we, you, they	Smile?
Does	Akbar	Smile?
Do	Akbar and Ali	Smile?

While teaching the lesson, the teacher should also consult textbook at all steps wherein and whenever it is applicable. Teacher will encourage interaction and facilitate the process of learning throughout.

(20 mins)

Reading, Listening, and Speaking:

Ask students to read some examples given on page 45- 46.

Write the following paragraph on the writing board (you can also get it photocopied and give it to the students, if possible).

Ask the students to change the underlined words into Simple Present Tense. Teacher will encourage interaction and facilitate the process of learning throughout.

Monitor and help the students wherein it is needed.

Milk Bottles

It was a windy day. A milkman came to the front door of a house. He had bottles of milk in one hand. He knocked at the door with his other hand. A woman opened the door and said, “hello”. The milkman replied, “hello I”. The milkman opened his mouth to say something but he slipped. All the milk fell on the floor. He felt sad. He got up and went back home.

(10 mins)

Differentiated Learning:

- Some students might finish their work early, so have students to write a five to seven sentences paragraph about their daily routine.

Or

	<p>Choose the correct option</p> <ol style="list-style-type: none"> 1. <u>eat</u> 2. <u>drink</u> 3. <u>likes</u> 4. <u>likes</u> 5. <u>have</u> 	<p>Fill in the blanks with Do or Does-</p> <ol style="list-style-type: none"> 1. Do 2. Does 3. Do 4. Does 5. Do 6. Does
	<p>Negative</p> <p>Fill in the blanks with Don't or Doesn't-</p> <ol style="list-style-type: none"> 1. Doesn't. 2. Don't. 3. Don't. 4. Doesn't. 5. Doesn't 6. Don't. 	<p>Short Answer</p> <p>Write the answer according to the symbol-</p> <ol style="list-style-type: none"> 1. Anum does like strawberries. 2. They do eat yogurt. 3. Amna does like garlic soup. 4. Your does father eat lunch at home. 5. Your parents do prepare meals. 6. Sana does like fish.

Lesson Plan 55

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 5

Unit Title: A Little Smart Elephant

LP: 55

Textbook Page/s: 40 – 56

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- recognize and form past-tense verbs.
- create sentences using past form of verbs.
- use past form of verbs to create a story.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- pencils
- Paper
- highlighters

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. Say, “Let’s write a story about something that has happened to our class in the past. What could we write about?”</p> <p>Take a few ideas from the class before deciding on a topic that you could write a short paragraph about.</p>
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30 mins	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study past tense today.</p> <p>Instructions:</p> <p>Write a short paragraph about something that happened in the past on the board. After you write, call on students to circle all the verbs in your paragraph.</p> <p>Tell students that the verbs are written in the past tense because they describe actions that were done in the past. Explain that the past-tense of verbs is usually formed by adding -ed.</p> <p>Point out the regular past-tense verbs that you circled. Tell students that some verbs have irregular past-tense forms. Explain that these verbs do not simply add an -ed to make a past-tense form. Pass out paper to each student.</p> <p>Ask students to work in partners to identify the remaining irregular past tense verbs in your paragraph. Ask them to make a list of these verbs on their papers.</p> <p>(10 mins)</p> <p>Listening and Speaking - Letter Dictation</p> <p>Dictate a question, such as What did you do at the weekend?, letter by letter, i.e. whatdidyoudoattheweekend? Repeat it if necessary until most students have parsed the question. Ask students to discuss the question with their neighbours and then ask (some of) them to share the details with the class.</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking:</p>
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	<p>Ask students to read some examples given on page 46- 47.</p> <p>Now tell students that they will write their own stories about something that took place in the past. When they are done writing their stories, they should share them with the same partner they worked with during the guided practice part of the lesson.</p> <p>As the partners read each other’s work, they should use highlighters to highlight all the verbs. When they are done highlighting, students should put an “R” by the regular past-tense verbs and an “I” by the irregular past-tense verbs.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might finish their work early, so have students make a list of all the regular and irregular verbs that they found. Students should look for patterns in the irregular verbs and categorize them accordingly.</p> <p>While some might need support so circle the verbs for the students and only ask them to determine if the verbs are regular or irregular.</p>
<p>05 mins</p>	<p>Wrap up:</p> <p>Assess students’ understanding by noticing how they are identifying and forming past-tense verbs in their writing.</p> <p>Have students share their writing with the class, reading aloud a portion.</p> <p>After reading, call on other students to list the past-tense verbs that they heard in the story.</p>
<p>05 mins</p>	<p>homework assignment – worksheet 5:</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.

worksheet answers

1. brought
2. heard
3. read
4. understood
5. speaks
6. forgot
7. had
8. lost
9. swam
10. gave
11. became
12. knew
13. told
14. lent
15. drank
16. slept
17. kept
18. chose
19. began
20. flew
21. drove
22. taught
23. sent
24. left

Lesson Plan 56

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 5	Unit Title: A Little Smart Elephant
LP: 56	Textbook Page/s: 40 – 56	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 'will' along with the proper form of verbs.
- write a persuasive letter.
- use future tense verbs when writing about how their lives will be.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pencils
- Paper
- Board
- Marker/ Chalk
- Class set of the Plan for the Future worksheet
- Class set of the Convince Me: Persuasive Writing
- Practice worksheet Additional Worksheets (if time permits): What Will You Be When You Grow Up? and Choose the Future (Tense)

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, "What do you think your life will be like when you're older? Picture yourself at age 25.</p> <ul style="list-style-type: none"> - Where do you think you'll be living? - What kind of job will you have? - What will your hobbies be?"
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	<p>Have students close their eyes and visualize their lives at age 25. Have students open their eyes and share their thoughts with a partner.</p>
30 mins	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study future tense today.</p> <p>Instructions:</p> <p>Tell students that a lot of decisions need to be made to get them to the lives of their dreams. They need to learn how to be successful at their dream job, they need to receive the appropriate training/education, and they would benefit from having the support of their family members. Brainstorm what a supportive family would look like and how they could help students achieve their dreams (they could support students when in school, provide encouragement so students believe they can do anything, etc.).</p> <p>Tell students that they will write a letter to their parents telling them how they want their lives to be at age 25 and how their parents can support them to get to this point. Model how to write the letter. Focus the first paragraph on describing the ideal life and the second paragraph on persuading parents how they can support the ideal life.</p> <p>Tell students that they should prepare to email the letter to their parents, so they'll need to come up with a descriptive title for their letter. Model how to create a title and write it above your letter. Ask students to look back on the letter you wrote and take turns circling all the verbs. Talk about how the</p>

	<p>verbs are all future tense and review the simple future tense (will ____).</p> <p>(20 mins)</p> <p>Reading, Listening, and Speaking:</p> <p>Ask students to read some examples given on page 47.</p> <p>Hand out the Worksheet 6 - Plan for the Future and Worksheet 7- Convince Me: Persuasive Writing Practice worksheets to the students. Ask them to begin by writing down their ideal life at age 25 using the Plan for the Future worksheets. Students can then write their letters using the structure on the Convince Me: Persuasive Writing Practice worksheet.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might finish their work early, so have students complete the additional worksheets: What Will You Be When You Grow Up? and Choose the Future (Tense).</p> <p>While some might need support so help students transfer their work from the Plan for the Future worksheet to the Convince Me: Persuasive Writing Practice worksheet. This will cut down on the original writing they'll need to do for their letters.</p>
03 mins	<p>Wrap-up:</p> <p>Have students complete the additional worksheets 8 and 9: What Will You Be When You Grow Up? and Choose the Future (Tense).</p>

	Have students share their writing with a partner. If time permits, ask for a few students to share their work with the entire class.
02 mins	Homework assignment: Ask students to share their future plans with their parents and talk to them about what are your dreams and what you expect from your parents.

Lesson Plan 57

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 5	Unit Title: A Little Smart Elephant
LP: 57	Textbook Page/s: 40 – 56	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- discuss about what they are doing in the present.
- interrogate and express negative thoughts about the pictures.
- contrast Present tense and Present Continuous tense.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Writing board

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>Share ideas about what is happening in the classroom at the moment.</p> <p>Collect responses of all students.</p> <p>Extend this activity to other things you know are happening now. This can include simple facts such as:</p> <ul style="list-style-type: none"> • <i>The sun is shining at the moment.</i> • <i>We're learning English at the moment.</i> <p>Make sure to mix it up by using a number of different subjects:</p> <ul style="list-style-type: none"> • <i>I'm teaching the present continuous right now.</i>
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	<ul style="list-style-type: none"> • <i>My wife is working in her office at the moment.</i> <p><i>Those boys are playing tennis over there.</i></p>																						
<p>25 mins</p>	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study present continuous tense today.</p> <p>Instructions:</p> <p>Paste the following structure on the board.</p> <div data-bbox="625 613 1104 989" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Present Continuous tense</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #f2f2f2;">Helping Verbs</td> <td>(is, am, are)</td> </tr> <tr> <td style="background-color: #f2f2f2;">Form of Verb</td> <td>(ing form)</td> </tr> <tr> <td colspan="2" style="text-align: center;">+ Affirmative Sentences</td> </tr> <tr> <td colspan="2" style="text-align: center;">Sub + (is, am, are) + ing form + object.</td> </tr> <tr> <td colspan="2" style="text-align: center;">I + am + playing + cricket.</td> </tr> <tr> <td colspan="2" style="text-align: center;">- Negative sentences</td> </tr> <tr> <td colspan="2" style="text-align: center;">Sub + (is, am, are) + not + ing form + object.</td> </tr> <tr> <td colspan="2" style="text-align: center;">I + am + not + playing + cricket</td> </tr> <tr> <td colspan="2" style="text-align: center;">? Interrogative Sentences</td> </tr> <tr> <td colspan="2" style="text-align: center;">(has, have) + Sub + ing form + object + ?</td> </tr> <tr> <td colspan="2" style="text-align: center;">Have + I + taken + bath + ?</td> </tr> </table> </div> <p>Explain the structure with the help of examples. Also follow the following structure.</p> <div data-bbox="625 1110 1039 1417" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Rules for Present Continuous</p> <pre> graph TD A[Rules for Present Continuous] --> B[I] A --> C[You] A --> D[Others] B --> E[Use am + ing] C --> F[Use are + ing] D --> G[Singular] D --> H[Plural] G --> I[Use is + ing] H --> J[Use are + ing] </pre> </div> <p>(10 mins)</p> <p>Play "Teacher Says"</p> <p>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</p>	Helping Verbs	(is, am, are)	Form of Verb	(ing form)	+ Affirmative Sentences		Sub + (is, am, are) + ing form + object.		I + am + playing + cricket.		- Negative sentences		Sub + (is, am, are) + not + ing form + object.		I + am + not + playing + cricket		? Interrogative Sentences		(has, have) + Sub + ing form + object + ?		Have + I + taken + bath + ?	
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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 sitting out the round.

Next, explain that the present continuous (also the present progressive) is one of the present tenses used in modern English. Explain the chart pasted on the board with structures and ask students to modify the actions where necessary.

(10 mins)

Reading, Listening, and Speaking:

Ask students to read some examples given on page 48.

Show the following picture and ask students questions based on the pictures.

As you discuss what the people are doing in the photos, begin to differentiate by asking questions with "you" and "we." t the end of this discussion, write up a few example sentences on the whiteboard. Make sure to use different subjects and ask students to identify the differences between each sentence or question.

- *What are they doing now?*
- *What is she holding in her hand?*
- *What is each one of them doing?*



Introduce the Negative Form. To teach the negative form, use the same picture to ask yes or no questions focusing on

eliciting a negative response. You may want to model a few examples before asking students.

- *Is she playing? - No, she isn't playing. She's running.*
- *Is he wearing boots? - No, he's wearing shoes.*
- *Are they eating lunch?*
- *Is she driving a car?*

Once students have practiced a few rounds of questions, distribute magazines or other pictures around the classroom and ask students to grill each other on what is happening at the moment.

Begin contrasting the present continuous with the present simple by alternating questions. For example: *What is your friend doing at the moment?* and *Where does your friend live?*

Get student input on the differences between the two forms. Help students understand as necessary. Make sure to point out the differences in time expression and use between the two forms.

Ask students to write out 10 questions, five with the present continuous and five with the present simple. Move around the room helping students with any difficulties.

Have students interview each other using the 10 questions.

(20 mins)

Differentiated Learning:

Some students might finish their work early, so have students to write a five to seven sentences or a paragraph about what they are doing in class right now.

While some might need support so ask them to change the following sentences into negative and interrogative sentences using present continuous tense.

4. Ahmad drives a big red car.

	<p>5. Saleem and Akbar speak English very well. I polish my shoes every day.</p>
05 mins	<p>Wrap up:</p> <p>Recap through the following questions:</p> <ul style="list-style-type: none"> • At what point do we use present continuous tense? • Which helping verb do we use with I? You? She/ He? <p>Let's go through the structure of a present continuous tense sentence, negative and interrogative.</p>
05 mins	<p>Homework assignment:</p> <p>Ask students to write a short paragraph contrasting what a friend or family member does every day and what they are doing at the moment. Model a few sentences on the board so that students clearly understand the homework assignment</p>

Lesson Plan 58

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 5	Unit Title: A Little Smart Elephant
LP: 58	Textbook Page/s: 40 – 56	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- define "past progressive tense".
- generate examples of past progressive tense.
- apply their knowledge of past progressive tense to writing.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Paper
- Pencils
- Structure/ Rules posters

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. Begin the lesson by telling a story with exaggerated details through the use of the past continuous.</p> <p>For example:</p> <p>"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 some people who were enjoying a picnic brunch at the park." Now ask students to highlight the tense that the paragraph has used to illustrate the scene.</p>
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30 mins	
	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study past continuous tense today.</p> <p>Instructions:</p> <p>Paste the following structure on the board.</p> <div style="text-align: center;"> <p>PAST CONTINUOUS TENSE</p> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; align-items: center; gap: 5px;"> + <div style="background-color: #007bff; color: white; padding: 5px; border-radius: 10px; text-align: left;"> <p>S + was/were + V-ing She was cooking all morning.</p> </div> </div> <div style="display: flex; align-items: center; gap: 5px;"> - <div style="background-color: #007bff; color: white; padding: 5px; border-radius: 10px; text-align: left;"> <p>S + was/were + not + V-ing She was not sleeping when he came home.</p> </div> </div> <div style="display: flex; align-items: center; gap: 5px;"> ? <div style="background-color: #007bff; color: white; padding: 5px; border-radius: 10px; text-align: left;"> <p>Was/were + S + V-ing? Was she sleeping when he came home?</p> </div> </div> </div> <div style="text-align: center; margin-top: 10px;"> <p>Rules for Past Continuous</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Singular</p> <p>↓</p> <p>Use was + ing</p> </div> <div style="text-align: center;"> <p>Plural</p> <p>↓</p> <p>Use were + ing</p> </div> </div> <p><small>Note :- Even for I, we use 'was' as is singular</small></p> </div> <p>Divide the class into four groups. Ask each group to imagine that they are on some school trip.</p> <p>Ask them to write the imagined situation sentences in the past continuous tense.</p> <p>The group with the maximum number of examples will win.</p> <p>(10 mins)</p> <p>Review: Write some incomplete sentences on the board and ask the students to complete those sentences using the past continuous tense.</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking:</p> <p>Ask students to read some examples given on page 48- 49.</p> </div>

	<p>Now tell students that they will write a description of an important day in your life. Include the most important events that occurred during that day in the past simple.</p> <p>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. Write out a few questions about your important day. Make sure to include a few questions in the past continuous. For example, "What was I doing when I found out about the job?"</p> <p>Find a partner and read your story twice. Next, ask your partner your questions and discuss. Listen to your partner's story and answer their questions.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might finish their work early, so have students to write a five to seven sentences or a paragraph about what they were doing in class yesterday.</p> <p>While some might need support so ask them to change the following sentences into negative and interrogative sentences using past continuous tense.</p> <ol style="list-style-type: none"> 1. Ahmad drives a big red car. 2. Saleem and Akbar speak English very well. 3. I polish my shoes every day.
03 mins	<p>Wrap up:</p> <p>Assess students' understanding by noticing how they are identifying and forming past-tense verbs in their writing.</p> <p>Have students share their writing with the class, reading aloud a portion.</p>

	After reading, call on other students to list the past continuous tense verbs that they heard in the story.
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. watched2. played3. studied4. ate5. travelled6. folded7. completed8. melted9. seated10. welcomed

Lesson Plan 59

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 5	Unit Title: A Little Smart Elephant
LP: 59	Textbook Page/s: 40 – 56	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- utilize the future continuous tense.
- identify the proper context for the use of this tense.
- distinguish the future continuous tense from other similar tenses.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Pencil
- Paper

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. The teacher will excite students by saying that they will be playing a game in which the students choose an action, e.g. walk, sleep, change, watch etc. from a list they are given, and make statements about who will and won't be doing it at particular points in time until their partner guesses what the action is. For example, for "watching television, walking to the fridge for drinking water etc." they could say "Most of us will be doing it at midnight tonight" and "I'll be doing it most of the time by the time I'm about 80".</p> <p>The teacher will collect responses.</p>
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30 mins

Lesson Structure:

Topic: Tell students that they will study future continuous tense today.

Instructions:

Paste the following structure on the board.

Helping Verbs		(will be, shall be)
Form of Verb		(ing form)
Future Continuous tense		
+ Affirmative Sentences		
Sub	+ (will be, shall be)	+ ing form + object.
I	+ shall be	+ playing + cricket.
- Negative sentences		
Sub	+ (will not, shall not)	+ be + ing form + object.
I	+ shall not	+ be + playing + cricket
? Interrogative Sentences		
(will, shall)	+ Sub	+ be + ing form + object + ?
Shall	+ I	+ be + playing + cricket + ?

Explain the chart pasted on the board with structures and ask students to modify the actions where necessary.

Explain the following as well.

- An action set in the future and which will occur over a period of time.
- An action already in progress and which will continue for a period of time.
- When predicting an action in the present or at a specific time in the future.
- When predicting the future, especially trends in the future.

Now ask students to complete the following exercise.

(10 mins)

Put the verbs in Future Continuous Tense.

1. Saad (join) us in our trip to Kashmir next summer.
2. Two of my cousins (start) a course for parachute jumping.

	<p>3. Ahmed (design) the aircrafts for a giant company.</p> <p>4. You (take) the subway to work tomorrow?</p> <p>5. What time (land) plane?</p> <p>6. Asad (not come) camping with us in May.</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking:</p> <p>Ask students to read some examples given on page 49- 50.</p> <p>Hand out the Plan for Resolution writing practice worksheets to the students. Ask them to begin by writing down their goal that is to be fulfilled in 2023 in Worksheet 11.</p> <p>Students will further write their plans on how they will achieve the goal that they have stated using future continuous tense.</p> <ol style="list-style-type: none"> 1. Will the water level rise if the rain continues? 2. Will he complete this project? 3. Will she look pretty in this dress? 4. Will you keep this secret? <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might finish their work early, so have students write 3 to 5 sentences about their plans for this weekend.</p> <p>While some might need support so help students during the work and let high achievers be monitors for assistance.</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 future continuous tense structure and uses.</p>
05 mins	<p>Homework assignment – Worksheet 12:</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.

Worksheet answers

1. will
2. will
3. be
4. be
5. cooking
6. won't
7. won't
8. feeling

Lesson Plan 60

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 5	Unit Title: A Little Smart Elephant
LP: 60	Textbook Page/s: 40 – 56	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify the 3rd form i.e. past participle form of verb.
- inculcate the use of past participle form in the perfect tenses.
- identify and form present perfect tense sentence.

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. Ask your students to share some of the things they or their family members do every week. Ask them to talk about the actions using complete sentences. For example, a student may share: I go to school. Dad does the dishes. Write some of the sentences on the board (verbatim, even if they contain mistakes). Ask volunteers to read the examples and correct any mistakes they notice. To help them, you can ask a guiding question such as: Does anything sound weird when you read it out loud?</p>
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<p>30 mins</p>	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study present Perfect tense today.</p> <p>Instructions:</p> <p>Explain the different participles that a verb can have. If a verb describes an activity that's currently taking place (e.g. jumping), then it's a present participle. If it describes an action that's already happened, it's a past participle (e.g. jumped).</p> <p>Let them know that you can tell whether a verb is regular or irregular based on its past participle. If a verb's past participle ends in -ed (e.g. laughed), then it's a regular verb. If it doesn't end in -ed (e.g. ran), then it's an irregular verb.</p> <p>Let students know that past participles can be used in sentences describing actions that have or haven't been taken. Introduce the present perfect tense, which contains a subject, a form of "have," and a past participle.</p> <p>Ask them how long they've done certain activities on the board in order to guide them towards producing present perfect sentences. For example, you could ask: How long have you studied for exams?</p> <p>Explain that a verb in the present perfect tense describes an action that began in the past and is still happening now. Paste the following structure on the board.</p> <div data-bbox="781 1524 1218 1873" style="text-align: center;"> <p>PRESENT PERFECT TENSE</p> <ul style="list-style-type: none"> + S + have/has + past participle I have tried sushi. - S + have not (haven't)/has not (hasn't) + past participle I have not tried sushi. ? Have/Has + subject + past participle? Have you tried sushi? <p>Usage Example</p> </div>
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Present Perfect Tense

Subject	Helping Verb	Main Verb (Past Participle)
I You They We	have	decided finished lost chosen
She He It	has	gone

Give each student two flashcards with irregular verbs on them. Hold up one of the remaining cards, and ask for volunteers to use it in a present perfect tense sentence. Correct any mistakes they make. Repeat this exercise with one more card. Ask students to make their own sentences with their two cards. Have them share their sentences with other classmates and correct any mistakes they notice.

(10 mins)

Game:

Begin by dividing the blackboard into three columns. Next, ask for students to come up and write a list of verbs in the first column. When this step is complete, title the second column 'Past Simple' and title the third column 'Past Participle.' Finally, have other volunteers come up and fill in the appropriate information for columns two and three.

For instance:

Column one

Break, catch, come, drive, eat

Second column

Broke, caught, came, drove, ate

Third column

Broken, caught, come, driven, eaten

	<p>Alternatively, you can have students fill in the second or third column first and work backwards to identify the corresponding verbs. For added difficulty, you can also limit the verb list to only include verbs whose past simple and past participle forms are the same.</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking:</p> <p>Ask students to read some examples given on page 48. Place students into groups of three. Ask them to use their irregular verbs to create sentences in present perfect tense. Let them know that these sentences will need to be compiled into a short story. Once they've finished, have each group come up to the front of the room and tell their story.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Challenge advanced students to create more complex stories with their sentences. For example, you can ask certain groups to make sure that their story has at least two characters. Support Students having trouble with irregular verbs can be given some examples to look over. Allow them to go up to the board and copy down some example sentences.</p>
<p>03 mins</p>	<p>Wrap up:</p> <p>Towards the end of the lesson, ask students what they learnt in today's session. Ask volunteers to explain the process of forming perfect present tense sentences.</p>
<p>02 mins</p>	<p>Homework assignment – Worksheet 13:</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.

Worksheet answers

Fill in the correct form of the verb

1. has, seen
2. has, won
3. have, written
4. hasn't, prepared
5. have, received
6. has, eaten
7. haven't, met
8. have, been
9. have, missed
10. have, sent
11. have, done
12. have, flew
13. have, bought

Rewrite the sentences putting the adverb in the correct place:

1. Have you ever visited any famous museums?
2. They haven't yet signed this contract.
3. She has never spoken to her neighbour.
4. We have just finished our test in Maths.
5. They have already gone to the swimming pool.
6. He has never been to Madinah.
7. I haven't yet bought a new car.

Write the answers using the words in brackets.

1. Have you just washed the dishes?
2. Have you yet seen this new film?

	<ol style="list-style-type: none">3. Have you never been to New Zealand?4. Have you already checked your homework?5. Have you already phoned your friend today?6. Have you never ever touched crocodiles?7. Have you just drunk an apple juice today?
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Lesson Plan 61

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 5	Unit Title: A Little Smart Elephant
LP: 61	Textbook Page/s: 40 – 56	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)


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

- use time to represent their actions.
- create reasons to explain the situations provided using past perfect tense.
- state their regrets using the past perfect.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Paper
- Pencils
- Structure/ Rules posters

05 mins	<p>Warm up (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 some words on the board and ask students to read them. Start class by having students think of the things they did the day before. What time did they get up? What did they do next?</p> <p>Have students make an accounting of their day in their notebooks using time marks. Do a model:</p> <ul style="list-style-type: none"> ○ 6:30 - Woke up ○ 6:45 - Shower
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	<ul style="list-style-type: none"> ○ 7:00 - Ate breakfast <p>Discuss these events briefly, guiding students to the conclusion that they all happened in the past.</p>
<p>30 mins</p>	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study past Perfect tense today.</p> <p>Instructions:</p> <p>Paste the following structure on the board.</p> <div data-bbox="722 667 1274 961" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>PAST PERFECT TENSE</p> <p>+ S + had + past participle + ... She had finished the test.</p> <p>- S + had not/hadn't + past participle + ... She hadn't finished the test.</p> <p>? Had + S + past participle + ...? Had she finished the test?</p> <p>Usage Example</p> </div> <p>Explain the chart given above to the students and the following uses of past perfect tense.</p> <div data-bbox="738 1092 1263 1591" style="border: 1px solid black; padding: 10px;">  <p>PAST PERFECT TENSE</p> <p>WHEN WE USE PAST PERFECT IS USED TO INDICATE A PAST ACTION COMPLETED BEFORE ANOTHER PAST EVENT. *AFTER HE HAD FINISHED HIS PROJECT, HE PREPARED DINNER.</p> <p>HOW WE USE EVENT 1: I STEPPED OUTSIDE. EVENT 2: IT STARTED TO RAIN. *IT STARTED TO RAIN WHEN I HAD JUST STEPPED OUTSIDE.</p> <p>FORMULATION HAD - PAST PARTICIPLE (V3) HAD NOT/HADN'T - PAST PARTICIPLE</p> <p>CONJUNCTIONS YOU CAN USE AFTER, BEFORE, BY THE TIME WITH THIS TENSE. PS: 'REALLY, JUST, ALREADY' CAN BE USED IN A PAST PERFECT TENSE SENTENCE.</p> </div> <p>Following the explanation, provide each small group with a set of situation cards</p> <p>Create sets of “situation cards” for each small group with one situation written on each card, as follows (or you can create</p>

different situations):

- *I got an A+ on the test.*
- *I went to school with two different shoes on.*
- *I fell asleep in class.*
- *I stomped angrily out of the restaurant.*
- *I slept until noon.*
- *I burned the cookies.*
- *I won the race*

Demonstrate by asking a student to take a card and read it aloud, e.g. *I got an A+ on the test.*

Ask students to think of an explanation for the situation using the past perfect tense, e.g. *I got an A+ on the test because I had studied for weeks.*

Students take turns reading a situation card aloud to the rest of the group.

The rest of the students in the group come up with their own different explanations for the situations using the past perfect.

(10 mins)

Reading, Listening, and Speaking:

Ask students to read some examples given on page 48- 49.

Tell students you will read aloud a problem, such as “I was late for school.”

Create a list of problems or issues. Here are some and you can add more:

I missed the school bus.

I slipped on a banana peel.

I have a cavity.

I failed the test.

I lost the race.

	<p><i>I overslept.</i></p> <p><i>I forgot my mom’s birthday.</i></p> <p><i>I fell asleep in class.</i></p> <p><i>I spilled a glass of milk.</i></p> <p><i>I burned the toast.</i></p> <p>After they hear it, they are to write a regret using the words “I wish...” OR “If only...” plus the past perfect. For example, “I wish I had woken up earlier” or “If only I had remembered to set my alarm.” Once you’ve gone through all the problems, invite students to share their regrets with a small group or with the whole class.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Challenge advanced students to create more complex stories with their regrets stated in the previous activity.</p> <p>Support Students having trouble with past perfect tense can be given some examples to look over. Allow them to go up to the board and copy down some example sentences.</p>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask volunteers to explain the process of forming perfect present tense sentences</p>
05 mins	<p>Homework assignment – Worksheet 14:</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>

Lesson Plan 62

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 5

Unit Title: A Little Smart Elephant

LP: 62

Textbook Page/s: 40 – 56

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- understand the difference between future tense and future perfect tense.
- use future perfect tense correctly in oral statements and conversation.
- write sentences in future perfect tense.
- identify statements written in future perfect tense.

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. Ask students what they will do in the next 20 years. Ask them to complete a table like the following:</p> <ul style="list-style-type: none"> - I will finish my studies. - I will get a job. - I will get married. - I will buy a car....
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	<p>The teacher will collect responses. Write an example of the future tense on the board:</p> <p>By the time I am 40, I will have finished my studies.</p>				
<p>30 mins</p>	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study future Perfect tense today.</p> <p>Instructions:</p> <p>Paste the following structure on the board.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Future Perfect tense</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Helping Verbs</td> <td style="width: 60%; text-align: right;">(will have, shall have)</td> </tr> <tr> <td>Form of Verb</td> <td style="text-align: right;">(3rd form)</td> </tr> </table> <p style="text-align: center; background-color: #003366; color: white; padding: 2px;">engdic.org + Affirmative Sentences engdic.org</p> <p style="text-align: center;">Sub + (will have, shall have) + 3d form + object.</p> <p style="text-align: center;">I + shall have + played + cricket.</p> <hr/> <p style="text-align: center; background-color: #003366; color: white; padding: 2px;">engdic.org - Negative sentences engdic.org</p> <p style="text-align: center;">Sub + (will not, shall not) + have + 3rd form + object.</p> <p style="text-align: center;">I + shall not + have + played + cricket</p> <hr/> <p style="text-align: center; background-color: #003366; color: white; padding: 2px;">engdic.org ? Interrogative Sentences engdic.org</p> <p style="text-align: center;">(will, shall) + Sub + have + 3rd form + object + ?</p> <p style="text-align: center;">Shall + I + have + played + cricket + ?</p> </div> <p>Ask the students, 'If you are planning to go to the store sometime this week, but have not gone yet, that would be in the future.'</p> <p>You could say, 'I will walk to the store to get apples. When we say it this way, it shows that we plan to go at some time in the future, but we don't know exactly when we will go.'</p> <p>Contrast the future tense used in the previous example with future perfect tense by saying something like, 'Let's say I knew when I was going to go to the store, and I said, 'I will have walked to the store by 4:00 to get apples.' In this case, we know when I am going to the store - it will be sometime before 4:00.</p> <p>Did you notice that instead of just saying 'will walk,' we now have to say, 'will have walked.' This is called future perfect</p>	Helping Verbs	(will have, shall have)	Form of Verb	(3rd form)
Helping Verbs	(will have, shall have)				
Form of Verb	(3rd form)				

tense. It's 'future perfect' because there is a definite end to the action.'

Explain that *the future perfect is used to describe an event that will be finished by a particular time in the future.*

Prepare a set of sentence strips for this activity in advance.

Each strip should have one sentence on it, either in future tense or in future perfect tense. Cut the strips apart, fold the sentence strips in half, and put them in a bag or box. Ask each student to select a strip, read the sentence aloud and then say whether they think it is in future tense or in future perfect tense.

The other students should give thumbs up if they agree and thumbs down if they disagree. Ask the student who read the sentence to explain his/her response. (How do you know it is future tense? Or how do you know it is future perfect tense?)

When each student has had a chance to read at least one sentence, move on.

(20 mins)

Reading, Listening, and Speaking:

Ask students to read some examples given on page 49- 50.

Now initiate the to-do-list activity.

Students write down things they have to do tomorrow.

Ask them to complete a table like the following:

When	What to do?
8:30	do the washing
10:00	take out trash
10:15	buy birthday card
11:30	pay bills
12:00	have lunch with my sister.
14:00	sort mail

	<p>Then, ask students to write sentences about what they will have done by the end of the day:</p> <ul style="list-style-type: none"> • I will have done the washing by 10 o'clock tomorrow. • I will have taken out the trash by half past ten tomorrow. <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might finish their work early, so have students write 3 to 5 sentences about their plans for the upcoming vacation holidays.</p> <p>While some might need support so help students during the work and let high achievers be monitors for assistance.</p>
03 mins	<p>Wrap up (Quiz time):</p> <p>Ask about the learning from today's lesson and review the future Perfect tense structure and uses.</p>
02 mins	<p>Homework assignment – Worksheet 15:</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 not be sowing 2. will be reaching 3. will be passing 4. will be cooking 5. will be fixing 6. will be purchasing 7. will be writing

	<ol style="list-style-type: none">8. will be planting9. will be playing10. will be performing11. will be eating12. will be completing
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Lesson Plan 63

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 5	Unit Title: A Little Smart Elephant
LP: 63	Textbook Page/s: 40 – 56	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify multiple tenses.
- compare all the nine tenses.
- create sentences using all the nine tenses.

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>Revise all the tenses with their structures by asking students to come one by one and state the rules / structures of present, past, future indefinite, continuous and perfect tense as studied earlier in the classes.</p>
30 mins	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study all the nine tenses today.</p> <p>Instructions:</p> <p>The teacher will paste structures of all the nine tense on the board and she will compare each one of them using book page</p>

	<p>52 and 53 i.e. examples of all nine tenses. She will ask students to revise and point out the difference in each tense.</p> <p>(10 mins)</p> <p>Game:</p> <p>Provide strips of sentences and ask students to work in groups to categorize it 9 tenses. Towards the end, discuss answers and award the winner group with maximum correct responses.</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking:</p> <p>Divide students in 6 groups and assign 3 verbs to each group. Ask students to go through the activity on page 53 and 54 and to create sentences of all the nine tenses of each verb.</p> <p>Demonstrate students the following pattern to complete the exercise.</p> <p>For example: Verb: Call</p> <table border="1"> <tr> <td>Present.I</td> <td>He calls daily.</td> </tr> <tr> <td>Present.C</td> <td>He is calling me.</td> </tr> <tr> <td>Present.P</td> <td>He has called me.</td> </tr> <tr> <td>Past I</td> <td>He called me.</td> </tr> <tr> <td>Past C</td> <td>He was calling me.</td> </tr> <tr> <td>Past P</td> <td>He had called me.</td> </tr> <tr> <td>Future.I</td> <td>He will call me.</td> </tr> <tr> <td>Future.C</td> <td>He will be calling me.</td> </tr> <tr> <td>Future.P</td> <td>He will have called me.</td> </tr> </table> <p>Correct the students while on task.</p> <p>Ask each group to share their sentences in the class.</p> <p>(10 mins)</p>	Present.I	He calls daily.	Present.C	He is calling me.	Present.P	He has called me.	Past I	He called me.	Past C	He was calling me.	Past P	He had called me.	Future.I	He will call me.	Future.C	He will be calling me.	Future.P	He will have called me.
Present.I	He calls daily.																		
Present.C	He is calling me.																		
Present.P	He has called me.																		
Past I	He called me.																		
Past C	He was calling me.																		
Past P	He had called me.																		
Future.I	He will call me.																		
Future.C	He will be calling me.																		
Future.P	He will have called me.																		

	<p>Differentiated Learning:</p> <p>Some students might finish their work early, so have students create stories using any of the verbs from the list.</p> <p>While some might need support so help students during the work and let high achievers be monitors for assistance.</p>
03 mins	<p>Wrap up (Quiz time):</p> <p>Ask about the learning from today’s lesson and review all the tenses and its uses.</p>
02 mins	<p>Homework assignment – Worksheet 16:</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. rope 2. cube 3. frame 4. fire 5. maze 6. cage 7. bone 8. tire

Lesson Plan 64

Subject: English Grade: 3 Term: 2nd
 Week: Unit: 5 Unit Title: A Little Smart Elephant
 LP: 64 Textbook Page/s: 40 – 56 Duration: 40 minutes
 Teacher: School: Date:

Student Learning Outcomes (SLOs)

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

- identifying short and long vowel sounds of the five English vowels a, e, i, o and u
- identify and read words with r-controlled vowel patterns.
- identify and read words with magic ‘e’ vowel patterns.
- create words using magic ‘e’ and bossy ‘r’ tenses.

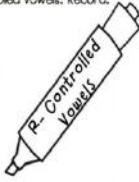
Teaching Aids/Materials/Resources:

- 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. Inquire from students about vowels i.e., a, e, i, o and u. Recall short and long vowel sounds of the five English vowels a, e, i, o and u.</p> <p>Get students to list down words that include a vowel and have “e” or “r” at the end. Gather as many responses as you can and jot them down in the following way.</p>									
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Vowel</th> <th style="padding: 5px;">Magic “e”</th> <th style="padding: 5px;">Bossy “r”</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">a</td> <td style="padding: 5px;">pane</td> <td style="padding: 5px;">car</td> </tr> <tr> <td style="padding: 5px;">e</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Vowel	Magic “e”	Bossy “r”	a	pane	car	e		
Vowel	Magic “e”	Bossy “r”								
a	pane	car								
e										

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">i</td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td style="text-align: center;">o</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">u</td> <td></td> <td></td> </tr> </table>	i			o			u		
i										
o										
u										
<p>25 mins</p>	<p>Lesson Structure:</p> <p>Topic: Tell students that they will study Magic ‘e’ and Bossy ‘r’ long sound today.</p> <p>Instructions:</p> <p>Say, “Today we are going to learn about special vowel combinations that include the letter R. When a vowel is followed by the letter R, the sound changes to something new. Some people call this the Bossy R for this reason.”</p> <p>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.</p> <p>Did you hear how the r makes the vowel sound change in each word?</p>									

	<p>Ask, "So what happens to the vowel when we put a final e on the end of a short vowel word?"</p> <p>(The short vowel becomes long and the e is silent.)</p> <p>Practice reading and saying the vowel sounds in the words:</p> <p>cut /ŭ/, cute /ū/,</p> <p>hug /ŭ/, huge /ū/ [Note that the letter g changes its sound, too.],</p> <p>cap /ă/, cape /ā/,</p> <p>tap /ă/, tape /ā/,</p> <p>pin /ī/, pine /ī/,</p> <p>fin /ī/, fine /ī/,</p> <p>pan /ă/, pane /ā/,</p> <p>can /ă/, cane /ā/</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking:</p> <p>Now ask students to open page 54 and 55 and to revise all the words given in the book.</p> <p>Make 8 groups in the class.</p> <p>Ask 4 group students to create a story about Magic 'e' and include as many words as they can from the word list provided in the book.</p> <p>Ask the other 4 groups to create a story about Bossy 'r' and include as many words as they can from the word list provided in the book.</p> <p>(10 mins)</p> <p>Writing:</p> <p>Write the following sentences on the board and give instructions to students to complete it.</p>
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	<p>Name: _____ Date: _____</p> <p>Directions: Read the sentences. Highlight the r controlled vowels. Record.</p> <p>It is not hard to play a sport. The girl had a new skirt on today. The bird flew over the church. It is dark out when I see the stars. I see her eat the corn with a fork. The dog has curly fur. Wash your hands or you might share germs.</p>  <p>-ar -or -er -ur -ir</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Differentiated Learning:</p> <p>Some students might finish their work early, so have students find as many words as they can with the long vowel sound from the chapter in the book.</p> <p>While some might need support so help students during the work and let high achievers be monitors for assistance.</p>
<p>05 mins</p>	<p>Wrap up</p> <p>Review all the sounds along with Magic ‘e’ and Bossy ‘r’.</p>
<p>05 mins</p>	<p>Homework assignment – Worksheet 16:</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>

Lesson Plan 65

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 5

Unit Title: A Little Smart Elephant

LP: 65

Textbook Page/s: 40 – 56

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- reading dialogue for comprehension and pleasure.
- perform a dialogue.
- read sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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> <p>Start the lesson by asking students about a recent conversation with their barber where you ask him to get your haircut or your parents communicated about your haircut. Ask students to share their experiences.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will read the sight words and perform dialogues in today's lesson.</p> <p>Instructions: Instructions:</p>

Start the lesson by explaining that a dialogue is a conversation between two or more people. And we need to be polite when conversing with our siblings, parents, and elders.

Dialogue is essential to fiction writing. It brings characters to life and adds interest. A dialogue must do more than just duplicate real speech.

(10 mins)

Reading and writing:

Ask students to read the sight words with you and then write it in their notebook.

- | | |
|---------------|-------------|
| - unity | - huntsman |
| - together | - bushes |
| - protected | - aimed |
| - cute | - fire |
| - wrinkly | - panic |
| - spending | - smartly |
| - interesting | - trumpeted |
| - lowered | - loudly |
| - branches | - rushed |
| - catch | - afraid |
| - nest | - picked |
| - stopped | - praised |

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 56. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as

these will improve their oral communication and pronunciation. Role plays boost confidence amongst students and helps them become better public speakers. 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. Also, share that it is essential to use proper greetings when you meet someone.

(10 minutes)

Reading:

Ask students to open their textbooks to pages 56. Instruct them to read dialogues in pairs. 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.

(05 minutes)

Writing:

Tell students to write the list of sight words in a notebook.

- | | |
|---------------|-------------|
| - unity | - huntsman |
| - together | - bushes |
| - protected | - aimed |
| - cute | - fire |
| - wrinkly | - panic |
| - spending | - smartly |
| - interesting | - trumpeted |
| - lowered | - loudly |
| - branches | - rushed |
| - catch | - afraid |
| - nest | - picked |

	<p style="text-align: center;">- stopped - praised</p> <p>(05 minutes)</p> <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>
<p>05 mins</p>	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <p>‘What should be our tone like when talking to barber as well?’</p> <p>Encourage them to reply, ‘We should polite and calm.’</p>
<p>02 mins</p>	<p>Homework assignment:</p> <p>Revisit sight words from notebook, read page 56 again and locate the sight words.</p>

Lesson Plan 66 - Review of the chapter

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 5

Unit Title: A Little Smart Elephant

LP: 66

Textbook Page/s: 40 – 56

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- answer the given questions.
- make sentences.
- identify and write nine tenses.

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>

	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 6 – A Stupid Idea

Unit Overview

This unit aims to establish that the brave are the one who are wise and cautious at the same time. Trying dangerous things without discussing with the parents or teachers first is not brave but stupid. They pay attention to their safety and take only calculated risks. The unit unfolds the fact that good people admit their mistakes and apologise. They learn a lesson from their mistake and try not to repeat it. It is essential that good people never call anybody names. It establishes the fact that we can effectively deal with a bully by staying calm, communicating assertively, acting bravely or ignoring the bully and walking away and talking to the parents or teachers about it.

Model Answers

Exercise A

Answer 1 – Haniya and Zainab are cousins to Urwa.

Answer 2 – The ball went up high in the air and fell on a sunshade close by when Abbas hit it hard.

Answer 3 – It was Abbas’s idea to bring the ball back down.

Answer 4 – Akif stood on the floor while the others climbed on top of each other.

Answer 5 – Abbas howled with pain as he had broken his arm when he fell down.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

This exercise is to write a story by looking at the comic strip. The use of comic strips is an appropriate strategy to help develop the students’ skills in producing good narrative texts. Story writing on comics assist the students in generating ideas and retrieving words for their writing. In this exercise, students will be looking at the comic strip to analyse the story, discuss it with their partner and then write a story in their own words.

Exercise ETask 1: Make negative sentences

1. I do not love sunshine.
2. He does not like rain.
3. You did not enjoy the meal.
4. They do not require a taxi.
5. She will not paint her hands.
6. We will not speak to him.
7. She is not baking potatoes.
8. They are not building a bridge.
9. I was not crossing the road.
10. You were not correcting mistakes.
11. He will not be earning money.
12. They will not be growing plants.
13. I have not completed my job.
14. She has not accepted our apology.
15. They had not delayed the meeting.
16. You had not won a prize.
17. We will have not understood it.
18. He will have not behaved well.

Task 2: Changing positive sentences into negative and negative into positive sentences.

Our cousins visited us last year. We were not expecting them, but they did come. They had informed us before they changed their mind. They will not visit us this year. We are planning not to welcome them. We have not made a list. Our cousins will not have packed their bags by now. They are not quick. Our cousins live in a big city, but travelling is not easy there. They will come by themselves. We will not go to receive them. It will not be fun.

Exercise F

This exercise will assist students to make nine positive and nine negative sentences with each given verb and use each verb in nine different tenses.

Exercise G

Fill in the blanks with correct forms of verbs in the blanks. Students will use dictionary if they do not know the correct form of a verb.

1. canceled, delayed
2. add, have missed
3. changing, breaking
4. comb, brushed
5. counting, looking

6. decorated, started
7. grow, become
8. arrived, stopped
9. missed, prayed
10. take, finished

Exercise H

Correct the mistakes of verbs

1. He will have opened the gate.
2. Salman has drunk milk.
3. I wake up early in the morning.
4. We do not live here.
5. She ate meat last night.
6. They did not like it.
7. I will be helping you tomorrow.
8. She had cut a slice of bread.
9. They had gone to school.
10. She does not take tea.
11. The teacher will give us a lesson.
12. The baby is sleeping right now.
13. Ali runs fast.
14. You were doing a spelling test.
15. The sun does not shine at night.

Exercise I

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

Exercise J

Ask students to perform a role play using the dialogues given in this unit. 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.

- Using *present, past* and *future indefinite, continuous* and **perfect tenses** in the negative sentences
- Ensuring that the **verb** is in agreement with the **subject** (e.g. I do not run/he does not run.)
- Identifying **long vowels** ea and ee as in words like *leaf* and *need*

- Differentiating between **long** and **short** *vowel sounds* of the digraph *ea* as in words like *leaf* and *head*

Lesson Plan 67

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 6	Unit Title: A Stupid Idea
LP: 67	Textbook Page/s: 57 – 65	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- analyse that it's good to admit mistakes and apologise.
- 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 an outdoor game that is bat ball. Take students outside and play with them. Assure the game to be fair. Talk about safety and rules of games while playing. Encourage interaction and facilitate the process of learning throughout. Bring students back to classroom and ask them to get fresh for the lesson.</p>
30 mins	<p>Lesson structure Topic: Excite them and tell students they will learn about being safe while playing games.</p> <p>Instructions: 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 analyse the graphic organizer as drawn on the board to analyse 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 in anticipation or reflection during the time when story is being discussed.</p> <ul style="list-style-type: none"> - What were the children playing in the lawn? - What do you think would happen in the game? - Why do you think the students were not playing safe? - Who went to take ball from the shade? - What strategy they adapted to get the ball back from sunshade? - Were the parents aware that the children were climbing up to reach the ball from the sunshade? - Will anyone anticipate danger in climbing up the sunshade to get the ball? - Who do you think will fall down and why? - Who would be most hurt if they fall and why? - How was Abbas treated in the hospital? - What type of Injury did Abbas have? - What was Abbas’s reaction when returning from hospital? - Who do you think we should communicate in times of trouble and why? - What was the lesson learnt by children that day? - What do you think is the moral of the story? <p>Teacher will establish the following points as learning from the story.</p> <ul style="list-style-type: none"> - Trying dangerous things without discussing with the parents or teachers first is not brave but stupid. - The brave are wise and cautious. They pay attention to their safety and take only calculated risks. - Good people admit their mistakes and apologise. They learn a lesson from their mistake and try not to repeat it. - Good people never call anybody names. They are always polite to everybody.
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	<ul style="list-style-type: none"> - We can effectively deal with a bully by staying calm, communicating assertively, using buddy system, acting bravely or ignoring the bully and walking away and talking to the parents or teachers about it. <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.</p> <p>(05 mins)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 59 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>
<p>03 mins</p>	<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>
<p>02 mins</p>	<p>Homework assignment: Read Unit 6, Pages 59 again. Write 1 lessons from the text in your notebook.</p>

Lesson Plan 68

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 6	Unit Title: A Stupid Idea
LP: 67	Textbook Page/s: 57 – 65	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the sentence-level context to determine the meaning of an unknown word.
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

02 mins	<p>Warm up:</p> <p>Greet students cheerfully with السلام عليكم. [Note: Always remember to say بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Then, announce that you are all going to play a game.</p> <p>Paste a card of the word “howled” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</p>
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	Encourage interaction and facilitate the process of learning throughout.																
33 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will work on vocabulary words of the reading passage ‘A Stupid Idea’ today.</p> <p>Reading – Dictionary activity:</p> <p>Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. The list of words is as follows:</p> <table border="0" style="margin-left: 40px;"> <tr> <td>- vacations</td> <td>- edge</td> </tr> <tr> <td>- sunshade</td> <td>- extend</td> </tr> <tr> <td>- suggestion</td> <td>- balance</td> </tr> <tr> <td>- climb</td> <td>- rushed</td> </tr> <tr> <td>- dangerous</td> <td>- brave</td> </tr> <tr> <td>- chicken</td> <td>- apologised</td> </tr> <tr> <td>- bottom</td> <td>- wise</td> </tr> <tr> <td>- warned</td> <td>- cautious</td> </tr> </table> <p>Ask students to write the meanings of the specific word on the other side of the word chit.</p> <p>Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.</p> <p><u>Note:</u> <i>As per student strength in the class, the teacher can perform this activity in peers or groups.</i></p> <p>(7 mins)</p> <p>Listening and Speaking - Worksheet 1:</p> <p>Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone understanding.</p> <p>Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the</p>	- vacations	- edge	- sunshade	- extend	- suggestion	- balance	- climb	- rushed	- dangerous	- brave	- chicken	- apologised	- bottom	- wise	- warned	- cautious
- vacations	- edge																
- sunshade	- extend																
- suggestion	- balance																
- climb	- rushed																
- dangerous	- brave																
- chicken	- apologised																
- bottom	- wise																
- warned	- cautious																

tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be

6. stay
7. participate
8. edge
9. wrapped
10. cautious

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.

(8 mins)

Speaking- Presentation

Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “**Vocabulary Master**”. Encourage interaction and facilitate the process of learning throughout. Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.

Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:

	<p>My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.</p> <p>Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.</p> <p>(08 mins)</p> <p>Writing:</p> <p>Ask students to make the title page of “A Stupid Idea” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks. Discuss the examples of sentences from page 59 and 60 of the textbook, Exercise C. Ask students to make sentences of the same vocabulary word in textbook page 59. Allow students to refer to the completed Frayer model during the sentence level activity.</p> <table border="1" data-bbox="652 911 1414 1205"> <thead> <tr> <th>S. No.</th> <th>Word</th> <th>Meaning/ Sentence</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>popular</td> <td>liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.</td> </tr> <tr> <td>2.</td> <td>explain</td> <td>----- -----</td> </tr> </tbody> </table> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>	S. No.	Word	Meaning/ Sentence	1.	popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.	2.	explain	----- -----
S. No.	Word	Meaning/ Sentence								
1.	popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.								
2.	explain	----- -----								
03 mins	<p>Wrap-up:</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new</p>									

	<p>words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework:</p> <p>Learn the list of words shared in the class along with the meanings.</p>

Lesson Plan 69

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 6

Unit Title: A Stupid Idea

LP: 67

Textbook Page/s: 57 – 65

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- discuss a short story.
- analyze a short story.
- recognize the key elements of a short story.
- write a story.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Short Stories
- 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>Excite the students by telling them that they will be hearing a famous tale today in class. Start with the following story. There was a boy named Ahmed who was so lazy, he couldn't even bother to change his clothes. One day, he saw that the apple tree in their yard was full of fruits. He wanted to eat some apples but he was too lazy to climb the tree and take the fruits. So, he lay down underneath the tree and waited for the fruits to fall off. John waited and waited until he was very hungry but the apples never fell.</p> <p>Moral of the story: Laziness can get you nowhere. If you want something, you need to work hard for it. Ask students to tell you about what they feel made the story interesting.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study story writing today.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Ask the students whether they notice the characters of the story. • Ask them to try and identify elements of story writing that they read/heard. • Encourage the students to name the elements of story writing. • Discuss that the parts of a story consist of five main elements: characters, setting, plot, and conflict along with theme. <p>(05 min)</p> <p>Reading, Listening, and Speaking:</p> <p>Divide the class into small groups of 4 – 5 members each. Give each group a beginning to make a story. For example: as;</p> <ol style="list-style-type: none"> 5. I knew something strange would happen that day. 6. Salman and his sister Sana were alone at home one day. 7. One day Asad went out to get an ice-cream. 8. Uzma was walking home from school when she saw it lying on the ground (students to decide what it was that she found). <p>Students choose a beginning to write a story about. They must use all elements of story writing. Students must have characters in their story, mention where the story is taking place (setting), a beginning, middle and end. Instruct them to give a title to the story too. Instruct them to jot down the following points of their story by using the story worksheet 2 (attached).</p> <ul style="list-style-type: none"> - A character is a person, or sometimes an animal, who takes part in the action of a short story or other literary work. - Setting is the time and place that a story occurs. - Theme is the meaning behind events and characters' actions in a story. The theme is the central idea, message, or purpose in a short story. - Conflict is any of the problems that a character encounters in a story. The conflict is a struggle between two people or things in a short story.
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	<ul style="list-style-type: none"> - Plot is a pattern of events that develop from the interactions between characters. A plot is a series of events and character actions that relate to the central conflict. - Exposition: The start or introduction of the story. The background information that the reader must have in order to understand the story. This is where characters and setting are introduced. - Rising Action: All of the events that take place leading up to the climax. This is where the reader is introduced to the conflict. - Climax: The most exciting part of the story. The turning point in the story. Here the story is turned in a different direction, toward the conclusion. - Falling Action: The immediate reaction to the climax. All the actions that occur after the climax and before the conclusion of the story. - Conclusion: The conclusion of the plot. Loose ends are tied up. There might not be a clear resolution. This is called a cliffhanger ending. <p>Next, explain the students each and every step and ask them to complete the story after filling the worksheet.</p> <p>(15 mins)</p> <p>Writing – Exercise F:</p> <p>Now, ask students to look at the pictures given on page 60 in the book and ask students to write a story using the pictures. This task will be done in groups and later on the stories will be shared in the class.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to write the story and they might need assistance. While writing the story, guide those children and share verbal ideas as how they want their story to be. Facilitate on each level so that it is easier for them to write. Some students might finish the task early. Ask them to read their draft and find errors. You can also ask them to facilitate the weak students.</p>
03 mins	Wrap up:

	Repeat all basic elements of the story to the class. Ask the representative from each group to read out their story. Appreciate or advise, as required. Display the stories in class.
02 mins	Homework assignment: Write a story about your first day at school in notebooks.

Lesson Plan 70

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 6	Unit Title: A Stupid Idea
LP: 67	Textbook Page/s: 57 – 65	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify multiple tenses.
- compare all the nine tenses.
- create positive and negative sentences using all the nine tenses.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

10 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>Revise all the tenses with their structures by asking students to come one by one and state the rules / structures of present, past, future indefinite, continuous and perfect tense as studied earlier in the classes. Encourage responses from students and facilitate the process of learning throughout.</p>
20 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study all the nine tenses today.</p> <p>Instructions:</p> <p>The teacher will paste structures of all the nine tense on the board and she will compare each one of them using book page 61 and 62 i.e. examples of all nine tenses.</p>

	<p>She will ask students to revise and point out the difference in each tense.</p> <p>Divide students in 6 groups and assign 3 verbs to each group. Ask students to go through the activity on page 53 and 54 and to create sentences of all the nine tenses of each verb.</p> <p>Demonstrate students the following pattern to complete the exercise.</p> <p>For example: Verb: Call</p> <table border="1" data-bbox="630 520 1380 898"> <tr> <td>Present.I</td> <td>He doesn't call daily.</td> </tr> <tr> <td>Present.C</td> <td>He isn't calling me.</td> </tr> <tr> <td>Present.P</td> <td>He hasn't called me.</td> </tr> <tr> <td>Past I</td> <td>He didn't call me.</td> </tr> <tr> <td>Past C</td> <td>He wasn't calling me.</td> </tr> <tr> <td>Past P</td> <td>He hadn't called me.</td> </tr> <tr> <td>Future.I</td> <td>He will not call me.</td> </tr> <tr> <td>Future.C</td> <td>He will not be calling me.</td> </tr> <tr> <td>Future.P</td> <td>He will not have called me.</td> </tr> </table> <p>Correct them while on task.</p> <p>Ask each group to share their sentences in the class.</p> <p>Inquire from students whether they have understood the concept of making sentences.</p> <p>Ask the students to rewrite the given paragraph on page 62 by correcting all the grammatical error with reference to tenses.</p> <p>(10 mins)</p> <p>Reading, Listening, and Speaking:</p> <p>Inquire from students about any difficulty that they face during the explanation.</p> <p>The next exercise will focus on the activity F on page 62.</p> <p>Get coloured tags (blue, red, yellow, green, orange) ready before hand of the activity.</p> <p>Randomly distribute the class into 6 groups by using coloured tags.</p> <p>Allot 2 regular verbs (ed/ d) and 2 irregular verbs changing words) to each group.</p> <p>Instruct the students to use the allotted verbs and their forms to create sentences in all the nine tenses. First they will create positive ones and later instruct them to create the negative ones</p> <p>(10 mins)</p>	Present.I	He doesn't call daily.	Present.C	He isn't calling me.	Present.P	He hasn't called me.	Past I	He didn't call me.	Past C	He wasn't calling me.	Past P	He hadn't called me.	Future.I	He will not call me.	Future.C	He will not be calling me.	Future.P	He will not have called me.
Present.I	He doesn't call daily.																		
Present.C	He isn't calling me.																		
Present.P	He hasn't called me.																		
Past I	He didn't call me.																		
Past C	He wasn't calling me.																		
Past P	He hadn't called me.																		
Future.I	He will not call me.																		
Future.C	He will not be calling me.																		
Future.P	He will not have called me.																		

	<p>Differentiated Learning: Some students might finish their work early, so have students create stories using any of the verbs from the list. While some might need support so help students during the work and let high achievers be monitors for assistance.</p>
08 mins	<p>Wrap-up: Review all the tenses and its uses.</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"> • will not break • was not looking • will not be going • will not buy • has not chosen • do not speak • did not stand • did not strike • am not hearing • have not been flying • were not sleeping • did not fight • are not working • has not written • will not fall

Lesson Plan 71

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 6

Unit Title: A Stupid Idea

LP: 71

Textbook Page/s: 57 – 65

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify appropriate forms of verb in sentences.
- use correct verb in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

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>Ask students to different questions in the simple way. (How's your last class? what did you study yesterday?)</p> <p>Give a few examples by collecting their sentences from their answers about verbs (actions)</p> <p>Ask students to consider the words (verbs and nouns) written on a board and ask them to identify the verbs.</p> <p>Tell students that all those words which show an action are called verbs. Verbs have different forms which could be used in a sentence according to the situation or the tense.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study verbs in the sentences.</p> <p>Instructions:</p> <p>Show students the chart on page 62 that is form of verbs in their books. Ask students to make one sentence of few verbs written on a chart paper with the help of the peer. Invite students to share their sentences. Ask the audience if they</p>

found any mistake in the sentences and correct them when the audience is unable to find. Ask students to open page 63 and insert the correct form of verb after reading the sentences. Assist students while they are on task.

(05 mins)

Game – Story:

Using a list of verbs on the wall or on individual handouts, one student selects a verb to use in the first line in a story. They choose another student to create the next line using one of the verbs on the list. The game keeps going until the list is through. For extra fun, make sure the verbs are especially zany!

(05 mins)

Charades

Ask each student in the class to write down three or four action verbs on a scrap of paper (or make your own list). Collect all the papers, split the class into two teams, and have one student from the first team pick a verb out of a box. They have one minute to act it out. If their team guesses correctly, they choose another verb and act it out until the minute runs out. Then it's the next team's turn!

(05 mins)

Reading, Listening, and Speaking:

Make sure each student has a paper/ copy and a pencil. Read the following sentences given on page 64, one at a time from the book and have students rewrite the sentences by using correct verb in their copies. Ask them to hold up their copies with the answer so you can assess their understanding of correct verb usage.

(05 mins)

Differentiated Learning:

Some students might find it hard to understand the concept of verbs. So, facilitate and guide them while on task, spot check, and elicit the correct response by explaining the concept again.

Some students might finish their work early.

	Ask them to make sentences by using verbs from the chart pasted on the board.
03 mins	<p>Wrap up</p> <p>Speak different sentences in front of the class by using inappropriate verbs in the sentences and ask them to correct the verb from the sentence.</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. I have done my homework last night. 2. They have watched the documentary already. 3. The boys have eaten all the pizza. 4. We drove to the beach and swam in the water. 5. The lady sells popcorns at the zoo. 6. The girls wanted to talk to the teacher. 7. The teacher taught my favourite topic. 8. The players were carrying the bats and balls to the gym every day. 9. The cat slept in front of the fire. 10. He believes that winter are coming early.

Lesson Plan 72

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 6	Unit Title: A Stupid Idea
LP: 72	Textbook Page/s: 57 – 65	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Identify 'ee' and 'ea' sounds
- Distinguish the use of 'ee' and 'ea' sounds in words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Jar
- Chits

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>To grab the students' attention, teacher will call the names of different students randomly and pronounced them wrong. (Like use maker instead of marker) Ask students about the correct pronunciation. Convinced them to focus on phonics while pronunciation. Ask students that why we pronounced tree and try differently? Engaged them to think towards the use of vowel sounds in the words. Ask them the reason of different pronunciation in the words dead and deed, meat and meet, speed and spread etc.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will study use of 'ee' and 'ea' vowels in words.</p> <p>Instructions:</p> <p>Show students the following words on the board:</p> <ul style="list-style-type: none"> - weak, week

- heel, heal
- meal, mile
- sweat, sweet

Ask students to turn to a partner and discuss the difference between the two words. Invite students to share their thinking.

Tell students that "ee" containing words pronounced when join our front teeth (Even teeth itself has a 'ee' in it). In the 'ea' containing words didn't requires to stress on the word (Like bread, seat, break, fear, head, deaf etc) Ask students to come one by one and pick a chit from the jar (every chit contains one word; it would be either containing 'ee' word or 'ea' word.) Students will come one by one and pronounced the word written on the chit appropriately. Correct if any students pronounced it wrong and write it on the board so that other students will memorize it.

(10 mins)

Sound Game

Arrange two plastic cups and some ping pong balls for this fun phonics game! Label the cups with 'ee' and 'ea' blends and set them out (tape them down if they tend to fall over). Ask students to toss a ball into a cup, then come up with a word that uses that letter blend to earn a point. Ask them to make a sentence with the word to earn an extra point. Students with maximum points wins the game.

(10 mins)

Reading, Listening, and Speaking:

Make sure each student has a paper/ copy and a pencil. Read the following words, given on page 64 exercise I, one at a time and have students write them in their copies.

(10 mins)

Differentiated Learning:

Some students might find it hard to understand the concept of 'ee' and 'ea' vowels containing words. So facilitate and guide them while on task, spot check, and elicit the correct response by explaining the concept again.

	<p>Some students might finish their work early. Ask them to make sentences using 'ee' and 'ea' containing words.</p>
03 mins	<p>Wrap up: Write some words on the board and ask students to pronounce them correctly. Make at least 5 sentences of 'ee' and 'ea' words.</p>
02 mins	<p>Homework assignment – Worksheet 5:</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. leg2. peek3. weed4. wet5. vet6. sheep7. ten8. den9. feet10. sleep

Lesson Plan 73

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 6

Unit Title: A Stupid Idea

LP: 73

Textbook Page/s: 57 – 65

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 what kind of conversations takes place when you ask to go out for a party or lunch. Ask students to share their experiences of such dialogues.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will practice some sight words and perform dialogues.</p> <p>Reading and writing:</p> <p>Ask students to read the sight words with you and then write it in their notebook.</p>

- | | |
|--------------|--------------|
| - vacations | - edge |
| - sunshade | - extend |
| - suggestion | - balance |
| - climb | - rushed |
| - dangerous | - brave |
| - chicken | - apologised |
| - bottom | - wise |
| - warned | - cautious |

(10 mins)

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on Exercise J, page 65. 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 student.

Show flash cards of thank you and please. Stick the two flash cards on board. Encourage students 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 65, Exercise J, with action. Encourage them to perform with actions. Take rounds, listen to their dialogues, and ask them to emphasize on the words like sorry, 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 he/she could provide peer support. Also, provide extra support to such learners in reading dialogues. You might have

	<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:</p> <p>'What polite words should we use?'</p> <p>Encourage them to reply, 'We should use words like sorry, 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 102 again.</p>

Lesson Plan 74- Review of the chapter

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 6

Unit Title: A Stupid Idea

LP: 74

Textbook Page/s: 57 – 65

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- write answers of the given questions.
- write a story.
- make sentences.
- write appropriate verb in a sentence.
- make negative sentences.

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.

Unit 7 – Respect the Difference

Unit Overview

This unit aims at inculcating in children harmony and respect for personal and cultural differences. It is essential for them to register that people are not comparable to one another but unique. Everybody is beautiful and equally important. Everybody in this world has a special purpose to serve and an important contribution to make. We do not have to agree with them or adopt their ways in order to do so. It is good and important that we know our own values and culture well, follow them and are proud of them.

Model Answers

Exercise A

Answer 1 – Each flower serves a different but special purpose. That is why each flower adds to the beauty of a garden and is equally important.

Answer 2 – Allah has created us all for a special purpose and that special purpose makes us different.

Answer 3 – Everybody has a valuable contribution to make, and this contribution makes everybody equally important.

Answer 4 – We do not have to agree with others to respect their different views.

Answer 5 – We should read books and discuss it with our parents and teachers so that we understand our beliefs, values and cultures well.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

Match to complete sentences.

1. for a special purpose.
2. beautiful.
3. the beauty of a garden.
4. but special purpose.
5. not comparable.
6. contribution to make.
7. for holding different views, values and culture.
8. to respect their views.
9. their values and culture.
10. our own values and culture.

Exercise E

This exercise is about writing an essay following the specifications provided. Before writing the essay, students need to review the sample of essay given and discuss it with their partner.

Exercise F

This exercise is about reading words of a word family. Blending is the skill that helps us read, especially when confronted with unfamiliar words. This exercise will help students identify and blend words of a word family – ight, -all, -ell, -ill, -ock and -ore. Teacher will introduce sounds and assist students in reading initially which will help students being independent in reading words.

Exercise G**Task 1: Make questions**

1. Do I promise?
2. Does he learn a lesson?
3. Did you talk to him?
4. Did they ask a question?
5. Will she leave in five minutes?
6. Will we request a taxi?
7. Is she mashing the potatoes?
8. Are they listening in silence?
9. Was I boiling water?
10. Were you collecting tickets?

11. Will he be defeating the enemy?
12. Will they be designing it?
13. Have I entered the building?
14. Has she fixed the problem?
15. Had they forgiven them?
16. Have you heard the news?
17. Will it have happened?
18. Will he have reached home?

Task 2: Write the following paragraph again after changing the simple sentences into the questions and the questions into simple sentences.

He slept well. Did he look fresh? He has taken a bath. Will he eat breakfast in his room? He had drunk milk before going to bed. Did you see him? He was talking on the phone. Is he planning to leave tomorrow? You will be staying with him. You have an idea about it. Is the manager coming upstairs? Does he want to talk to you?

Exercise H

This exercise will assist students to make questions with each given verb and use each verb in nine different tenses.

Exercise I

This exercise will assist students to use correct form of verb. Students will complete the sentences by writing the correct form of verbs in the blank. They can consult a dictionary if they do not know the correct form of a verb.

1. applied
2. catch
3. hiding
4. teach
5. admiring
6. arranged
7. change
8. confirmed
9. depending

10. move

Exercise J

This exercise will provide an opportunity to students to correct the mistakes of verbs in the sentences and rewrite them.

1. Has Will lost his tickets?
2. Has an insect bitten him on the arm?
3. Does water freeze to ice?
4. Do we brush our teeth regularly?
5. Did she fold the handkerchief?
6. Did they mix eggs into the flour?
7. Have I dusted the table?
8. Does he end his speech with a verse?
9. Will your brother help us?
10. Is the snow falling in their area?
11. Does Imran wear simple dresses?
12. Were you ringing the doorbell?
13. Will I be changing trains?
14. Has she hurt her foot?
15. Did you forget to add it?

Exercise K

Ask students to perform a role-play using the dialogues given in this unit. 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 75

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 7

Unit Title: Respect the Difference

LP: 75

Textbook Page/s: 66 – 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 accept personal and cultural differences in people.
- analyse that it is essential to respect others for holding different views, values and culture, but we do not have to agree with them or adopt their ways in order to do so.

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>Enter the classroom with number of pots with beautiful flowers and ask students to take turns to visit the flower, smell them and talk to them, probably introduce yourself to flowers.</p> <p>Further share that the importance of flowers in nature cannot be overstated. Without flowers, there would be no fruit, grains, nuts or berries, as these are the ripened products of a successfully fertilized flower. These foods that are critical sources of calories and nutrients for a wide variety of organisms help support the biodiversity of our planet.</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:</p>

Tell students that they are going to play a game. Provide the following picture to students in group and ask them to write answers of the following questions.



1. What comes to your mind when you see the picture above?
2. Are all people in the picture same?
3. What is the difference?
4. What are the different activities happening in the picture?
5. Which picture you like and why?
6. Which picture you dislike and why?

Take responses from each group to raise discussion. Tell that this picture represents culture of Pakistan. Further lead discussion focusing on how the appearance, behaviors, and traits of the people we encounter influence our understanding of them. Discuss keep in view the following points

- People are not comparable to one another but unique. Everybody is beautiful and equally important. Everybody in this world has a special purpose to serve and an important contribution to make.
- We respect others for holding different views, because we understand that everybody has a right to have his or her own views.
- We respect others for holding different views, values and culture, but we do not have to agree with them or adopt their ways in order to do so. It is good and important that we know our own values and culture well, follow them and are proud of them.
- We can only express our opinions without hurting others.

(10 mins)

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

	<p>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 mins)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 68 with the students. Instruct them to write answers in complete sentences in their notebooks. (10 mins)</p> <p>Differentiated Plan: Facilitate the student facing problem in writing by asking 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"> - People are not comparable to one another but unique. Everybody is beautiful and equally important. Everybody in this world has a special purpose to serve and an important contribution to make. - We respect others for holding different views, because we understand that everybody has a right to have his or her own views. - We respect others for holding different views, values and culture, but we do not have to agree with them or adopt their ways in order to do so. It is good and important that we know our own values and culture well, follow them and are proud of them.

	We can only express our opinions without hurting others.
02 mins	Homework assignment: Read Unit 7, Pages 66 and 67 again. Do write five important learning points in your notebook.

Lesson Plan 76

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 7	Unit Title: Respect the Difference
LP: 76	Textbook Page/s: 66 – 75	Duration: 40 minutes
Teacher:	School:	Date:

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

- using the sentence-level context to determine the meaning of an unknown word.
- consulting a dictionary to check the correct meaning and/or form of a word.
- reading and writing new sight words.
- improving active vocabulary by making sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card (beautiful)
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)
- 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>Paste a card of the word “beautiful” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</p> <p>Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	Lesson structure

Topic: Tell students that they will work on vocabulary words of the reading passage 'Respect the Difference' today.

Reading – Dictionary activity:

Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. Once it is guessed ask students that they need to find from the dictionary. The list of words is as follows:

- perfect	- inferior
- purpose	- comparable
- serves	- unique
- smell	- valuable
- case	- contribution
- equally	- scent
- superior	- physical
- fingerprint	- features
- goals	- values
- views	- adopt
- beliefs	- express

Ask students to write the meanings of the specific word on the other side of the word chit.

Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.

Note: *As per student strength in the class, the teacher can perform this activity in peers or groups.*

(05 mins)

Listening and Speaking:

Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone understanding.

	<p>Pass out the Worksheet 1 and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be</p> <ol style="list-style-type: none"> 1. respect 2. different 3. unique 4. agree 5. express <p>Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.</p> <p>Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.</p> <p>Speaking- Presentation</p> <p>Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.</p> <p>Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:</p> <p>My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.</p>
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	<p>Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.</p> <p>(07 mins)</p> <p>Writing:</p> <p>Discuss the examples of sentences from page 68 and 69, Exercise C of the textbook. Ask students to make sentences of the same vocabulary word in textbook page 68 and 69. Allow students to refer to the completed Frayer model during the sentence level activity.</p> <p>(08 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>
03 mins	<p>Wrap-up:</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework:</p> <p>Ask students to read and match the 2 columns to complete the sentence in the textbook, page 69, exercise D.</p>

Lesson Plan 77

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 7	Unit Title: Respect the Difference
LP: 77	Textbook Page/s: 66 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify elements of essay writing.
- write an essay.

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>Pose the question to students: Who is the most influential leader of Pakistan? Allow students to brainstorm answers, then discuss their ideas with a partner. Now ask students to narrow their ideas down to one as you also choose one to use as a model writing during instruction. Write your answer on top of a piece of chart paper, such as 'Quaid-e-Azam is the most influential leader of Pakistan.'</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be writing an essay in today's lesson.</p> <p>Listening and Speaking:</p> <p>Tell students you will now be working together to learn how to write a five-paragraph essay. Make a diagram on your chart</p>

	<p>paper of five boxes - one for the opening paragraph, three each for the body paragraphs, and one closing paragraph box.</p> <p>Ask:</p> <ul style="list-style-type: none">- What is the purpose of the introductory paragraph?- What is the purpose of the body paragraphs?- What is the purpose of the closing paragraph? <p>Write answers to these questions in each box, making sure to leave room for you to write notes in your guided writing in a bit. Demonstrate how to think of a personality and record it in your first box. Next write each argument into the three body boxes.</p> <p>Model how to think of and write a topic sentence and supportive details for each of your body paragraphs. Also, write a transitional sentence that connects each paragraph. Also talk about writing the closing and model it.</p> <p>Take the quiz to check understanding.</p> <ul style="list-style-type: none">• a topic sentence that states the main or controlling idea• supporting sentences to explain and develop the point you're making• evidence from your reading or an example from the subject area that supports your point• analysis of the implication/significance/impact of the evidence finished off with a critical conclusion you have drawn from the evidence• a concluding sentence that restates your point, analyses the evidence, or acts as a transition to the next paragraph. <p>Explain each of these points.</p> <p>(10 mins)</p> <p>Reading: Ask students to read one of the sample essay from textbook page 70, Exercise E. Support their learning process as they are reading the text. Ask them to mark the five elements of essay writing as discussed in the lesson earlier.</p> <p>(05 mins)</p>
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Writing (compose) and Present– Worksheet 2.

Ask students to now think of one profession Give students three minutes to write whatever is on their minds without really thinking about it. At the end of the three minutes, collect all of the entries and randomly select several students to disclose what they wrote about. Each student has about 30 seconds to discuss what they wrote and why they wrote it. Challenge the students to turn what they wrote in their brain scramble into an essay using the graphic organiser. Give them 30 or so minutes to create their writing. Assist as needed. From their graphic organizers Worksheet 2, have students compose a draft describing that one profession. Students are to write a five-sentence paragraph.

The catch is: they cannot repeat any word or contraction twice, and, unlike the Brain Scrambler, the five-sentence paragraph will be required to be complete with a theme that keeps the sentences interwoven.

The five-sentence paragraph must make perfect sense. This will be a challenge because the students will need to tap into their vocabularies and their ability to describe something so that it makes sense.

Revise (improve). Give time for students to meet in groups to read and discuss improvements to their essay. Following group conferences, give students time to improve their drafts by adding, deleting, or reordering ideas based on feedback.

Edit (proofread). Help students check their own essay and make corrections for spelling, grammar, punctuation, and capitalization. Ask students to make a final copy. Take rounds and facilitate groups to improve their work.

Publish /Present (share). Choose a format for students to share their essay with others.

(10 mins)

Speaking and Listening - Feedback:

	<p>Read a few of the sentences out loud to the class. Allow them to discuss the answer. Work together to provide positive feedback on what worked in the piece, along with changes to improve it.</p> <p>(05 mins)</p> <p>Differentiated Plan: Some students might find it hard to write an essay so, one-on-one assistance during Independent Working Time.</p> <p>Some students might finish their work early. Ask them to students to support students who haven't finished it yet.</p>
03 mins	<p>Wrap-up:</p> <p>Conclude the lesson by revising the learning and ask the students to read their essays.</p>
02 mins	<p>Homework:</p> <p>Ask students to write another essay about 'My mother is my leader'.</p>

Lesson Plan 78

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 7	Unit Title: Respect the Difference
LP: 78	Textbook Page/s: 66 – 75	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, continuous** and **perfect tenses** in the 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>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, and things they don't. Have students share their observations whole class. This will help you set the stage for the objective and essential question.</p> <p>Explain that verb tense tells us when an action takes place. The past tense tells what has already happened, the present tense tells us what is happening, and the future tense tells what will happen.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that by the end of the lesson, they will Using <i>present, past</i> and <i>future indefinite, continuous</i> and perfect tenses in the interrogative sentences.</p> <p>Listening and Speaking</p> <p>To set the purpose for the lesson, introduce the essential question: How does knowing the past, present and future tense 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> <p>Recall</p> <p><u>Simple Present Tense</u> is a type of sentence that has a function to express an activity or fact that occurs in the present, and structurally or its arrangement, simple present tense uses only one verb.</p> <p>Structure / Formula Formula of the simple present tense affirmative is, Subject + Base Form(V1)+'s' or 'es' + rest of the sentence If the subject is he, she or it, there is addition of 's' or 'es' with base form. For example,</p> <ul style="list-style-type: none"> - He eats apples daily. <p>If the subject is you, we, they or any plural form, only base form is used. For example,</p> <ul style="list-style-type: none"> - They eat apples daily. <p><u>Simple Present Tense Interrogative</u></p> <p>Structure / Formula Do / Does + subject + base form + rest of the sentence +? Interrogative sentences start with 'do' or 'does'. For example,</p> <ul style="list-style-type: none"> - Does he eat apples daily? - Do they eat apples daily? <p><u>Present Perfect Continuous Tense</u> The specific words 'since' and 'for' are used in the sentence to show the time of action.</p> <p>Structure / Formula First form of verb+ing + main verb + since/for+ time</p>
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	<p>For example,</p> <ul style="list-style-type: none"> - <i>She has been teaching kids for three years.</i> - <i>She has been standing outside since morning.</i> <p><u>Present Perfect Continuous Tense Interrogative</u></p> <p>The question sentence starts with has or have and the word been comes after the subject inside the sentence</p> <p>Structure / Formula Has/have + subject + been + (first form of verb+ing) + since/for+ time</p> <p>For example,</p> <ul style="list-style-type: none"> - <i>Has he been living in Hyderabad since 2011?</i> - <i>Have we been watching television since Sunday?</i> <p><u>Future Perfect Tense</u></p> <p>Structure / Formula I / We/ You/ They/ Common Noun/ Proper Noun + Will/ Shall + have + verb (past participle form)+ object (optional)</p> <p>For example,</p> <ul style="list-style-type: none"> - <i>I shall have studied hard for my exam.</i> - <i>They will have slept at 11 p.m.</i> <p><u>Future Perfect Tense Interrogative</u></p> <p>For converting these sentences into interrogative sentences the formula is that you add ‘Will/ Shall’ at the start of the sentence followed by the subject and the rest of the rule remains the same.</p> <p>Structure / Formula Will/ Shall + I / We/ You/ They/ Common Noun/ Proper Noun + have + verb (3rd form) + object (optional)?</p> <p>For example,</p> <ul style="list-style-type: none"> - <i>Shall I have studied hard for my exam?</i> - <i>Will you have gone to work?</i> <p>Encourage interaction and facilitate the process of learning throughout the learning session. (10 mins)</p>
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Quiz:

Teacher will label each row as a letter and draw as many columns on the board. Teacher will say the following statements and ask students to change these sentences into a question.

Affirmative Sentences

1. My friend helps me.
2. Teacher talks to his students regularly.
3. I walk daily early in the morning.
4. They discuss literature with each other.
5. She takes exercise regularly.
6. She has been using her pencil since a month.
7. I have been waiting for you since 8:00 am.
8. They have been eating the same food for three days.
9. Boys will have swum.
10. They will have not slept at 11 p.m.

(10 mins)

Writing:

Ask students to open their textbooks to pages 72, exercise G. Instruct them to read all sentences in pairs. Encourage them to identify and discuss the structure of tense used. Ask them to convert these into questions following the structure discussed and written on board. Take rounds, listen to their discussion, and ask them to emphasize on the structures. Encourage interaction and facilitate the process of learning throughout the learning session.

(10 mins)

Differentiated Plan:

Some students might finish their work early, so have students create stories using any of the verbs from the list.

While some might need support so help students during the work and let high achievers be monitors for assistance.

03 mins	Wrap up: Towards the end of the lesson, ask students to revisit learning from the session and make questions from affirmative sentences shared by the teacher.
02 mins	Homework assignment: Ask students to open their textbooks to pages 73, exercise H. Read the words in 3 different forms. Identify the structure for making the sentences and make sentences with each verb given in the table. Example sentences are given on the same page too.

Lesson Plan 79

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 7	Unit Title: Respect the Difference
LP: 79	Textbook Page/s: 66 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identifying words of -all, -ell, -ill, -ight, -ock and -ore *word families* e.g. *small, well, will, night, lock and store*.
- 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
- - Worksheet

05 mins	<p>Warm up (Treasure):</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 the meaning of ‘treasure’ and what things are found in a treasure chest. (Possible answers: gems/gold/jewels/something valuable). Relate it with any old story they may have read. Tell them that today they are going to prepare a treasure of their own. A treasure of words which they will keep on adding to and soon they will have a rich vocabulary (make them excited and thrilled about it!) tell them that this is the only treasure that doesn’t end if they share it. Encourage interaction and facilitate the process of learning throughout the learning session. Ask them:</p> <p><i>What is a word class/ word family?</i></p> <p>Give examples for each.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will be reading words of the -ight, -all, -ell, -ill, -ock and – ore word family.</p> <p>Instructions:</p> <p>Listening and Speaking</p> <p>Ask them if they have learnt any all-new words of the -ight, -all, -ell, -ill, -ock and – ore word family during the last week. Give them post its (this can be done as a group if there are more than 30 students in the class) and ask each one of them to write their word (groups can write theirs on one chit). Divide the board into the -ight, -all, -ell, -ill, -ock and – ore word family and ask students to paste their responses on the board in the relevant column. Ask the group to read the words as they paste it on the board. A sorted table should look like the one below:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">-ight</th> <th style="text-align: left;">-all</th> <th style="text-align: left;">-ell</th> <th style="text-align: left;">-ill</th> <th style="text-align: left;">-ock</th> <th style="text-align: left;">-ore</th> </tr> </thead> <tbody> <tr><td>fight</td><td>call</td><td>well</td><td>skill</td><td>rock</td><td>score</td></tr> <tr><td>eight</td><td>wall</td><td>sell</td><td>spill</td><td>sock</td><td>more</td></tr> <tr><td>light</td><td>ball</td><td>cell</td><td>bill</td><td>lock</td><td>snore</td></tr> <tr><td>might</td><td>mall</td><td>hell</td><td>fill</td><td>mock</td><td>pore</td></tr> <tr><td>night</td><td>pall</td><td>yell</td><td>drill</td><td>shock</td><td>tore</td></tr> <tr><td>tight</td><td>fall</td><td>mell</td><td>chill</td><td>block</td><td>wore</td></tr> <tr><td>sight</td><td>hall</td><td>tell</td><td>still</td><td>clock</td><td>chore</td></tr> <tr><td>height</td><td>gall</td><td>bell</td><td>quill</td><td>frock</td><td>crore</td></tr> <tr><td>weight</td><td>sall</td><td>smell</td><td>mill</td><td>flock</td><td>bore</td></tr> </tbody> </table> <p>(10 mins)</p> <p>Scrabble Game:</p> <p>Provide the scrabble game in groups to students and set rules in which they are supposed to make words of the -ight, -all, -ell, -ill, -ock and – ore word family. Give points according to the number of alphabet in the word. Announce winner with maximum points.</p> <p>(10 mins)</p>	-ight	-all	-ell	-ill	-ock	-ore	fight	call	well	skill	rock	score	eight	wall	sell	spill	sock	more	light	ball	cell	bill	lock	snore	might	mall	hell	fill	mock	pore	night	pall	yell	drill	shock	tore	tight	fall	mell	chill	block	wore	sight	hall	tell	still	clock	chore	height	gall	bell	quill	frock	crore	weight	sall	smell	mill	flock	bore
-ight	-all	-ell	-ill	-ock	-ore																																																								
fight	call	well	skill	rock	score																																																								
eight	wall	sell	spill	sock	more																																																								
light	ball	cell	bill	lock	snore																																																								
might	mall	hell	fill	mock	pore																																																								
night	pall	yell	drill	shock	tore																																																								
tight	fall	mell	chill	block	wore																																																								
sight	hall	tell	still	clock	chore																																																								
height	gall	bell	quill	frock	crore																																																								
weight	sall	smell	mill	flock	bore																																																								

	<p>Reading: Ask students to read and identify word families on page number 71, exercise F of the textbook. Support the process of learning by visiting each of the pair while they are reading.</p> <p>(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. Ask developing questions to support identifying word families.</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 what they have learn and what is still not clear to them.</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 80

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 7	Unit Title: Respect the Difference
LP: 80	Textbook Page/s: 66 – 75	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- ensuring that the **verb** is in agreement with the **subject** (e.g. Do I run/Does he run?).

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>Take the feedback of students about simple present, simple past and present continuous and simple future tenses by now. They must also have knowledge of the present, past and future forms of some regular and irregular verbs.</p> <p>Write base forms of at least five regular verbs on the board. Ask the students to pronounce the given words and make sentences from the words and make sentences from the words in the present and past indefinite tenses. Write an irregular verb on the board (e.g. sing).</p> <p>Ask the students to use the verb in a past tense sentence. Students will most probably use ‘singed’ as the past form. Tell students that there are some verbs which change completely when used in the past form (in the beginning start with the irregular verbs that change completely). Write ‘sang’ in front of ‘sing’.</p>
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	<p>Divide the board into two columns. Write 'present' on top of first column; Write 'past' on the top of second column. Write 10 irregular verbs in present and past forms. Say aloud each word clearly and ask the students to repeat after you. Encourage interaction and facilitate the process of learning throughout.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be using different forms of verbs in sentences.</p> <p>Instructions:</p> <p>Listening and Speaking:</p> <p>Make a sentence using the verb 'sing' (simple present). For example: We sing national anthem every morning. Ask the students to identify the verb and the tense used. Make a sentence using the past form 'sang' (simple past). For example: we sang national anthem yesterday. Ask the students to identify the verb form and the tense used. Divide the class into two teams. Name one team as 'the present form team' and the other team as 'the past form'. One member from each team will write a sentence on the board using one irregular verb. The present form team will use present form of the verbs. The past form team will use past form of the verb (keep the verbs written on the side of the board for students). Provide help to the students if they have difficulty in making sentences. Appreciate both teams. In the end ask both the teams clap for each other.</p> <p>(10 mins)</p> <p>Play "Blindfold Guess"</p> <p>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). Play "Blindfold Guess" Next, 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</p>

	<p>the blindfolded person must guess who it is. Play so that everyone has a turn to be blindfolded.</p> <p>(10 mins)</p> <p>Writing</p> <p>Ask students to open their textbooks to pages 74, exercise I. Instruct them to read all sentences in pairs. Encourage them to identify and discuss the structure of tense used. Ask them to form of verb that can be used in the sentence in Exercise I. Take rounds, listen to their discussion, and ask them to emphasize on the structures. Encourage interaction and facilitate the process of learning throughout the learning session.</p> <p>(10 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 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 the students forms of different regular and irregular verbs. Give the students a mix of some simple regular and irregular verbs (past form) and ask them to write the present and past forms of the verbs</p>
05 mins	<p>Homework assignment:</p> <p>Ask students to complete exercise J textbooks on pages 74. Instruct them to read all sentences to initially identify and</p>

	discuss the structure of tense used. Ask them to correct the mistakes of verbs used in exercise J.
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Lesson Plan 81

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 7	Unit Title: Respect the Difference
LP: 81	Textbook Page/s: 66 – 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.
- read the sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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> <p>Start the lesson by asking students about a recent conversation with a shopkeeper about some particular purchases (This can be a conversation between your mother or father and the shopkeeper too). You may refer to any resource which you asked students to bring recently for the purpose of teaching and learning. Ask students to share their experiences. Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will read the sight words and perform dialogues in today’s lesson.</p>

Instructions: Instructions:

Start the lesson by explaining that a dialogue is a conversation between two or more people. And we need to be polite when conversing with our parents and elders.

Dialogue is essential to fiction writing. It brings characters to life and adds interest. A dialogue must do more than just duplicate real speech.

Reading and writing:

Ask students to read the sight words with you and then write it in their notebook.

- perfect	- inferior
- purpose	- comparable
- serves	- unique
- smell	- valuable
- case	- contribution
- equally	- scent
- superior	- physical
- fingerprint	- features
- goals	- values
- views	- adopt
- beliefs	- express

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 75. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Role-plays boost confidence amongst students and helps them become better public speakers. 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

	<p>come across as a polite child. Also, share that its essential to use proper greetings when you meet someone.</p> <p>(10 minutes)</p> <p>Reading:</p> <p>Ask students to open their textbooks to pages 75. Instruct them to read dialogues in pairs. 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>(05 minutes)</p> <p>Writing:</p> <p>Tell students to write the list of sight words in a notebook.</p> <p>(05 minutes)</p> <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>
05 mins	<p>Wrap up:</p> <p>At the end of the class, ask questions like:</p> <p>‘What should be our tone like when talking to friends?’</p> <p>Encourage them to reply, ‘We should polite and calm.’</p>

02 mins	Homework assignment: Revisit sight words from notebook, read page 66 and 67 again and locate the sight words in context.
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Lesson Plan 82- Review of the chapter

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 7

Unit Title: Respect the Difference

LP: 82

Textbook Page/s: 66 – 75

Duration: 40 minutes

Teacher:

School:

Date:

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

- answer the given question .
- make sentences.
- write an essay.
- use correct form of verb according to structure of tense in a 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	<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>
05 mins	<p>Homework assignment: Practice difficult vocabulary from the unit.</p>

Unit 8 – Different or Alike?

Unit Overview

This unit aims to instill in children the spirit of living together in peace, unity and harmony. It is about inculcating in children harmony and respect for diversity. Also, it is essential to develop a harmonious attitude in children and fostering in children the spirit of fairness, even-handedness and inclusion. Teaching children that the Holy Prophet ﷺ is the best role model. We should seek guidance from his life and teachings in every matter in an integral need of our society for developing in children the qualities of a good Muslim.

Model Answers

Exercise A

Answer 1 – Murad was looking for library building.

Answer 2 – The class starts at eleven o'clock sharp,

Answer 3 – The library closes until five o'clock.

Answer 4 – Yes, two people can be different in some ways and alike in other ways.

Answer 5 – Holy Prophet taught us to be kind and caring to everyone.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

This exercise is about writing an essay following the specifications provided. Before writing the essay, students need to review the sample of essay given and discuss it with their partner.

Exercise E

This exercise is about reading words ending with “k” sound. Blending is the skill that helps us read, especially when confronted with unfamiliar words. This exercise will help students identify and blend to

read words ending with “k” sounds. Teacher will introduce sounds and assist students in reading initially which will help students being independent in reading words.

Exercise F

This exercise is about changing sentences into questions. Students will be asked to use who, what, why, when, where, which or how in the beginning of each sentence to convert it into a question.

1. Who will wear school uniform?
2. How will she go to school at 7 am?
3. When will you go to school by bus?
4. Where will she read books?
5. How will she read books to learn?
6. How will she eat lunch at home?
7. Which brown bread will she eat?
8. Why was it raining outside?
9. Why was Usman running?
10. Who was running fast?
11. Where was he running to avoid rain?
12. Where did the rain start 10 minutes ago?
13. What did he find a tree for?
14. How was he finding a shady tree?

Exercise G

Preposition link nouns and verbs and make their meaning clear. Teacher will ask students to read the example sentences and see how prepositions are linking nouns and verbs. The students will then practice the skill acquired with the help of teacher’s facilitation.

1. after
2. into
3. over
4. before
5. from
6. towards
7. behind
8. below
9. with
10. during

Exercise H

Line 1 – in, to

Line 2 – at, for

Line 3 – with

Line 4 – before

Line 6 – next to, till

Line 7 – from

Line 8 – near

Exercise I

Ask students to perform a role-play using the dialogues given in this unit. 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 83

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 8	Unit Title: Different or Alike
LP: 83	Textbook Page/s: 76 – 85	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 tolerance and respect for diversity.
- analyse the need to develop the spirit of fairness, even-handedness and inclusion.

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>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. Or, 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>
30 mins	<p>Lesson structure Topic: Tell students they will learn about different or alike.</p> <p>Instructions: Listening and Speaking: As a class, define and rephrase the terms “Different” and “alike.” Next, ask students to work in pairs and provide additional examples of each. Discuss how you are different or</p>

alike in 2 columns. Explore tangible as well as intangible qualities which makes 2 people different or alike.

Talk about Diversity refers to the ways in which people are different. The makeup of the citizens of the United States has shown that ethnically, the country is changing rapidly. The different ethnicities also brings about various cultures, religions, and worldviews. Since businesses, companies, politicians, etc. will serve and directly impact all citizens, it is important that they embrace diversity. This helps to ensure that ideas, opinions, suggestions, and governing laws are representative of the people who are served. Ask questions like;

1. What is diversity and what are its blessings?
2. What do we learn from the life of the Holy Prophet ﷺ about kindness and mercifulness?
3. What are the qualities of a good Muslim?

(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.

<u>SETTING</u>	<u>CHARACTERS</u>	
<u>BEGINNING</u>	<u>MIDDLE</u>	<u>END</u>

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.

- The spirit of living together in peace, unity and harmony.

	<ul style="list-style-type: none"> - Tolerance and respect for diversity. - Developing a harmonious attitude. - The spirit of fairness, even-handedness and inclusion. - Holy Prophet ﷺ is the best role model. We should seek guidance from his life and teachings in every matter. - Developing the qualities of a good Muslim. <p>Different or Alike Collage: Have a supply of pictures of people who look alike and people who are different. 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, “We are different yet alike.” Discuss the collage. (15 minutes)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 79 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 8, Pages 76, 77 and 78 again.</p>

Lesson Plan 84

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 8	Unit Title: Different or Alike
LP: 84	Textbook Page/s: 76 – 85	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- using the sentence-level context to determine the meaning of an unknown word.
- consulting a dictionary to check the correct meaning and/or form of a word.
- reading and writing new sight words.
- improving active vocabulary by making sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card (pleasure)
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)
- 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>Paste a card of the word “pleasure” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</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 students that they will work on vocabulary words of the reading passage ‘My Mother’ today.</p> <p>Reading – Dictionary activity:</p> <p>Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. Once it is guessed ask students that they need to find from the dictionary. The list of words is as follows:</p> <ul style="list-style-type: none"> - classmate - directions - sharp - quarter - mention - caste - behave - similar - negative - respect - merciful - forgive - pleasure - helpful <p>Ask students to write the meanings of the specific word on the other side of the word chit.</p> <p>Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.</p> <p><u>Note:</u> <i>As per student strength in the class, the teacher can perform this activity in peers or groups.</i></p> <p>(05 mins)</p> <p>Listening and Speaking:</p> <p>Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone understanding.</p> <p>Pass out the Worksheet 1 and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be</p>
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6. first
7. favour
8. remains
9. alike
10. helpful

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.

Speaking- Presentation

Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.

Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:

My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.

Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.

(07 mins)

	<p>Writing:</p> <p>Discuss the examples of sentences from page 80, Exercise C of the textbook. Ask students to make sentences of the same vocabulary word in textbook page 80. Allow students to refer to the completed Frayer model during the sentence level activity.</p> <p>(08 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>
03 mins	<p>Wrap-up:</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework:</p> <p>Learn the list of words shared in the class along with the meanings.</p>

Lesson Plan 85

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 8

Unit Title: Different or Alike

LP: 85

Textbook Page/s: 76 – 85

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify elements of essay writing.
- write an essay.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

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? Encourage interaction and facilitate the process of learning throughout the learning session.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be writing an essay in today's lesson.</p> <p>Listening and Speaking:</p> <p>On the board, draw an outline of a body. Tell the students that essay should be interesting. Avoid any grammar mistakes while writing the essay. Before they begin writing an essay, discuss to recall the following.</p>

- a topic sentence that states the main or controlling idea
- supporting sentences to explain and develop the point you're making
- evidence from your reading or an example from the subject area that supports your point
- analysis of the implication/significance/impact of the evidence finished off with a critical conclusion you have drawn from the evidence
- a concluding sentence that restates your point, analyses the evidence, or acts as a transition to the next paragraph.

Explain each of these points.

(05 mins)

Reading:

Bring a few essays and read. Read aloud 1-2 short essays. Inform students that they are going to write their essay. It's easy as 1, 2, 3! Pass your essays around for the students to see.

Ask students as to why they like the essay? What's interesting or unique about each of the essay?

Ask students open and read in pairs a sample essays in the textbook page 80. Assist students when reading the text. Connect it with the elements of essay writing just discussed in class. Colour code to see if all elements are there in the essay provided.

(05 mins)

Reading and writing:

Read aloud one or more books about Pakistan. Give students one minute to make a list of as many good things they know about Pakistan. Let the class share their lists. Students may make any additions to their own lists. Ask students about how we can improve the given essay. Using a graphic organizer, have students write words that describe their point.

	<p>Write (compose) – Worksheet 2. From their graphic organizers Worksheet 2, have students compose a draft describing their favorite place.</p> <p>Revise (improve). Give time for students to meet in groups to read and discuss improvements to their essay. Following group conferences, give students time to improve their drafts by adding, deleting, or reordering ideas based on feedback.</p> <p>Edit (proofread). Help students check their own essay and make corrections for spelling, grammar, punctuation, and capitalization. Ask students to make a final copy. Take rounds and facilitate groups to improve their work.</p> <p>Publish (share). Choose a format for students to share their essay with others. (10 mins)</p> <p>Writing – Exercise D:</p> <p>Ask students to write an essay about ‘Pakistan as my country’. Take rounds and provide support whenever needed. They can refer to the sample of essay provided on page 80, Exercise D of the textbook. (10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it hard to write an essay so, one-on-one assistance during Independent Working Time.</p> <p>Some students might finish their work early. Ask them to students to support students who haven’t finished it yet.</p>
03 mins	<p>Wrap-up:</p> <p>Conclude the lesson by revising the learning and ask the students to read their essays.</p>
02 mins	<p>Homework:</p> <p>Ask students to write another essay about my favourite cartoon.</p>

Lesson Plan 86

Subject: English Grade: 3 Term: 2nd
 Week: Unit: 8 Unit Title: Different or Alike
 LP: 86 Textbook Page/s: 76 – 85 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

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>
30 mins	<p>Lesson structure (Presentation) Instructions: Topic: Tell students they will do k sound in today’s lesson.</p> <p>Listening and Speaking:</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. Explain

Rule for CK: 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 there is usually a *short vowel* before ck. Explain that if there is a short vowel "a", "e", "i", "o" or "u" before this sound, we spell it with the "ck". For example, we spell the ending /k/ sound with the "ck" in "back" because there is a short vowel before it.

Example: back, peck, sick, lock and duck

Rule for K: 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. there is usually a *consonant, a digraph or a long vowel* before k.

Example: milk, leak, bike,

Circle the ending of each word as you point out if it ends in either -ck or -k. Say more words with ck and k and ask students to spell them. Encourage interaction and facilitate the process of learning throughout.

Explain that most of the word with ‘k’ and ‘ck’ follow this rule. However, there are some English words that do not follow this rule. We have to spell the ending /k/ sound in them with the "c". For example, we spell the ending /k/ sound in "pic" with the "c" because this word does not follow this rule.

(10 mins)

Game

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/

	<p>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 Ask them to turn to page 81, Exercise E. Say, Let us read some words that follow or do not follow this rule. Ask them to work with a pair partner and read the given words. Encourage interaction and facilitate the process of learning throughout. (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 81, Exercise E again.</p>

Lesson Plan 87

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 8

Unit Title: Different or Alike

LP: 87

Textbook Page/s: 76 – 85

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 to make interrogative sentences.
- 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

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 to recall 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-words</i>. Questions using these are called <i>wh-questions</i>:</p> <p><i>Who called last night?</i> <i>Which keys are yours?</i> <i>Whom do I ask for at the desk?</i> <i>What did you do when the electricity failed?</i> <i>Whose watch is this?</i></p> <p>Interrogative pronouns: uses</p> <p>We use <i>who</i> and <i>whom</i> on their own:</p> <p><i>Who paid?</i> <i>Whom did you speak to?</i></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; margin-top: 10px;"> <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;"><i>Whose are these books?</i></td> <td style="padding: 5px;"><i>Whose <u>books</u> are these?</i></td> </tr> <tr> <td style="padding: 5px;"><i>Which did you buy?</i></td> <td style="padding: 5px;"><i>Which <u>sweater</u> did you buy?</i></td> </tr> <tr> <td style="padding: 5px;"><i>What is the number on the door?</i></td> <td style="padding: 5px;"><i>What <u>number</u> is your house?</i></td> </tr> </tbody> </table> <p>We can use <i>who, whose, which</i> and <i>what</i> both as subject and object:</p> <p><i>Who is the best footballer in the world?</i> (<i>who</i> as subject) <i>Who did you meet?</i> (<i>who</i> as object) <i>What happened next?</i> (<i>what</i> as subject) <i>What did you buy?</i> (<i>what</i> as object) <i>Who or whom?</i></p>	As pronouns	With a noun head	<i>Whose are these books?</i>	<i>Whose <u>books</u> are these?</i>	<i>Which did you buy?</i>	<i>Which <u>sweater</u> did you buy?</i>	<i>What is the number on the door?</i>	<i>What <u>number</u> is your house?</i>
As pronouns	With a noun head								
<i>Whose are these books?</i>	<i>Whose <u>books</u> are these?</i>								
<i>Which did you buy?</i>	<i>Which <u>sweater</u> did you buy?</i>								
<i>What is the number on the door?</i>	<i>What <u>number</u> is your house?</i>								

	<p>Warning: 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: <i>Whom did you give the book to?</i> (formal) <i>To whom did you give the book?</i> (very formal) Or, less formally: <i>Who did you give the book to?</i> <i>What</i> or <i>which?</i> We use <i>what</i> when we ask about specific information from a general range of possible answers: <i>What's the tallest building in the world?</i> <i>What did you say? I couldn't hear you.</i> <i>What's your address?</i> 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: <i>Which is your address?</i> B: <i>This one here.</i> <i>Which hand do you write with?</i> [looking at a photograph of three women] <i>Which one is your sister?</i> <i>Which airport do we leave from, International or Domestic?</i> (10 mins)</p> <p>Reading: Ask students to turn to page 82, Exercise f examples and read the examples sentences in yellow portion to see how sentences has been changed to interrogative sentences. Ask students to work in pairs and see the rules applied. (03 mins)</p> <p>Writing: Ask students to open to page 82, Exercise F. Discuss the examples of sentences. Ask students to change the given sentences into questions. Allow students to discuss in pairs and seek each other support. Take rounds and facilitate the students as and when required</p>
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	<p>(10 mins)</p> <p>Presentation:</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> <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>(07 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 W's or regarding the presentation.</p>
02 mins	<p>Homework assignment:</p> <p>Ask students to write 5 sentences and convert them into questions in your note book.</p>

Lesson Plan 88

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 8

Unit Title: Different or Alike

LP: 88

Textbook Page/s: 76 – 85

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

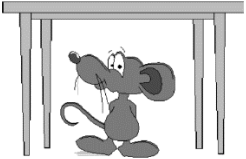



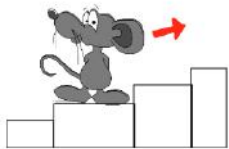

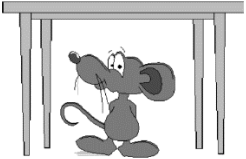



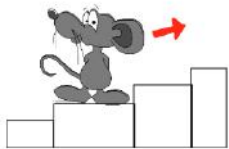

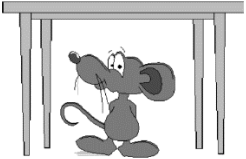



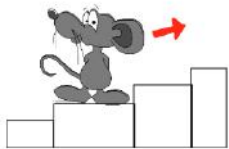

- identifying, defining and using a preposition and explaining its function in a particular sentence.

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. Write a sentence on the board.</p> <p><i>The dog 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 case, the preposition tells us the cat's position in relation to the table.</p>
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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>(10 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>Reading and Writing:</p> <p>Ask students to open to page 83 and 84, Exercise G and H. Discuss the examples of sentences in Exercise G and complete</p>
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	<p>the task given in Exercise H. Allow students to discuss in pairs and seek each other support. Take rounds and facilitate the students as and when required</p> <p>(10 mins)</p> <p>Differentiated Plan: Some students might find it difficult to complete the written task. 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>						
<p>03 mins</p>	<p>Wrap up (Quiz time): Ask about the learning from today’s lesson and list the preposition of place on the board.</p>						
<p>02 mins</p>	<p>Homework assignment: Share the following pictures with the students in their notebooks and ask students to write sentences about where is the mouse?</p> <table border="1" data-bbox="625 1052 1372 1766"> <tr> <td data-bbox="625 1052 998 1318">  </td> <td data-bbox="998 1052 1372 1318">  </td> </tr> <tr> <td data-bbox="625 1318 998 1543">  </td> <td data-bbox="998 1318 1372 1543">  </td> </tr> <tr> <td data-bbox="625 1543 998 1766">  </td> <td data-bbox="998 1543 1372 1766">  </td> </tr> </table>						
							
							
							

Lesson Plan 89

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 8

Unit Title: Different or Alike

LP: 89

Textbook Page/s: 76 – 85

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.
- read the sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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> <p>Start the lesson by asking students about a recent conversation with their friends where they ask them for some guidance. Ask students to share their experiences.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will read the sight words and perform dialogues in today's lesson.</p> <p>Instructions: Instructions:</p> <p>Start the lesson by explaining that a dialogue is a conversation between two or more people. And we need to be polite when conversing with our parents and elders.</p>

Dialogue is essential to fiction writing. It brings characters to life and adds interest. A dialogue must do more than just duplicate real speech.

Reading and writing:

Ask students to read the sight words with you and then write it in their notebook.

- | | |
|--------------|------------|
| - classmate | - similar |
| - directions | - negative |
| - sharp | - respect |
| - quarter | - merciful |
| - mention | - forgive |
| - caste | - pleasure |
| - behave | - helpful |

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 85. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Role-plays boost confidence amongst students and helps them become better public speakers. 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. Also, share that it is essential to use proper greetings when you meet someone.

(10 minutes)

Reading:

Ask students to open their textbooks to pages 85. Instruct them to read dialogues in pairs. 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>(05 minutes)</p> <p>Writing:</p> <p>Tell students to write the list of sight words in a notebook.</p> <p>(05 minutes)</p> <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>
05 mins	<p>Wrap up:</p> <p>At the end of the class, ask questions like:</p> <p>‘What should be our tone like when talking to friends?’</p> <p>Encourage them to reply, ‘We should polite and calm.’</p>
02 mins	<p>Homework assignment:</p> <p>Revisit sight words from notebook, read page 76, 77 and 78 again and locate the sight words in context.</p>

Lesson Plan 90- Review of the chapter

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 8

Unit Title: Different or Alike

LP: 90

Textbook Page/s: 76 – 85

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- answer the given question.
- make sentences.
- write an essay.
- ask and answer who, when, where, how, why, and what questions to show understanding of key details in a text.
- identifying, defining and using a preposition and explaining its function in a particular 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 السَّلَامُ عَلَيْكُمْ. [Note: Always remember to say بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask 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 9 – My Mother

Unit Overview

This unit aims at children realising the value of our parents, especially the mother. It takes into account the fact that our parents are one of the most precious gifts of Allah ﷻ جل جلاله. We should be grateful to Allah ﷻ جل جلاله for this gift. It is important that we respect, care for and serve our parents in every possible way that we can.

Model Answers

Exercise A

Answer 1 – Mother worries and prays for us the most.

Answer 2 – Mothers are always beside us to turn our sadness to delight.

Answer 3 – Mothers embraces our happiness with pride.

Answer 4 – Mothers are always behind our success and win.

Answer 5 – Mothers smile makes us confident, happy and powerful.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

This exercise is about writing an essay following the specifications provided. Before writing the essay, students need to review the sample of essay given and discuss it with their partner.

Exercise E

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 F

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 and third syllable in each word.

Exercise G

Rhythm, rhyme and meter

Exercise H

Adjectives and adverbs

	Adjectives	Adverbs
1.	bad	badly
2.	nice	nicely
3.	polite	politely
4.	expert	expertly
5.	easy	easily
6.	clear	clearly
7.	calm	calmly
8.	quick	quickly
9.	careful	carefully
10.	complete	completely
11.	correct	correctly
12.	full	fully

13.	lucky	luckily
14.	beautiful	beautifully
15.	happy	happily

Exercise I

This exercise is providing practice to the students to fill in the blanks with adverb or adjectives.

1. neatly
2. beautifully
3. loudly
4. quiet
5. brave
6. patiently
7. lazy
8. softly
9. greedily
10. correct

Exercise J

Ask students to perform a role play using the dialogues given in this unit. 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 91

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 9	Unit Title: My Mother
LP: 91	Textbook Page/s: 86 – 94	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- analyze the value of mother.
- defining a syllable and *identifying/counting* syllables and understanding the concept of stress.
- understanding, defining and enjoying rhythm, rhyme and meter of a poem.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

02 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 students to think of all words related to mother. Draw a web and take all responses and jot it on the board. Accept all responses. Teacher will encourage interaction and facilitate the process of learning.</p>
35 mins	<p>Lesson structure</p> <p>Topic:</p> <p>Tell students they will learn about a poem about 'My Mother'.</p> <p>Instructions:</p> <p>Listening and Speaking</p> <p>Ask the following questions;</p>

	<ul style="list-style-type: none"> • What efforts does your mother put to put together everything at home? • How do you tell your mother and mother figures how much they mean to you? <p>Take responses and connect it to the poem which is about mother of the poet. Talk about value of our parents, especially the mother.</p> <p>(05 mins)</p> <p>Reading</p> <p>Excite them by saying let’s read the poem. Read the poem and discuss the following points while reading for second time.</p> <ul style="list-style-type: none"> • What does the poet mean to say by mentioning that the mother is like a shady tree in the sun? • Who is usually the most caring person at home? • Who do you think is behind our success? • How can we thank Allah ﷻ ﺟﻞ ﺟﻼﻟﻪ for the precious gift of our parents? • What has the Holy Prophet taught us about respecting, caring for and serving our parents? <p>Tell students that our parents are one of the most precious gifts of Allah ﷻ ﺟﻞ ﺟﻼﻟﻪ. We should be grateful to Allah ﷻ ﺟﻞ ﺟﻼﻟﻪ for this gift. It is important that we respect, care for and serve our parents in every possible way that we can.</p> <p>Encourage interaction and facilitate the process of learning throughout discussion.</p> <p>(10 mins)</p> <p>Rhyming Words Flip Book</p>
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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.

- Which ones can they remember?

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.' 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.

(05 min)

Game – Syllable Counting:

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. 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.

	<p>(05 mins)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 87 with the students. Instruct them to write answers in complete sentences in their notebooks. (10 minutes)</p> <p>(10 min)</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>02 mins</p>	<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>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 1843 1239 1898"> <tr> <td data-bbox="625 1843 880 1898">Word</td> <td data-bbox="880 1843 1239 1898">Rhyming word/s</td> </tr> </table>	Word	Rhyming word/s
Word	Rhyming word/s		

	<table border="1"> <tr> <td>more</td> <td>score, store</td> </tr> <tr> <td>call</td> <td>fall, tall, ball</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> </table>	more	score, store	call	fall, tall, ball	face	place, pace, race	rock	chalk, hawk, shock	one	won, ton, son
more	score, store										
call	fall, tall, ball										
face	place, pace, race										
rock	chalk, hawk, shock										
one	won, ton, son										
01 mins	<p>Homework assignment:</p> <p>Refer to page number 89 and 90 to review and read the words from list 1, 2 and 3. Notice that first list is single beat but second list is 2 beats. Read list 3 and separate 1 syllable, 2 syllable and 3 syllable words from them into your notebook.</p>										

Lesson Plan 92

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 9

Unit Title: My Mother

LP: 92

Textbook Page/s: 86 – 94

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

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 will also tell a story. Recall their learning from last year.</p>
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30 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>(05 mins)</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 a rhythm and beat when it appears in a song. You will do a clapping exercise to the "Itsy Bitsy Spider"</p>
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song. Here is a handout to show when to clap for a beat and when to clap for a rhythm.

Say: Let's start with the beat only. Run through the song clapping to the beat.

Say: Now let's try the rhythm only. Run through the song clapping to the rhythm.

Say: Lastly, we will split the class into two. One half will do the beat, and the other will do the rhythm.

Split the class in two and run through the song with one half clapping beat and the other, rhythm. Repeat if necessary.

Ask: Does anyone have any questions?

(10 mins)

Composition Activities: An activity that encourages both rhythmic coordination and creativity is to ask students to compose rhythmic 'poems' based on the natural rhythm of language. One variant is to give small groups of 3-5 students different coloured circles or stickers to paste on a larger piece of paper. The students can decide the order of the circles, and are then asked to practice and perform saying their 'composition' aloud together. For instance, a short composition might be 'red, red, yell-ow, yell-ow, blue, yell-ow, blue, yell-ow'. An emphasis should be put on keeping a steady beat during the performance, in which the whole group is coordinated in reciting the composition.

(05 mins)

Writing and Presentation:

Ask students to work in groups and refer to Exercise G Page 90 and 91 to read the given poem. Ask students to identify the rhythm in the poem. An emphasis should be put on keeping a

	<p>steady beat during the performance, in which the group is coordinated in reciting the composition. Each group will present their composition.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>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>
03 mins	<p>Wrap up:</p> <p>Review learning from the lesson.</p>
02 mins	<p>Homework assignment:</p> <p>Read the poem on pages 86, underline words in a particular pattern and compose rhythm stressing on the underlined words.</p>

Lesson Plan 93

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 9	Unit Title: My Mother
LP: 93	Textbook Page/s: 86 – 94	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- using the sentence-level context to determine the meaning of an unknown word.
- consulting a dictionary to check the correct meaning and/or form of a word.
- reading and writing phonetic and sight words.
- improving active vocabulary by making sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card (master)
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

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>Paste a card of the word “master” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</p>
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	Encourage interaction and facilitate the process of learning throughout.
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will work on vocabulary words of the reading passage ‘My Mother’ today.</p> <p>Reading – Dictionary activity:</p> <p>Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. Once it is guessed ask students that they need to find from the dictionary.</p> <p>The list of words is as follows:</p> <ul style="list-style-type: none"> - above - shady - cloud - shower - worrying - praying - turn - sadness - delight - embrace - happiness - pride - joyful - bright - behind - success - glory - win - character - manner - refined - chin - gentle - empowering - blessed - prayers <p>Ask students to write the meanings of the specific word on the other side of the word chit.</p> <p>Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well.</p>

	<p>Encourage interaction and facilitate the process of learning throughout.</p> <p><u>Note: As per student strength in the class, the teacher can perform this activity in peers or groups.</u></p> <p>(10 mins)</p> <p>Listening and Speaking:</p> <p>Ask students to make sentences of any 5 words given on the board by focusing on the meaning of the word. Encourage students to make creative and attractive sentences.</p> <p>Pair students in groups of 2 or 3 and ask them to cross- check the sentences of each other. Instruct the students to turn each other’s sentences into creative ones so that their group might win.</p> <p>Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “Vocabulary Master”. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing:</p> <p>Ask students to make the title page of “Wear a Smile” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 20%;">Word</th> <th style="width: 70%;">Meaning/ Sentence</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="text-align: center; vertical-align: top;">1.</td> <td rowspan="2" style="text-align: center; vertical-align: top;">popular</td> <td>liked or admired by many people or by a particular person or group.</td> </tr> <tr> <td>Hassan is quiet popular for his work in physics.</td> </tr> <tr> <td style="text-align: center; vertical-align: top;">2.</td> <td style="text-align: center; vertical-align: top;">explain</td> <td>-----</td> </tr> </tbody> </table>	S. No.	Word	Meaning/ Sentence	1.	popular	liked or admired by many people or by a particular person or group.	Hassan is quiet popular for his work in physics.	2.	explain	-----
S. No.	Word	Meaning/ Sentence									
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 70%; text-align: center;">-----</td> </tr> </table> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>			-----

<p>03 mins</p>	<p>Wrap-up:</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>			
<p>02 mins</p>	<p>Homework:</p> <p>Learn the list of words shared in the class along with the meanings.</p>			

Lesson Plan 94

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 9	Unit Title: My Mother
LP: 94	Textbook Page/s: 86 – 94	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

03 mins	<p>Warm up - Recall:</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. Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet 1. Take responses and discuss the model for everyone understanding.</p>
30 mins	<p>Lesson structure:</p> <p>Topic: Say, "Today we will figure out the meanings of some tricky words from the text. Good readers look for words that they don't know while they are reading. This helps us understand what we read better. Once we figure out what the words mean, we can check it in dictionary too!"</p>

Instructions:

Discuss with students that finding out the unknown words will help you understand the main idea, or the most important point the author is trying to tell us about the story. Say, "The main idea is sometimes in the story/text as a sentence or phrase. But sometimes, it's not so clear, and we must think about what the author wants us to learn from reading the text." Share and discuss an example. Encourage interaction and facilitate the process of learning throughout.

Listening and Speaking - Worksheet 1:

Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be

11. above
12. like
13. beside
14. with
15. on

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the

class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Speaking- Presentation

Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.

Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:

My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.

Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout. **(10 mins)**

Writing

Discuss the examples of sentences from page 88, Exercise C of the textbook. Ask students to make sentences of the same vocabulary word in textbook page 88. Allow students to refer to the completed Frayer model during the sentence level activity. **(10 mins)**

	<p>Differentiated Learning: Follow guided practice in small groups or with individuals. Use examples to support learning.</p> <p>Students who finish earlier, ask them to find more tricky words from text to make sentences.</p>
05 mins	<p>Wrap-up (Class Discussion):</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was ____.</p> <p>After learning the new words, I thought the main idea was ____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group.</p> <p>Encourage a few students to share their answers, clarifying any confusion.</p>
02 mins	<p>Homework:</p> <p>Ask students to make and fill Frayer model for the word ‘gentle’ in their homework notebooks.</p>

Lesson Plan 95

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 9	Unit Title: My Mother
LP: 95	Textbook Page/s: 86 – 94	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- develop understanding that some English words are spelt with silent letters like *hour, comb, knife, palm* and *Wednesday*.
- 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

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 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> <p>Listening and Speaking:</p>

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:

1. 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
Examples: Know, Knock, Knife, Knight
2. The letter B is silent when it comes after the M at the end of a word (mb), and
Examples before M: Jamb, Lamb, Comb, Tomb
Examples before T: Subtle, Doubt
3. 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).

4. The letter C is silent when used before the letter Z and sometimes when used before the letter L and the letter K.

Examples before Z: Tzar, Czarina, Czechoslovakia

Example before L: Muscle

Examples before K: Block, Puck

5. The letter D is silent when it appears before the letter N and then also before the letter G.

Example before N: Wednesday

Example before G: Cadge

6. The letter H is often silent when it precedes the letters E and O, and when it follows the letters G, R and T.

Examples before A, E, I and O: Hallelujah, Honest, Historical

Examples after G: Ghost, Ghirken

Example after R: Myrrh

Example after T: Isthmus

Ask students to brainstorm a list of words following these 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.

Silent G	Silent N	Silent K
<i>Sign, reign</i>	<i>Autumn, hymn</i>	<i>Knee, knew, knife, knit, knot, knock, know</i>
Silent T	Silent S	Silent B

<i>Fasten, listen, castle</i>	<i>Island, aisle,</i>	<i>Lamb, thumb, numb, climb</i>
Silent D	Silent C	Silent H
<i>Wednesday, Cadge</i>	<i>Muscle, Block, Puck</i>	<i>Honest, Ghost, hour,</i>
Silent W	Silent E	Silent L
<i>Two, who, answer, wrong</i>	<i>Give, like,</i>	<i>Would, should, could, talk, walk, half</i>

Ask the class to read the words written in in the table above aloud. 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 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, containing 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, containing 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)

	<p>Differentiation Plan</p> <p>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.</p> <p>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).</p>
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 find 10 words with silent letters from textbook and note them in notebook.</p>

Lesson Plan 96

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 9

Unit Title: My Mother

LP: 96

Textbook Page/s: 86 – 94

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify elements of essay writing.
- write an essay.

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? Encourage interaction and facilitate the process of learning throughout the learning session.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be writing an essay in today's lesson.</p> <p>Listening and Speaking:</p> <p>On the board, draw an outline of a body. Tell the students that essay should be interesting. Avoid any grammar mistakes while writing the essay. Before they begin writing an essay, there are some things they need to know—namely,</p>

- a topic sentence that states the main or controlling idea
- supporting sentences to explain and develop the point you're making
- evidence from your reading or an example from the subject area that supports your point
- analysis of the implication/significance/impact of the evidence finished off with a critical conclusion you have drawn from the evidence
- a concluding sentence that restates your point, analyses the evidence, or acts as a transition to the next paragraph.

Explain each of these points.

(05 mins)

Reading:

Bring a few essays and read to the class. Read aloud 1-2 short essays. Inform students that they are going to write their essay. It's easy as 1, 2, 3! Pass your essays around for the students to see.

Ask students open and read in pairs a sample essays in the textbook page 88. Assist students when reading the text.

(05 mins)

Reading and writing:

Read aloud one or more books about favorite toy. Give students one minute to make a list of as many of their favorite toy as they can. Let the class share their lists. Students may make any additions to their own lists. Ask students to choose

	<p>one toy about which to write. Using a graphic organizer, have students write words that describe their favorite place.</p> <p>Write (compose) – Worksheet 2. From their graphic organizers Worksheet 2, have students compose a draft describing their favorite place.</p> <p>Revise (improve). Give time for students to meet in groups to read and discuss improvements to their essay. Following group conferences, give students time to improve their drafts by adding, deleting, or reordering ideas based on feedback.</p> <p>Edit (proofread). Help students check their own essay and make corrections for spelling, grammar, punctuation, and capitalization. Ask students to make a final copy. Take rounds and facilitate groups to improve their work.</p> <p>Publish (share). Choose a format for students to share their essay with others.</p> <p>(10 mins)</p> <p>Writing – Exercise D:</p> <p>Ask students to write an essay about My first day at School. Take rounds and provide support whenever needed. They can refer to the sample of essay provided on page 88, Exercise D of the textbook.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it hard to write an essay so, one-on-one assistance during Independent Working Time.</p> <p>Some students might finish their work early. Ask them to students to support students who haven't finished it yet.</p>
03 mins	<p>Wrap-up:</p> <p>Conclude the lesson by revising the learning and ask the students to read their essays.</p>

02 mins	Homework: Ask students to write another essay about my favourite park.
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Lesson Plan 97

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 9	Unit Title: My Mother
LP: 97	Textbook Page/s: 86 – 94	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identifying, defining and using an adverb (of **manner**) and explaining its function in a particular sentence.
- differentiating/choosing between an adjective and an adverb (of **manner**) depending on what is to be modified (e.g. He gave a *quick* answer/He answered *quickly*.)

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>Adverb-Charades - Choose a variety of different adverbs to put on one set of note cards and put a variety of different verbs on another set. Ask students to draw from both piles of cards. Once they have their adverbs and verbs, they can then act out the words and hope that the students can guess the two-word phrase. Teacher will encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic</p> <p>Tell students that today you will be learning the difference between adverb and adjectives.</p> <p>Listening and Speaking:</p> <p>Adverb or Adjectives in pictures: Gather a variety of pictures and assign either a noun or verb to them depending on what</p>

the picture depicts. Clearly a picture of a car would be labeled "car." However, the picture of a woman sitting behind the wheel of a car could be labeled "driving." Next, break students up into groups to challenge each other. The purpose of the challenge is describe the noun pictures using adjectives and the verb pictures using adverbs. The opposing teams have to figure out what is in the picture given these clues. Using the picture of the car, students might describe it as red, shiny, metallic, small, and economical. For the picture of the person driving, students might describe it as happily, speedily, joyfully, or energetically. The team that figures out the most pictures would win. Using old magazines, have students look through all of the advertisements to find the adjectives and adverbs used. Discuss with them the purpose of these words on the printed page. Another version of this is to use the advertisements and have students choose adjectives and adverbs to describe the pictures without using any of the words on the page itself.

(10 mins)

Reading - Adjective/Adverb scavenger hunt: Using a recently read class stories, assign a group of students to either a chapter or a story. Groups can double up on chapters in order to check each other's work. Ask the students to read through the story and pick out all adjectives and adverbs. They can then try reading the stories without these words in them to see the impact that properly placed adjectives and adverbs add to a story.

(05 mins)

Writing - Making Sentences: On large note cards or pieces of paper, have students write down individual nouns, verbs, adjectives and adverbs. Then, have students walk around class

	<p>trying to find two to three other students with whom they can make a sentence. The students that create the longest complete sentence (that makes sense) wins.</p> <p>Ask students to work in pairs and read to complete Exercise H from textbook page 91 and 92. Teacher will share instructions of the exercise and demo first sentence. Further, teacher will take rounds and support students when they are on task.</p> <p>Teacher will encourage interaction and facilitate the process of learning throughout.</p> <p>(15 mins)</p> <p>Differentiation Plan</p> <p>For students who find it difficult to identify the difference between adverb and adjectives, use a notecard to break up the instructions from the both adverb and adjective to take 1 at the time turning it into manageable sections.</p> <p>Students who finish their work earlier, ask them to think of other examples of more adverbs and adjectives. Ask students to write down examples of words in notebook.</p>
03 mins	<p>Wrap up - Learning Wall:</p> <p>On the classroom walls, provide students with sentences that have blank spaces where an adjective or adverb should be. Make them large enough that students can be part of the sentence. Give each student a few large pieces of paper in which to write down a word to fit into the space. Then have students become part of the sentence by standing in front of the correct space with their adjective or adverb.</p>
02 mins	<p>Homework assignment:</p> <p>Ask students to read and complete Exercise I from textbook page 93 as homework.</p>

Lesson Plan 98

Subject: English	Grade: 3	Term: 2 nd
Week:	Unit: 9	Unit Title: My Mother
LP: 98	Textbook Page/s: 86 – 94	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)**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 what kind of conversations takes place when you ask tell your mother that you broke some decoration piece at home while playing a game.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will practice some sight words and perform dialogues.</p> <p>Reading and writing:</p> <p>Ask students to read the sight words with you and then write it in their notebook.</p>

- | | |
|-------------|--------------|
| - above | - behind |
| - shady | - success |
| - cloud | - glory |
| - shower | - win |
| - worrying | - character |
| - praying | - manner |
| - turn | - refined |
| - sadness | - chin |
| - delight | - gentle |
| - embrace | - empowering |
| - happiness | - blessed |
| - pride | - prayers |
| - joyful | |
| - bright | |

(10 mins)

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on Exercise J, page 94. 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 student.

Show flash cards of thank you and please. Stick the two flash cards on board. Encourage students 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:

	<p>In pairs, ask students to perform the dialogues on page 94, Exercise J, with action. Encourage them to perform with actions. Take rounds, listen to their dialogues, and ask them to emphasize on the words like sorry, please and thank you. Encourage interaction and facilitate the process of learning throughout the learning session.</p> <p>(10 mins)</p> <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>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <p>‘What polite words should we use?’</p> <p>Encourage them to reply, ‘We should use words like sorry, 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 102 again.</p>

Lesson Plan 99- Review of the chapter

Subject: English

Grade: 3

Term: 2nd

Week:

Unit: 9

Unit Title: My Mother

LP: 99

Textbook Page/s: 86 – 94

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- write answers of the given questions.
- identify and sort rhyming words.
- differentiate between adverb and adjectives.

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>

	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 5 – A Smart Little Elephant — Worksheet 1

Lesson Plan 50

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES

Unit 5 – A Smart Little Elephant — Worksheet 2


Lesson Plan 51

Q. Write a story about 'A Good Day' using the following boxes.

<p>  </p> <p>Setting: time, character, place</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p></p> <p>Beginning Action</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p></p> <p>Problem</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p></p> <p>Plan</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p></p> <p>Attempt</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p> </p> <p>Ending: outcome, evaluation</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Unit 5 – A Smart Little Elephant — Worksheet 3

Lesson Plan 53



PARTS OF SPEECH

nouns	pronouns
name a person, a place or a thing	used instead of a noun
verbs	adjectives
express an action or a state	describe a person or a thing

Put the words in the correct category.

everybody these lion type skip
 blue our want advice
 throw know pointed that smart
 yourselves patience run
 me spell did himself bright
 Sydney excellent easy students
 which will volleyball modern woollen who
 western trouble skiing she be

nouns	verbs	pronouns	adjectives

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Unit 5 – A Smart Little Elephant — Worksheet 4

Lesson Plan 54

Present Simple

Affirmative**Choose the correct option**

6. I eat/eats vegetables every day.
7. You rarely drink/drinks juice.
8. Samira like/likes strawberries.
9. Salman and Ahmed like/likes water.
10. Sana never have/has breakfast.

Interrogative**Fill in the blanks with Do or Does-**

7. _____ you like salad?
8. _____ Salman like peas?
9. _____ they eat bananas?
10. _____ Ahmed drink juice?
11. _____ your cat drink milk?
12. _____ Amnah like cheese?

Negative**Fill in the blanks with Don't or Doesn't-**

7. Salman _____ like salad.
8. Sana _____ eat watermelon.
9. Sana and I _____ drink tea.
10. My mother _____ drink juice.
11. Salman and Ahmed _____ like peas.
12. I _____ eat lettuce.

Short Answer**Write the answer according to the symbol-**

7. Does Anum like strawberries
_____ (v)
8. Do they eat yogurt?
_____ (v)
9. Does Amnah like garlic soup?
_____ (X)
10. Does your father eat lunch at home?
_____ (v)
11. Do your parents prepare meals?
_____ (v)
12. Does Sana like fish?
_____ (X)

Unit 5 – A Smart Little Elephant — Worksheet 5**Lesson Plan 55****Past Simple****Fill in the gaps with the right form of the verbs in brackets.**

1. Sana _____ (bring) some chocolates to home.
2. I _____ (hear) some noise on the radio.
3. Ahmed _____ (read) three books last week.
4. Salman _____ (understand) during the class.
5. Muslims in Mexico _____ (speak) Italian.
6. My mother _____ (forget) to buy some milk.
7. Amnah _____ (have) a baby in August.
8. We _____ (lose) our keys last Friday.
9. They _____ (swim) 500m yesterday afternoon.
10. I _____ (give) my mother a CD for her birthday.
11. At the age of 23, she _____ (become) a teacher.

12. I _____ (know) the answer yesterday.
13. Salman _____ (tell) me that he lived in Multan.
14. We _____ (lend) John Rs. 200.
15. She _____ (drink) too much coffee yesterday.
16. The children _____ (sleep) in the car.
17. He _____ (keep) his promise.
18. We _____ (choose) the steak for dinner.
19. The film _____ (begin) late.
20. They _____ (fly) to Islamabad.
21. We _____ (drive) to Hyderabad.
22. Mrs. Salman _____ (teach) English at the University.
23. They _____ (send) me an e-mail earlier.
24. We _____ (leave) at 7 a.m.

Unit 5 – A Smart Little Elephant — Worksheet 6

Lesson Plan 56

Name: _____

Date: _____

Plan for the Future

What will your life be like when you're 25?

Answer the questions below to help you imagine.

Directions: Remember to use complete sentences in your answers! Underline the verbs in your answers.

Where will you live?

What will your job be?

What kind of hobbies will you have?

Who will you spend your time with?

Unit 5 – A Smart Little Elephant — Worksheet 7

Lesson Plan 56

Name: _____

Date: _____

Convince Me

Think about what you'd like your life to be like when you're 25. Now how are you going to get there? It sure would be easier with the support of your parents.

Directions: Use the template below to write a persuasive letter to your parents, telling them what you'd like your life to be like at age 25 and how they can support you in getting there.

Title of Letter: _____

Dear _____,

(first paragraph: explain your dreams by sharing what you'd like your life to be like at age 25.)

(second paragraph: use persuasive writing to show your parents how to support your dream.)

Love,

Unit 5 – A Smart Little Elephant — Worksheet 8

Lesson Plan 56

Name: _____

Date: _____

What Will You Be When You Grow Up?

What's your dream job? Write a paragraph convincing your audience that your dream job is a good choice. Include reasons to support your idea and a catchy title.

Begin by answering the questions below.

What's your dream job? _____

What are three reasons why this is a good choice?

1. _____

2. _____

3. _____

Now it's time to write a paragraph about your dream job.

Title: _____

Unit 5 – A Smart Little Elephant — Worksheet 9

Lesson Plan 56

Choose the Future (Tense)

What would you like to do? Now 's your chance to dream big!

Directions: Circle five things you'd like to do from the list below. Then write sentences to tell what you'd like to do. Remember to use future tense verbs!

Ride a motorcycle

Win a contest



Fly an airplane

Write a book

Ride a horse

Go diving



Swim with sharks



Play in a band

Go on a safari

Learn to bake

Now write sentences to tell what you will do!

1)

2)

3)

4)

5)

Unit 5 – A Smart Little Elephant — Worksheet 10**Lesson Plan 58**

Use the verb suggestion to complete the sentence with an appropriate phrase expressing an interrupted action:

1. I (read) _____ a book, when my mother called me.
2. My friends (play) _____ football, when they felt the earthquake.
3. When I walked into the door, the children (study) _____.
4. We (eat) _____ when we heard the news.
5. My parents (travel) _____ when I telephoned them.
6. She (fold) _____ her picture of childhood.
7. Sana (complete) _____ her task before sleeping.
8. Ahmed (melt) _____ the ice but did not keep it fridge.
9. Audience were (seat) _____ in the hall.
10. Salman (welcome) _____ us to his house.

Unit 5 – A Smart Little Elephant — Worksheet 11

Lesson Plan 59

MY RESOLUTION

Target:

My goal is that I will _____

Planning:

I will be _____

Unit 5 – A Smart Little Elephant — Worksheet 12

Lesson Plan 59

Future Continuous Tense

The future continuous tense is used to talk about actions in progress at a certain time in the future. Look at the two examples of future continuous sentences below and answer the questions.

*This time tomorrow, we **will be eating** dinner with friends.*

*I **won't be studying** on Saturday.*

B. Complete the paragraph using the words below.

feeling	cooking	be(2)	wont (2)	will(2)
---------	---------	-------	----------	---------

Every year, my family and I go on holiday to Northern areas in Pakistan. This year, however, we

(1) _____ be staying in a hotel like we usually do. Instead, we (2) _____ be camping, and

sleeping in tents near the rivers. It won't be as comfortable as staying in hotel, but there is a

waterfall nearby, so I won't (3) _____ spending my days swimming in the river and learning

to boat. In order to save money, we won't (4) _____ to restaurants. Instead, we will be (5)

_____ all our meals over a fire and washing our dishes at the campsite. My parents want to

stay in Kaghan all summer, so we (6) _____ be returning until the end of August. After two

months of camping, I (7) _____ be looking forward to sleeping in a bed even though I will be

(8) _____ sad that summer is over, and that it is time to go back to school.

Unit 5 – A Smart Little Elephant — Worksheet 13

Lesson Plan 60

Present Perfect Tense

Present Perfect Tense

1. Fill in the correct form of the verb:

1. My brother _____ never _____ this film. (see)
2. Our school team _____ just _____ the competition. (win)
3. They _____ already _____ the test in maths. (write)
4. He _____ the report for the conference yet. (not, prepare)
5. I _____ already _____ an invitation to the wedding. (receive)
6. She _____ never _____ sushi in Japan. (eat)
7. We _____ at this conference. (not, meet)
8. _____ you ever _____ to India? (be)
9. We _____ just _____ the bus. (miss)
10. Whom _____ you just _____ an SMS? (send)
11. They _____ already _____ their homework. (do)
12. I _____ never _____ any planes in my life. (fly)
13. What _____ you already _____ for her birthday? (buy)

2. Rewrite the sentences putting the adverbs in the correct place:

1. Have you visited any famous museums? (ever)

2. They haven't signed this contract. (yet)

3. She has spoken to her neighbour. (never)

4. We have finished our test in Maths. (just)

5. They have gone to the swimming pool. (already)

6. He has been to Australia. (never)

7. I haven't bought a new car. (yet)

3. Write the answers using the words in brackets:

1. Have you washed the dishes? (just)

2. Have you seen this new film? (yet)

3. Have you been to New Zealand? (never)

4. Have you checked your homework? (already)

5. Have you phoned your friend today? (already)

6. Have you ever touched crocodiles? (never)

7. Have you drunk an apple juice today? (just)

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Unit 5 – A Smart Little Elephant — Worksheet 14

Lesson Plan 61

Last night I was walking home next to the river, when something strange happened to me. It was late at night and I had a long and difficult day at work. There was a large full moon in the sky and everything was quiet. I was tired and so I decided to stop by the riverside and look at the moon for a while.

I sat on some steps very close to the water’s edge and looked up at the big yellow moon and wondered if it really was made of cheese. I felt very tired so I closed my eyes and after a few minutes, I fell asleep. When I woke up, the moon had moved behind a cloud and it was very dark and cold. The wind was blowing and an owl hooted in a tree above me. I rubbed my eyes and started to get up, when suddenly I heard a splash. I looked down at the water and saw something. Something terrible and frightening, and unlike anything I had never seen before. Something was coming out of the water and moving towards me. Something green, strange and ugly. It was a long green arm and it was stretching out from the water to grab my leg. I was so scared that I couldn’t move. I had never been so scared in my whole life. The cold green hand was moving closer and closer when suddenly there was a blue flash and a strange noise from behind me.

20 mins.

Task: Story Completion

Now you need to complete the rest of the story below.

What to do

Steps

1. Read the story again.
2. Complete the story with an interesting ending.
3. Use your creativity.
4. You need to write at least 8 Past Perfect sentences.
5. Don't forget to use conjunctions such as after, before, when, by the time.

Rules

1. Be respectful to your friends
2. Be careful about turntaking.
3. Watch out the time.

Roles-Turns

Roles

- **Timer:** Takes time of the speaking activities and indicates when time is up.
- **Note-taker:** Takes notes of the sentences you produce.
- **Screen-sharer:** Shares the screen when you need.
- **Reporter:** Presents the story you write.

Turns

Choose talking turns. For example according to your initials.

Every group member needs to produce at least 2 sentences.

Language

PAST PERFECT TENSE

How We use

event 1: I stepped outside.
event 2: It started to rain.

'It started to rain when I had just stepped outside.'

Formulation

had + past participle (V3)
had not/hadn't + past participle (V3)

Conjunctions

you can use 'after, before, by the time' with this tense.

ps: 'really,just,already' can be used in a past perfect tense sentence.

Unit 5 – A Smart Little Elephant — Worksheet 15**Lesson Plan 62**

1	The farmer _____ the crop until November.	sow
2	The passenger _____ their destination.	reach
3	She _____ the exam by the end of this year.	pass
4	I _____ rice until 8 o'clock.	cook
5	The mechanic _____ my car.	fix
6	Ahmed _____ his favourite novel.	purchase
7	She _____ an essay until 10 o'clock.	write
8	I _____ a lot of seeds in my garden.	plant
9	We _____ the match until tomorrow evening.	play
10	He _____ his duty diligently	perform
11	Taimur _____ the meal until 2 o'clock.	eat
12	I _____ my assignment.	complete



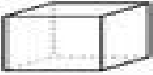







Unit 5 – A Smart Little Elephant — Worksheet 16

Lesson Plan 63

Name: _____ Date: _____

Long Vowel Magic e

Directions: Cut out each word and glue it next to the correct picture.

cage	cube	prune	rope	frame
maze	bone	dice	tire	fire

Unit 6 – A Stupid Idea — Worksheet 1

Lesson Plan 68

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES

Unit 6 – A Stupid Idea — Worksheet 2

Lesson Plan 69

Q. Story Writing Write a story using the following boxes.

<p> Setting: time, character, place</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p> Beginning Action</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p> Problem</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p> Plan</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p> Attempt</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p> Ending: outcome, evaluation</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Unit 6 – A Stupid Idea — Worksheet 3

Lesson Plan 70

Tenses- Negative

Q. Write down the negative form of the verb given in the bracket to create new tenses.

1. You _____ my window's glass. (*break*)
2. I _____ for something near that place. (*was looking*)
3. He _____ from London any time soon. (*will be going*)
4. She _____ an iPhone. (*will buy*)
5. He _____ anyone yet for the mission. (*has chosen*)
6. They _____ with the committee. (*speak*)
7. He _____ near the table all day. (*stood*)
8. His head _____ to the door as he didn't look before leaping. (*had stricken*)
9. I _____ about this in future. (*am hearing*)
10. The birds _____ in the sky as it is raining. (*have been flying*)
11. You _____ during the math session. (*were sleeping*)
12. Our soldiers _____ with the peace makers. (*had battled/fight*)
13. The Farmers _____ after hearing this news. (*are working*)
14. He _____ a letter to the principal. (*has written*)
15. An apple _____ from the tree tomorrow. (*will fall*)

Unit 6 – A Stupid Idea — Worksheet 4

Lesson Plan 71

In each sentence below at least one verb is used incorrectly. Rewrite each sentence with the correct verb.

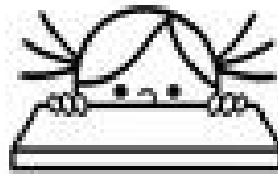
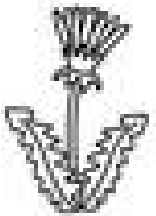
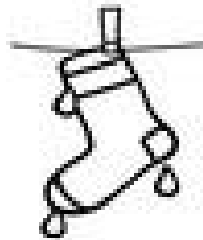
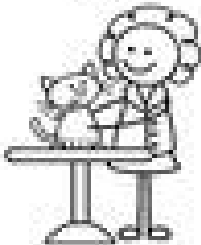
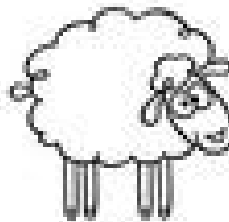
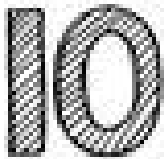
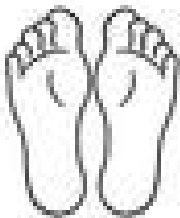
1. I done my homework last night.
2. They watched the documentary already.
3. The boys have ate all the pizza.
4. We drived to the beach and swim in the water.
5. The lady selled popcorns at the zoo.
6. The girls wants to talk to the teacher
7. The teacher teached my favourite topic.
8. The players carries the bats and balls to the gym every day.
9. The cat slepted in front of the fire.
10. He believe that winter are coming early.

Unit 6 – A Stupid Idea — Worksheet 5

Lesson Plan 72

Circle the correct word.

Name _____

Circle the Wordleg
leegpek
peekwed
weedwet
weetvet
veetshap
sheepten
teenden
deenfet
feetslep
sleep

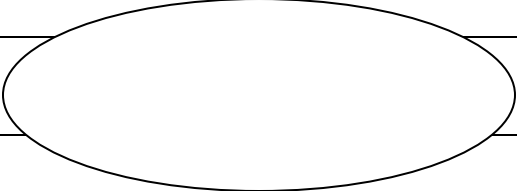
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Unit 7 – Respect the Difference — Worksheet 1

Lesson Plan 76

Frayer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES



Unit 7 – Respect the Difference — Worksheet 2

Lesson Plan 77

Graphic Organiser Essay writing

Start – Topic sentence

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

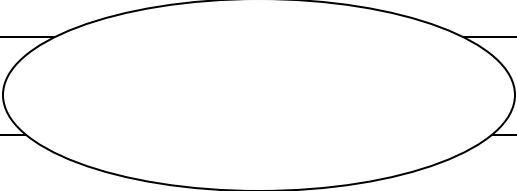
Paragraph 5

Unit 8 – Different or Alike – Worksheet 1

Lesson Plan 84

Frayer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES



Unit 8 – Different or Alike – Worksheet 2

Lesson Plan 85

Graphic Organiser Essay writing

Start – Topic sentence

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

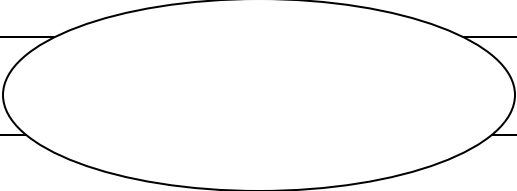
Paragraph 5

Unit 9 – My Mother — Worksheet 1

Lesson Plan 84

Frayer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES



Unit 9 – My Mother — Worksheet 2

Lesson Plan 85

Graphic Organiser Essay writing

Start – Topic sentence

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Unit 5 – A Smart Little Elephant**Unit Wise Assessment****[25 marks]****Question 1: Answer the following questions:****[4 marks]**

1. How did the baby elephant look like?	(2)
2. What did the baby elephant do to save the dove?	(2)

Question 2: Predict meanings and make sentences.**[10 marks]**

	Words	Meanings	Sentences
1	wrinkly		
2	doves		
3	lowered		
4	trumpeted		
5	loudly		

Question 3: Present Simple**[8 marks]****A. Affirmative - Fill in the blanks with Present Simple of the verse given.**

1. Salman _____(eat) an ice-cream a day.
2. Sana _____(dislike) garlic.
3. They _____(eat) soup regularly.
4. Children usually _____(like) soup.
5. Salman _____(enjoy) eating pasta.
6. I always _____(eat) lunch at home.
7. We usually _____(drink) milk for breakfast.
8. Amnah _____(play) cricket every day.

B. Interrogative – Rewrite the sentences in the interrogative.

1. They Prepare dinner _____.
2. Sana and Ahmed like cabbage _____.
3. Salman drinks lemonade _____.
4. Amnah likes peaches _____.

C. Negative – Rewrite the sentences in the negative.

5. I eat oranges _____.
6. Salman likes butter _____.
7. Sana and Ahmed drink much water _____.
8. Amnah likes peaches _____.

Question 4: Write a story of a Cat's loyalty.

[3 marks]

KEY**Question 1: Answer the following questions:**

9. The baby elephant was so cute. He was small and had a trunk, two large ears and wrinkly grey skin like big elephants.
10. The baby elephant got worried, but he did not panic. He acted smartly and trumpeted as loudly as he could. Hearing a noise, the huntsman turned around and the dove could fly away.

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Question 3: Present Simple**A. Affirmative - Fill in the blanks with Present Simple of the verse given.**

9. eats
10. hates
11. eats
12. likes
13. enjoys
14. eat
15. drink
16. plays

B. Interrogative – Rewrite the sentences in the interrogative.

17. Do they Prepare dinner?
18. Does Sana and Ahmed like cabbage?
19. Does Salman drinks lemonade?
20. Does Amnah likes peaches?

C. Negative – Rewrite the sentences in the negative.

21. I do not eat oranges.
22. Salman does not like butter.
23. Sana and Ahmed does not drink much water.
24. Amnah does not likes peaches.

Question 4: Write a story of a Cat’s loyalty.

Story response with all elements of story writing to be accepted ensuring students have not made punctuation and grammar errors.

Unit 6 – A Stupid Idea**Unit Wise Assessment****[25 marks]****Question 1: Answer the following questions:****[5 marks]**

3. What type of injury did Abbas have and what was he recommended by the doctor?	(3)
4. Who do you think we should communicate in times of trouble and why?	(2)

Question 2: Predict meanings and make sentences.**[5 marks]**

	Words	Meanings	Sentences
1	balance		
2	rushed		
3	brave		
4	dangerous		
5	apologised		

Question 3: Write appropriate form of verb in a sentence.**[5 Marks]****Choose the correct options and fill in the blanks:**

1. The child _____ at the silly clown. (Present tense)

(a) will laugh (b) laughed (c) laughs (d) none of these

2. Amnah _____ to go swimming this weekend.

(a) want (b) is want (c) wants (d) will wants

3. I _____ reading books.

(a) likes (b) will likes (c) like (d) is liking

4. I would like the _____ of the two pieces of cake.

(a) smallest (b) small (c) smaller (d) more small

5. Shan _____ to the playground after school.

(a) walks (b) walk (c) is walk (d) will walks

6. Tonight I will _____ to go to my friend's house.

(a) be able to (b) get (c) want (d) had

7. I do my best to _____ your game tonight.

(a) at, be, will (b) be, will, at (c) will, be, at (d) at, will, be

8. Choose the word that belongs in the blank.

Do you _____ it will rain today?

(a) think (b) thinks (c) thought (d) none of these

9. Choose the word that belongs in the blank.

There _____ three apples on the table.

(a) is (b) are (c) have (d) has

10. Choose the word that belongs in the blank.

I _____ reading books.

(a) like (b) likes (c) liking (d) none of these

Question 4: Make negative sentences

[5 Marks]

1. My mother makes delicious cakes.
2. I was studying for the test.
3. It was an unforgettable experience.
4. We enjoyed the evening very much.
5. My dad wanted me to become a doctor.
6. He was interested in the offer.
7. They were waiting for our reply.
8. He admitted that he was wrong.
9. She refused to go with him.
10. I have finished working on the project.

Question 5: Write a story about ‘a day at park’.

[5 Marks]

KEY**Question 1: Answer the following questions:**

1. The doctor took the X-ray of his arm and wrapped a bandage around the broken arm. The doctor said that Abbas would have to keep his arm in the plaster and a sling for several weeks.
2. Our parents are our best friends and we should communicate with them in times of trouble. They love us and take care of us the most. They are never angry with us. We should tell them everything.

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Question 3: Write appropriate form of verb in a sentence.**Choose the correct options and fill in the blanks:**

1. C
2. C
3. C
4. C
5. A
6. A
7. C
8. A
9. B
10. A

Question 4: Make negative sentences.

1. My mother does not make delicious cakes.
2. I was not studying for the test.
3. It was not an unforgettable experience.
4. We did not enjoy the evening.
5. My dad did not want me to become a doctor.
6. He was not interested in the offer.
7. They were not waiting for our reply.
8. He did not admit that he was wrong.
9. She did not refuse to go with him.
10. I have not finished working on the project.

Question 5: Write a story about a day at park.

A story response with all elements of story writing to be accepted ensuring students have not made punctuation and grammar errors.

Unit 7 – Respect the Difference**Unit Wise Assessment****[25 marks]****Question 1: Answer the following questions:****[5 marks]**

5. Are all flowers same?	(2)
6. Write 6 points as to how people are different?	(3)

Question 2: Predict meanings and make sentences.**[10 marks]**

	Words	Meanings	Sentences
1	purpose		
2	superior		
3	contribution		
4	unique		
5	valuable		

Question 3: Fill in the blanks with the correct form of the verb:**[5 marks]**

- The snake went away without _____ the child. (harm)
- He refused _____ me into his room. (admit)
- I am willing to beg that I may be _____ (forgive)
- _____ and do not leave off in a hurry. (begin)
- His speech was _____ universally. (applaud)
- He _____ for his watch for a long time, but in vain. (search)
- It _____ me _____ a fine on you. (pain, inflict)
- He _____ the show three times. (repeat)
- We must _____ our rules. (obey)
- I do not _____ the consequences. (fear)

Question 4: Write an essay on ‘Tour to Pakistan’.

[5 marks]

KEY

Question 1: Answer the following questions:

3. Each flower is different and has different colour, smell, shape, texture etc. So not all flowers same.
4. We are different in the following ways:
 - a. Everybody thinks differently
 - b. We like different things
 - c. We like different colours
 - d. We like different scents
 - e. We have different tastes
 - f. We look different.
 - g. We have different fingerprints
 - h. We have different physical features
 - i. We have different ways of doing things.
 - j. We wear different clothes
 - k. We live in different places
 - l. We have different goals in life

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Question 3: Fill in the blanks with the correct form of the verb:

1. harming
2. to admit
3. forgiven
4. begin
5. applauded
6. searched
7. pains, to inflict
8. repeated
9. obey
10. fear

Question 4: Write an essay on ‘Tour to Pakistan’.

An essay response with all elements of essay writing to be accepted ensuring students have not made punctuation and grammar errors.

Unit 8 – Different or Alike?

Unit Wise Assessment

Review Sheet

[25 marks]

Question 1: Answer the following questions:

[4 marks]

7. What was Murad looking for when he entered the school?	(2)
8. What was Ahmad’s perspective in selecting a friend?	(2)

Question 2: Predict meanings and make sentences.

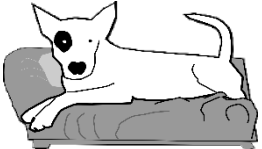

[10 marks]





	Words	Meanings	Sentences
1	classmate		
2	favour		
3	straight		
4	quarter		
5	similar		

Question 3: 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 4: Write an essay on ‘Pakistan as a Muslim Country’.

[5 marks]

KEY**Question 1: Answer the following questions:**

5. Murad was looking for library he entered the school
6. Ahmad believed that it is essential that anyone who is a good person can be a friend.

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Question 3: Select the correct “Preposition”

1. On
2. Behind
3. Under
4. below
5. with
6. towards

Question 4: Write an essay on ‘Pakistan as a Muslim Country’.

An essay response with all elements of essay writing to be accepted ensuring students have not made punctuation and grammar errors.

Unit 9 – My Mother

Unit Wise Assessment

Review Sheet

[25 marks]

Question 1: Answer the following questions:

[5 marks]

9. What does the poet 'The Mother' mean to say by mentioning that the mother is like a shady tree in the sun?	(3)
10. Who is usually the most caring person at home?	(1)
11. How can we thank Allah for the precious gift of our parents?	(1)

Question 2: Predict meanings and make sentences.

[10 marks]

	Words	Meanings	Sentences
1	classmate		
2	directions		
3	quarter		
4	enough		
5	together		

Question 3: Prepositions

[5 marks]

Circle the adjective or the adverb to complete each sentence.

1. My classmate is a _____ person. [nice / nicely]
2. I can speak Arabic very _____. [good / well]
3. Safeena took a stitching class, so she can sew _____ dresses. [beautiful / beautifully]
4. Mr. Ahmed looked _____ at me when I arrived late. [angry / angrily]
5. Of course, I was _____ when I got an A+ on the exam. [happy / happily]

6. The TV is too _____. Please turn it down! [loud / loudly]
7. My friends all tell me that I recite _____. [bad / badly]
8. The thief _____ took the money and walked out the door. [quiet / quietly]
9. The cat waited _____ for the mouse to come out of the hole. [silent / silently]
10. My cousin always walks very _____. [quick / quickly]

Question 4: Write an essay on ‘My Parents’.

[5 marks]

KEY**Question 1: Answer the following questions:**

1. The poet means to say that mother is just like a shady tree which comforts whoever sits under its shade and protects him/her from scorching heat of the sun. Similarly, mother protects her child from all troubles of life and comforts her child.
2. Our mother is usually the most caring person at home.
3. We can offer prayers and thank Allah for the precious gift of our parents.

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Question 3: Adverb or Adjective**Circle the adjective or the adverb to complete each sentence.**

1. nice
2. well
3. beautiful
4. angrily
5. happy
6. loud
7. badly
8. quietly
9. silently
10. quickly

Question 4: Write an essay about My Favourite TV Program.

An essay response with all elements of essay writing to be accepted ensuring students have not made punctuation and grammar errors.

Terminal Assessment Paper

Second Term

Objectives

Total Marks: 50

Students should be able to:

- Analyse and respond to the questions
- Identify multiple tenses.
- Compare all the nine tenses.
- Create sentences using all the nine tenses.
- Identify four different parts of speech i.e noun, pronoun, and verb, adjective.
- Write affirmative, interrogative and negative sentences
- Write an essay

Question 1: Answer the following questions.

[15 marks]

- | | |
|---|---|
| 1. How did the grandparent take care of little baby elephant? | 2 |
| 2. What was huntsman's intention? | 1 |
| 3. What was Abbas's reaction when returning from hospital? | 3 |
| 4. What was the lesson learnt by children that day in the story 'A stupid idea'? | 2 |
| 5. What should be our reaction to someone who is different than us? Why? | 1 |
| 6. Why is it good to be proud of our own values and culture? | 1 |
| 7. What was Murad's perspective on people who are different? | 1 |
| 8. What is Holy Prophet teaching about those who help others? | 1 |
| 9. Who do you think is behind our success? | 1 |
| 10. What has the Holy Prophet taught us about respecting, caring for and serving our parents? | 2 |

Question 2: Change the tenses of the following sentences, as directed. [5 marks]

Go through the sentences and change their tenses as directed.

11. The boy speaks the truth. (Present Continuous Tense)
12. Mr. Ahmed has spoken about Dinosaurs. (Present Perfect Continuous Tense)
13. The boat sailed yesterday. (Simple Present Tense)
14. Amnah went to school yesterday. (Future Continuous Tense)
15. The baby cried for hours. (Present Perfect Continuous Tense)
16. Salman ate all the cookies. (Present Perfect Tense)
17. I have finished my assignment. (Past Perfect Tense)
18. Mr. Yousuf had taught for five years. (Past Perfect Continuous Tense)
19. Sana saw the Prime Minister yesterday. (Future Continuous Tense)
20. Maryam shall finish her stitching by then. (Future Perfect Tense)

Question 3: Go through the sentences provided below and identify the type of tenses. [10 marks]

1. Salman drinks coffee every morning.
2. The boy got up late and missed the bus.
3. My father goes to pray in the mosque.
4. The team is playing very well.
5. The school will be closing for winter break.
6. Ahmed graduated from college last year.
7. The baby has eaten all the chips.
8. Have you read Pride and Prejudice?
9. The train has just left the station.
10. The sick child has been sleeping for three hours.
11. They have known each other for a long time.
12. Sana was going to school.
13. When I went there, Salman was playing video games.
14. The workers have been working on the building for a long time.

15. Maryam had done her homework when her parents came back.
16. Mr. Yousuf had been writing his last book for four months.
17. I will move to Hyderabad soon.
18. Mr. Saad will be staying in Murree next week.
19. Madiha will have left before you arrive to see her.
20. Mr. Ahmed will have been teaching for twelve years next month.

Question 4: Circle the adjective or the adverb to complete each sentence. [5 marks]

1. The work that my boss gave me was _____. [easy / easily]
2. Salman is very _____. He always helps me. [kind / kindly]
3. The little boy _____ kept the cookie for himself. [selfish / selfishly]
4. The man _____ opened the door and looked inside. [nervous / nervously]
5. The fireman _____ rescued the people from the burning house. [brave / bravely]
6. I _____ offered to help my friend study for his exam. [happy / happily]
7. She is the most _____ person I know. [polite / politely]
8. It was midnight, and I heard a _____ noise outside. [strange / strangely]
9. The little boy is very _____. He looks like his mother. [cute / cutely]
10. She made each of her move _____. [smart / smartly]

Question 5: Parts of Speech - Multiple choice questions.

[5 marks]

1. I bought a beautiful dress at the mall.

- a) preposition
- b) adjective
- c) noun

2. What did she ask you to do?

- a) conjunction
- b) preposition
- c) pronoun

3. I left my shoes under the kitchen table.

- a) adjective
- b) preposition
- c) pronoun

4. If we finish our work quickly we can go to the movies.

- a) adverb
- b) conjunction
- c) verb

5. On Saturdays I work from nine to five.

- a) verb
- b) preposition
- c) adverb

6. I want to go to a university in the Karachi.

- a) adjective
- b) preposition
- c) noun

7. I'm sure I've met your friend before.

- a) verb
- b) preposition
- c) interjection

8. Well, I don't think I'll be home before 6.

- a) interjection
- b) preposition
- c) pronoun

9. Salman knocked on the door but nobody answered.

- a) adverb
- b) adjective
- c) conjunction

10. After lunch let's go out for a coffee.

- a) pronoun
- b) preposition
- c) verb

Question 6: Change the following affirmative sentences into negative and interrogative sentences. [5 marks]

1. Saad earns a six-figure salary.
2. She conducted herself well.
3. I made a cake yesterday.
4. She spent her childhood in Madinah.
5. Salman took some books from the library.
6. Ahmed reads a lot.
7. She recognized him at once.
8. She told a story.
9. I want to become a millionaire.
10. She lives with her grandparents.

Question 7: Write an essay about 'My School'. [5 marks]

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

SPECTRUM ENGLISH

THIRD TERM

TEACHING GUIDE

3



Prepared by:
Saima Imran

Reviewer:
Saifullah Khalid

Spectrum English Grade 3

Teaching Guide

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Introduction to Spectrum English Series Books 1-5

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

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

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

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

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

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

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

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

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

The Instructional Strategies of the Course

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

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

Spectrum English series Book 4 Teaching Guide

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

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

Each lesson plan has six key elements:

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

1- Student Learning Objectives (SLOs):

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

2- Warm Up:

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

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

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

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

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

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

- Start with an image/video/object:

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

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

- Draw on board:

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

- Ask for predictions:

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

- Make Something (Elementary and Primary levels):

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

- Thought Experiment:

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

- **Observe Nature:**

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

- **Define Key Terms:**

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

- **Make a list:**

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

- **Entrance slips:**

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

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

Some sample questions are:

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

3- Teaching Instructions

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

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

- **Reading:**

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

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

- **Writing:**

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

- **Listening:**

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

- **Speaking:**

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

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

4- Differentiated learning:

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

- **Flexible grouping:**

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

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

- Cooperative learning with varied tasks:

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

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

- Adjust questioning:

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

- Choice provided:

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

- Peer support

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

- Think-pair-share:

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

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

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

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

5- Wrap up

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

Exit Slips:

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

Some questions teachers can ask in exit slips are:

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

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

- How to use it?

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

- Teach your junior:

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

- Review it

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

6- Homework

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

Conclusion

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

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

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

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

Unit 10 – An Exciting Dream

Unit Overview

This unit offers children fun reading opportunity. It aims at sharing with children exciting and useful information about astronomy, the solar system and travelling in space making children understand the difference between fantasy and reality. It explains to the children that myths are not the same as facts.

Model Answers

Exercise A

Answer 1 – The boy wished he had wings and could fly.

Answer 2 – He wanted to see moon at the short distance.

Answer 3 – The birds warned him about big rain cloud.

Answer 4 – He did not see any flying saucers and aliens on the moon.

Answer 5 – He wanted to see fairyland next.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

This exercise is about writing an essay following the specifications provided. Before writing the essay, students need to review the sample of essay given and discuss it with their partner.

Exercise E

This exercise is about reading words with different spellings but same sound. Blending is the skill that helps us read, especially when confronted with unfamiliar words. This exercise will help students identify and blend to read words with different spellings but same sound. Teacher will introduce sounds and assist students in reading initially which will help students being independent in reading words.

Exercise F

This exercise is about practicing with conjunction to join words and sentences.

1. and
2. and
3. but
4. but
5. because
6. because
7. although
8. although
9. whether
10. whether
11. unless
12. unless
13. otherwise
14. otherwise

Exercise G

This exercise assist students to use words like what, why, when, where, which, how, who and whose in sentences.

1. why
2. which
3. what
4. where
5. how
6. whose
7. who
8. when
9. what
10. why

Exercise H

Ask students to perform a role play using the dialogues given in this unit. 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 100

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 10

Unit Title: An Exciting Dream

LP: 100

Textbook Page/s: 95- 102

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 useful information about astronomy, the solar system and travelling in space and,
- infer the difference between fantasy and reality and that ‘myths’ are not the same as facts.

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.]</p> <p>Ask the following questions</p> <ul style="list-style-type: none"> - Have you read stories about fairies etc.? - Do you like fairies? - Do you wish to fly in the sky like fairies? - Are fairies real?
32 mins	<p>Lesson structure Instructions:</p> <p>Listening and Speaking: Shared Reading:</p> <p>Read the story ‘An Exciting Dream’ aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions on the following instances of the story. Ask brief questions as given below to determine</p>

students' comprehension level. Take responses and move on to complete the story.

- The author was reading the book. What was the book about?
- What is the author wishing to do after reading the story?
- How was author's initial experience of flying?
- What did the author crashed into while flying? What happened after it?
- What is the difference between fantasy and reality?
- How are myths and facts different?
- Where actually was the author when he heard mother's voice?

Conclude the reading by reserving time for reactions and comments. Ask questions about the text and relate the story to the students' experiences of reading fairy tales. 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.

- exciting and useful information about astronomy, the solar system and travelling in space.
- difference between fantasy and reality.
- myths are not facts.

(12 mins)

Reading:

Tell students to turn to pages 95 – 96 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.

Ask students to underline difficult words and learn spellings: astronauts, feathers, droplets, crashed, splattered. **(10 mins)**

	<p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 97 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, 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 95 and 96 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: astronauts, feathers, droplets, crashed and splattered.</p>

Lesson Plan 101

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 10

Unit Title: An Exciting Dream

LP: 101

Textbook Page/s: 95- 102

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the sentence-level context to determine the meaning of an unknown word.
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)
- 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>Then, announce that you are all going to play a game.</p> <p>Paste a card of the word “sudden” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</p>
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	Encourage interaction and facilitate the process of learning throughout.																																								
33 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will work on vocabulary words of the reading passage ‘An Exciting Dream’ today.</p> <p>Reading – Dictionary activity:</p> <p>Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. The list of words is as follows:</p> <table border="0" style="margin-left: 40px;"> <tr> <td>– around</td> <td>– careful</td> </tr> <tr> <td>– astronaut</td> <td>– droplet</td> </tr> <tr> <td>– landed</td> <td>– collide</td> </tr> <tr> <td>– distance</td> <td>– shouted</td> </tr> <tr> <td>– strange</td> <td>– misty</td> </tr> <tr> <td>– wings</td> <td>– crashed</td> </tr> <tr> <td>– feathers</td> <td>– splattered</td> </tr> <tr> <td>– scared</td> <td>– soaked</td> </tr> <tr> <td>– funny</td> <td>– sneezed</td> </tr> <tr> <td>– excited</td> <td>– farther</td> </tr> <tr> <td>– amazing</td> <td>– screamed</td> </tr> <tr> <td>– flew</td> <td>– believe</td> </tr> <tr> <td>– dipped</td> <td>– saucer</td> </tr> <tr> <td>– waved</td> <td>– rocky</td> </tr> <tr> <td>– reflecting</td> <td>– fairyland</td> </tr> <tr> <td>– surface</td> <td>– dust</td> </tr> <tr> <td>– planets</td> <td>– screaming</td> </tr> <tr> <td>– rubbing</td> <td>– surprise</td> </tr> <tr> <td>– murmured</td> <td>– dreaming</td> </tr> <tr> <td>– noises</td> <td>– middle</td> </tr> </table> <p>Ask students to write the meanings of the specific word on the other side of the word chit.</p> <p>Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.</p>	– around	– careful	– astronaut	– droplet	– landed	– collide	– distance	– shouted	– strange	– misty	– wings	– crashed	– feathers	– splattered	– scared	– soaked	– funny	– sneezed	– excited	– farther	– amazing	– screamed	– flew	– believe	– dipped	– saucer	– waved	– rocky	– reflecting	– fairyland	– surface	– dust	– planets	– screaming	– rubbing	– surprise	– murmured	– dreaming	– noises	– middle
– around	– careful																																								
– astronaut	– droplet																																								
– landed	– collide																																								
– distance	– shouted																																								
– strange	– misty																																								
– wings	– crashed																																								
– feathers	– splattered																																								
– scared	– soaked																																								
– funny	– sneezed																																								
– excited	– farther																																								
– amazing	– screamed																																								
– flew	– believe																																								
– dipped	– saucer																																								
– waved	– rocky																																								
– reflecting	– fairyland																																								
– surface	– dust																																								
– planets	– screaming																																								
– rubbing	– surprise																																								
– murmured	– dreaming																																								
– noises	– middle																																								

Note: As per student strength in the class, the teacher can perform this activity in peers or groups.

(7 mins)

Listening and Speaking - Worksheet 1:

Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone understanding.

Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be

1. landed
2. waved
3. soaked
4. sneezed
5. murmured

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.

(8 mins)

Speaking- Presentation

Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “**Vocabulary Master**”. Encourage interaction and facilitate the process of learning throughout. Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.

Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:

My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.

Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.

(08 mins)

Writing:

Ask students to make the title page of “An Exciting Dream” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks. Discuss the examples of sentences from page 97 of the textbook, Exercise C. Ask students to make sentences of the same vocabulary word in textbook page 105. Allow students to refer to the completed Frayer model during the sentence level activity.

S. No.	Word	Meaning/ Sentence
1.	popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.
2.	explain	----- -----

(10 mins)

	<p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>
03 mins	<p>Wrap-up:</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework:</p> <p>Learn the list of words shared in the class along with the meanings.</p>

Lesson Plan 102

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 10

Unit Title: An Exciting Dream

LP: 102

Textbook Page/s: 95- 102

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 do not always use words, phrases and sentences in their literal meanings. We often use them in figurative meanings that vary from culture to culture.
- constructing and using **simple** (e.g. *I read a book.*), **compound** (e.g. *I washed the dishes and she cleaned the room.*) and **complex** (e.g. *I like him because he is honest.*) sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

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.] Ask how they are feeling today.</p> <p>Choose a descriptive passage from a text or make up your own. Make sure that it has language that could be either figurative or literal in it. For example, 'The man felt he could eat a dozen burgers.' Discuss:</p> <ul style="list-style-type: none"> ○ What does this mean? ○ Do you think the person could really eat a dozen burgers? ○ Could it be true? <p>Introduce the concept of literal language (if the man really did eat 12 burgers) versus figurative language (if the</p>
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	number given simply represents a great amount that the man eats).
30 mins	<p>Lesson structure:</p> <p>Topic: Say, "Today we will do figurative vs literal use of language and also we will construct compound and complex sentences".</p> <p>Instructions:</p> <p>Discuss with students that finding out the unknown words will help you understand the main idea, or the most important point the author is trying to tell us about the story. Say, "The main idea is sometimes in the story/text as a sentence or phrase. But sometimes, it's not so clear, and we must think about what the author wants us to learn from reading the text." Share and discuss an example. Encourage interaction and facilitate the process of learning throughout.</p> <p>Listening and Speaking - Worksheet 1:</p> <p>Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be</p> <ol style="list-style-type: none"> 1. east 2. provide 3. dig 4. tiny 5. pick <p>Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.</p> <p>Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and</p>

	<p>characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Speaking- Presentation</p> <p>Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.</p> <p>Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:</p> <p>My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.</p> <p>Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing</p> <p>Discuss the examples of sentences from page 105 of the textbook, Exercise C. Ask students to make sentences of the same vocabulary word in textbook page 105. Allow students to refer to the completed Frayer model during the sentence level activity</p> <p>(10 mins)</p>
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	<p>Differentiated Learning: Follow guided practice in small groups or with individuals. Use examples to support learning.</p> <p>Students who finish earlier, ask them to find more tricky words from text to make sentences.</p>
05 mins	<p>Wrap-up (Class Discussion):</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p>
02 mins	<p>Homework:</p> <p>Ask students to make and fill Frayer model for the word 'lost' in their homework notebooks.</p>

Lesson Plan 103

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 10

Unit Title: An Exciting Dream

LP: 103

Textbook Page/s: 95- 102

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify elements of essay writing.
- write an essay on why I like to read.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

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? Encourage interaction and facilitate the process of learning throughout the learning session.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be writing an essay in today's lesson.</p> <p>Listening and Speaking:</p> <p>On the board, draw an outline of a body. Tell the students that essay should be interesting. Avoid any grammar mistakes while writing the essay. Before they begin writing an essay, there are some things they need to know—namely,</p>

- a topic sentence that states the main or controlling idea
- supporting sentences to explain and develop the point you're making
- evidence from your reading or an example from the subject area that supports your point
- analysis of the implication/significance/impact of the evidence finished off with a critical conclusion you have drawn from the evidence
- a concluding sentence that restates your point, analyses the evidence, or acts as a transition to the next paragraph.

Explain each of these points.

(05 mins)

Reading:

Bring a few essays and read to the class. Read aloud 1-2 short essays. Inform students that they are going to write their essay. It's easy as 1, 2, 3! Pass your essays around for the students to see.

Ask students open and read in pairs a sample essays in the textbook page 106. Assist students when reading the text.

(05 mins)

Reading and writing:

Read aloud one or more books about favorite places. Give students one minute to make a list of as many of their favorite places as they can. Let the class share their lists. Students may make any additions to their own lists. Ask students to choose one place about which to write. Using a graphic organizer, have students write words that describe their favorite place.

Write (compose) – Worksheet 2. From their graphic organizers Worksheet 2, have students compose a draft describing their favorite place.

Revise (improve). Give time for students to meet in groups to read and discuss improvements to their essay. Following group conferences, give students time to improve their drafts by adding, deleting, or reordering ideas based on feedback.

	<p>Edit (proofread). Help students check their own essay and make corrections for spelling, grammar, punctuation, and capitalization. Ask students to make a final copy. Take rounds and facilitate groups to improve their work.</p> <p>Publish (share). Choose a format for students to share their essay with others.</p> <p>(10 mins)</p> <p>Writing – Exercise D:</p> <p>Ask students to write an essay about why I like to read? Take rounds and provide support whenever needed. They can refer to the sample of essay provided on page 106, Exercise D of the textbook.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it hard to write an essay so, one-on-one assistance during Independent Working Time.</p> <p>Some students might finish their work early. Ask them to support students who haven't finished it yet.</p>
03 mins	<p>Wrap-up:</p> <p>Conclude the lesson by revising the learning and ask the students to read their essays.</p>
02 mins	<p>Homework:</p> <p>Ask students to write another essay about my favourite picnic spot.</p>

Lesson Plan 104

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 10

Unit Title: An Exciting Dream

LP: 104

Textbook Page/s: 95- 102

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify letters having same sound.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Optional: picture cards and/or objects beginning with any of the following letters- d (ex. doll, dime, dish, dirt, diaper, duck, dog, dragon, dinosaur), g (ex. glue, glass, glove, grapes, grasshopper, gorilla, goat), l (ex. leaf, lemon, lamp, lace, lid, lettuce, lion, lamb, ladybug), m (ex. milk, mitten, mask, magnet, marble, mirror, mouse, monkey), n (ex. nail, napkin, nickel, newspaper, nut, nuthatch, newt), p (ex. pencil, pen, paper, penny, popcorn, potato, pumpkin, penguin, pig), r (ex. rice, rope, ring, rock, ruler, rabbit, reindeer, rat, raccoon)

05 mins	<p>Warm up (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>Call students together. Write the word pop on the board. Ask students to identify the first letter in the word (Students should say "P"). Ask students to form this letter with their bodies. As a whole group, make the sound the letter P makes. Then, have students look at the last letter in the word. Ask students to identify this letter. (They should recognize that this is also a P.) Ask students to work with a partner to form the letter with both of their bodies. Ask students to whisper the p sound in unison once everyone has formed the letter</p>
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	<p>with their partner. Explain to students that, just like when they made the letter themselves or with a partner, the letter P always makes the same sound no matter where they see it in a word. While there are some special exceptions to this rule, explain to students that most letters make the same sound whether they are at the beginning or the end of a word. Using this information, sound out the word pop as a class.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Say, “Today we are going to learn about many sounds that we can spell with only one letter.</p> <p>Instructions:</p> <p>Listening:</p> <p>Tell students we are going to play a game. Place four objects or picture cards on the table. Three of these should begin with the same sound and one should begin with a different sound. d (ex. doll, dime, dish, dirt, diaper, duck, dog, dragon, dinosaur, time). Ask students to group the objects together that have the same beginning sounds. Name each object slowly and clearly. See if any students can identify the beginning sounds as /d/ and /t/. Repeat this process with other objects listed in the Materials section above.</p> <p>Tell that there are many sounds that we can spell with only one letter. We cannot use any other letter for that sound. For example, only ‘d’, ‘g’, ‘l’, ‘m’, ‘n’, ‘p’ and ‘r’ can make sounds of /d/, /g/, /l/, /m/, /n/, /p/ and /r/.</p> <p>(10 mins)</p> <p>Listening and Speaking</p> <p>Make a collage of magazine pictures and clip art that contain groups of words that begin with the same sounds. Label the display, “Which things begin with the same sounds?” Allow students to visit the display during center time or free play and encourage them to identify groups of objects that begin with the same sounds. Ask other questions such as, “Which beginning sound has the most pictures?” and “Which picture is the only one with that beginning sound?” and “How many pictures begin with the /d/ sound?”</p> <p>(10 mins)</p>

	<p>Reading and Writing - Game</p> <p>Play a sorting game with picture cards as suggested in the Materials list above or add your own picture card ideas. Have students sort pictures by beginning sounds. For example, pictures of boy, ball, book, and beans go in one pile. Pictures of lion, leaf, lock, and lemon go in another pile. Try this activity at first with only two different beginning sounds. When students have mastered this level, try the activity using pictures with three different beginning sounds. Ask students to these cards into piles for</p> <ol style="list-style-type: none"> 1) begins with /d/ and 2) does not begin with /d/. <p>And write the words in their notebook in 2 columns.</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. Subtly balance their talk time with others.</p>
03 mins	<p>Wrap up:</p> <p>Ask about the learning from today’s lesson. Discuss the answers again as a class.</p>
02 mins	<p>Homework assignment:</p> <p>Generate a list of 5 words each same sound for ‘d’, ‘g’, ‘l’, ‘m’, ‘n’, ‘p’ and ‘r’ in their notebook.</p>

Lesson Plan 105

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 10	Unit Title: An Exciting Dream
LP: 105	Textbook Page/s: 95- 102	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- develop understanding that some sounds in English have alternative spellings as, for example, the /s/ sound is spelt with an “s” in “sun” but with a “c” in “city”, the /dʒ/ sound is spelt with a “j” in “jug” but with a “g” in “gem” and the /ʊ/ sound is spelt with a “u” in “put” but with “oo” in “book”

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 different letters having same sound.”</p> <p>Listening and Speaking - Storytelling: Tell students that today you are going to tell a story which they need to listen carefully.</p>

Story

Once upon a time, there lived a smart girl name Amnah in a big house in the city of Karachi. She was very just proud of herself as her face looked round and cute. She was kind, gentle and generous and was fond of eating good but sugary food for e.g. ice-cream, pudding and cookies.

One day while she was sleeping, she heard a weird noise and she jumped out of her bed. She could sense some danger. She wore her woolen sweater and went running into the other and found a jar of pencil broken into pieces. Then she sees a cat pulling the cushion off the sofa. Amnah started smiling.

Explain there are many sounds that we can spell in more than one way. Different letters make the same sound in different words. For example, "s" makes the sound of /s/ in "sun" but we spell the same sound with a different letter "c" in "city". The beginning sound of two different words "jug" and "gem" is the same, but their spellings are different. The "u" in "put" and the "oo" in "book" make the same middle sound. Two different spellings "ch" and "tch" say the same ending sound in "such" and "catch".

From these examples, we learn that there are alternative spellings in English. Words with alternative spellings make the same sound with different spellings. Let us find some more examples of alternative spellings from the story we just heard. Write the story on board and ask students to find alternative spellings make the same sound with different spellings and raise hand to share responses. Teacher to write their responses on the board. Make them speak the words to see if they sound same. Make corrections if necessary.

(10 mins)

Reading

Tell students to turn to pages 99 – 100 and read in pairs. Encourage each student (in pair) to take turn to read words with same letter sound to their pair partner. Take rounds to see how well their reading session is going. Ask students to underline difficult words and learn spellings.

(10 mins)

Writing:

Ask students to write the same story in their notebooks and underline words having 'c' and 's'. Then ask students to make column in their notebook like the one given below and sort words having same sound with 'c' and 's'.

Sound 's' and 'c'

Letter 'c'	Letter 's'
once	smart
city	house
face	herself
ice cream	sleeping
pencil	sees
pieces	sofa
	started
	smiling

Ask students to underline words having 'u' and 'oo'. Then ask students to make column in their notebook like the one given below and sort words having same sound with 'o' and 'oo'.

Sound 'u' and 'oo'

Letter 'u'	Letters 'oo'
sugary	good
pudding	looked
pulling	cookies
cushion	

Ask students to underline words having 'j' and 'g'. Then ask students to make column in their notebook like the one given below and sort words having same sound with 'j' and 'g'.

Sound 'j' and 'g'

Letter 'g'	Letter 'j'
gentle	jar
generous	just
danger	jumped

(10 mins)**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.

	Some students might speak more. Subtly balance their talk time with others.
03 mins	Wrap up: Ask about the learning from today's lesson. Discuss the answers again as a class.
02 mins	Homework assignment: Generate a list of 6 words with different letters make the same sound in different words. For example, "s" makes the sound of /s/ in "sun" but we spell the same sound with a different letter "c" in "city". The beginning sound of two different words "jug" and "gem" is the same, but their spellings are different. The "u" in "put" and the "oo" in "book" make the same middle sound. Two different spellings "ch" and "tch" say the same ending sound in "such" and "catch".

Lesson Plan 106

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 10

Unit Title: An Exciting Dream

LP: 106

Textbook Page/s: 95- 102

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)


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

- identify words that function as conjunctions.
- define conjunctions.
- use a conjunction and explaining its function in a particular sentence.

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 to say something they like and something they don't like, or two things they like or dislike. For example, "I like fishes but I don't like shrimps". Make sure that students make full sentences to practice conjunctions.</p> <p>Then ask the next student to say: "He/she likes fish but he/she doesn't like shrimps," and then the next student adds something of his or her own, for example, "I like cats and cars".</p> <p>The game goes on until everyone has had a chance to speak, but they are out if they can't remember everyone's conjunction sentence.</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students that we are going to do conjunctions today.</p> <p>Listening and Speaking Then, announce that you are all going to play a guessing game. In caps, display: FANBOYS. Ask students what they think each letter may stand for as related to writing sentences. Allow for responses and discussion. If students cannot guess one of the conjunctions, share one or two of them. (For, And, Nor, But, Or, Yet, So)</p> <p>Tell students 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 clauses together and are made to convey two ideas in one sentence. Ask student what conjunction is? Take random responses. (10 mins)</p> <p>Listening and Speaking – Bingo Game: Make some cards with nine spaces and in each space, there’s a conjunction word.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr> <tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr> <tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr> </table> <p>When the teacher calls out words, students need to come up with a sentence using that word before crossing it off. Students with three conjunction words in a row win. (10 mins)</p> <p>Reading and writing - Wheel of Conjunction: Students spinning a wheel to answer questions on conjunction. Each area on the wheel represents a category such as food, music,</p> <div style="text-align: center;">  </div>									

	<p>sports or any other area. Each question requires the student to fill in a blank that completes a sentence. For instance: “I will do my homework _____ eat pizza later”. You can also make it a multiple-choice question by having “and,” “then,” “during” and “when” as options.</p> <p>(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: Write some conjunctions and transitions words randomly on the board. Divide the class into two groups and have one student from each group on the board.</p> <p>Then, the teacher can say a sentence and leave the conjunction out. For example, “I didn’t do my daily running exercise ____ I was very tired yesterday.” The first student to slap the correct word “because” gets a point for their group. You can erase the word chosen and fill in the blank with a new one.</p>
02 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> <ol style="list-style-type: none"> 1. or 2. but 3. and 4. and 5. and

	<ol style="list-style-type: none">6. but7. or8. but9. and10. and11. or12. and
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Lesson Plan 107

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 10

Unit Title: An Exciting Dream

LP: 107

Textbook Page/s: 95- 102

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- using **coordinating** (e.g. and) and **subordinating** (e.g. before) conjunctions.

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 conjunction. Write a piece of writing on board, and mess it up by replacing all the conjunction words with the wrong ones. Students have to work together to find all the errors and you want them to focus on the conjunctions to make the piece of writing reasonable again.</p>
30 mins	<p>Lesson structure</p> <p>Instructions:</p> <p>Write some conjunctions and transitions words randomly on the board. Divide the class into two groups and have one student from each group on the board.</p> <p>Then, the teacher can say a sentence and leave the conjunction out. For example, "I didn't do my daily running</p>

exercise ____ I was very tired yesterday.” The first student to slap the correct word “because” gets a point for their group. You can erase the word chosen and fill in the blank with a new one.

Listening and Speaking:

Write the definition of the two types of conjunction and explain it to them.

Coordination. Joining two related ideas of equal importance. They are used to join a noun with another noun, an adjective with another adjective, an adverb with another adverb, etc., or with phrases and clauses.

Examples:

for, and, nor, but, or, yet, so

(Use FANBOYS to remember)

Subordination. Joining two related ideas of unequal importance. They are words or phrases used to connect dependent clauses to independent clauses. They may also be used to introduce adverb clauses. There are many examples.

Examples:

After, although, as soon as, because, before, even if, if, now that, since, unless, until, whenever, whether or not, while, and many others

After explaining the 'Definition' section, create a chart listing the types of conjunctions, as well as the definition and examples for each. Include acronyms or other methods of recall. Discuss similarities and differences.

Ask:

- *What can coordinating conjunctions join?*
- *Where are subordinating conjunctions found? What is their job?*
- *How are various conjunctions similar and different?*
- *Which conjunctions are used most often?*
- *What would happen if we didn't have conjunctions?*

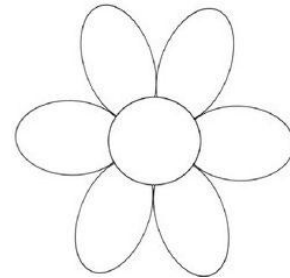
(10 mins)

Group Presentations:

Give each student a piece of paper with a different conjunction written on it. Direct students to go stand by the chart paper in the room with the correct label. Once assembled, ask students to work as a group to create an original short story using all conjunctions on their strips. Direct students to work in their notebooks first, then transfer the story to chart paper, leaving the conjunction blank and making a word bank at the bottom of the page. Ask students to present their fill-in-the-blank conjunction stories, working as a class to find answers.

(10 mins)**Reading and Writing**

Create a flower petal graphic organizer on the board, and instruct students to draw one in their notebooks. The center of the flower should contain one type of conjunction and definition, and the petals should contain examples of that type of conjunction. Erase and repeat the process to create a different flower petal graphic organizer for each type of conjunction.



Ask each student to write a sample sentence using the proper conjunction under each flower in their notebooks. Have students share some of their sentences and check for understanding.

Ask students to turn to page 100 and 101 to read the sentences from Exercise F. Ask them to select conjunctions from the bank given and fill in the blanks. 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. Teacher will encourage interaction and facilitate the process of learning throughout.

(10 mins)**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: 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.</p>
02 mins	<p>Homework assignment: Ask students to make 5 sentences using different types of conjunctions.</p>

Lesson Plan 108

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 10

Unit Title: An Exciting Dream

LP: 108

Textbook Page/s: 95- 102

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 relative pronouns, adjectives and adverbs.
- 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>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will be making interesting questions today.</p> <p>Listening and Speaking</p> <p>Explain most common usage, relative pronouns introduce a relative clause - either as a subject (who, which, that), or as a direct object (whom, which, that), or in the context of a</p>

prepositional phrase (to whom, with which, by which, etc). They are called "relative" because in a declarative sentence, they relate to a noun that has normally just been mentioned. The most common and most recognised relative pronouns are who, whom, whose, which and that.

Relating to ►	Animate (person).	Inanimate (thing).	Either
Subject pronouns	who	which	that
Object pronouns	whom	which	that
Pronouns after prepositions	(to, with, by...) whom	(to, with, by...) which	
Possessive relative pronouns	<i>These do not exist</i>		
Possessive relative adjectives	whose	of which	whose

The adverb WH- words, when, where, how, and why, always make the sentence follow the interrogative word order.

- When asks about time.
- When will they arrive?
- When shall I see you again?
- Where asks about place.
- Where are you going?
- Where have you been?
- Where is your coat?
- How asks about manner.
- How did you get here? – We came by train.
- How does this thing work?

Why asks about reasons and purpose. Questions with why are usually answered with a clause containing because to express reason, or with the 'to infinitive' to express purpose.

- Why is the baby crying? – Because she's hungry.
- Why are you saving your money? – To buy a bike.
- How much implies reference to a quantity; how many implies reference to an amount or a countable number of things but may leave out the noun referred to.
- How much money did they take? – All of it.
- How much does it cost? – Rs. 400.
- How many packs do you want? – Twelve, please.
- How many do you want? – Twelve, please.

How can also be used with adjectives such as old, big, far, or with adverbs such as often, soon, quickly to ask about degree, rate, or timing.

- How far is it to the station? – About five kilometres.

	<ul style="list-style-type: none"> • How often does he come? – Not very often. <p>(10 mins)</p> <p>Writing:</p> <p>Ask students to turn to page 101 to read the sentences from Exercise G. Ask them to select words from the bank given and fill in the blanks. 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. Teacher will encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Presentation:</p> <p>Once students are done, ask at least five students to come forward and present their work to the class. Encourage 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:</p> <p>Ask students to make 2 sentences each using what, why, when, where, which, how, who and whose as relative pronouns, adjectives and adverbs in their notebooks.</p>

Lesson Plan 109

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 10

Unit Title: An Exciting Dream

LP: 109

Textbook Page/s: 95- 102

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 what kind of conversations takes place when you ask permission to leave as you have some urgent task to complete.</p>
25 mins	<p>Lesson structure</p> <p>Topic: Tell students they will practice some sight words and perform dialogues.</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"> - around - astronaut - landed - careful - droplet - collide

- | | |
|--------------|--------------|
| - distance | - shouted |
| - strange | - misty |
| - wings | - crashed |
| - feathers | - splattered |
| - scared | - soaked |
| - funny | - sneezed |
| - excited | - farther |
| - amazing | - screamed |
| - flew | - believe |
| - dipped | - saucer |
| - waved | - rocky |
| - reflecting | - fairyland |
| - surface | - dust |
| - planets | - screaming |
| - rubbing | - surprise |
| - murmured | - dreaming |
| - noises | - middle |

(10 mins)

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on Exercise H, page 102. 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 102, Exercise H, 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

	<p>interaction and facilitate the process of learning throughout the learning session.</p> <p>(10 mins)</p> <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>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <p>‘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 102 again.</p>

Lesson Plan 110- Review of the chapter

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 10

Unit Title: An Exciting Dream

LP: 110

Textbook Page/s: 95- 102

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- write the answer of the given text.
- predict meanings and make sentences of the given words.
- use conjunction in sentences.
- write an essay.

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 – Sunflowers

Unit Overview

This unit focusses sharing an exciting and useful information about flowers, gardening and storing food. This aims to help children value and appreciate nature. It is essential to foster awareness of the protection of the environment and the ecosystem.

Model Answers

Exercise A

Answer 1 – Sunflowers follow the sun all day by moving their heads from east to west.

Answer 2 – Sunflowers make our environment clean and healthy as it cleans up the air pollution.

Answer 3 – We dig up the earth before planting seed to take out all rocks and weeds.

Answer 4 – Behind each sunflower, there is a seed growing which means each sunflower has one seed.

Answer 5 – It is important to close the lid of the jar tightly so that the seeds stay dry and crispy.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

This exercise is about writing an essay following the specifications provided. Before writing the essay, students need to review the sample of essay given and discuss it with their partner.

Exercise E

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

Exercise F

This exercise is about comparing the sentences to observe how can, could, must, have to and may change the meaning of a sentence.

Exercise G

This exercise is about filling in the blanks by choosing the right words like can, could, should, must, have to and may.

1. may
2. must
3. can
4. should
5. could
6. can
7. can
8. may
9. can
10. have to

Exercise H

Ask students to perform a role-play using the dialogues given in this unit. 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 111

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 11	Unit Title: Sunflowers
LP: 111	Textbook Page/s: 103 – 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 story.
- analyse the need to protect the environment and the ecosystem.
- identify the importance of flowers, gardening and storing food.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up - Nature walk:</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>Begin by showing and discussing the pathways of the garden. Take a silent walk around the paths, with hands behind backs, making very intentional steps to stay on the path. Ask students why it may be important to stay on the paths. Ask students to make a note of what they see in the garden or take pictures if they have camera.</p> <p>Coming back to class, either transfer the pictures taken by students to have discussion or ask them to refer to their notes and tell them about their observations. Ask questions focusing flowers. Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will learn about the importance of flowers and gardening.</p>

	<p>Sowing activity: Take students to the garden and guide them to sow sunflower seeds. Encourage interaction and facilitate the process of learning throughout. (10 minutes)</p> <p>Listening and Speaking - Shared Reading: Read the informative text 'Sunflowers' aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions or inferences on the following instances of the text. 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">- Why is sunflower special? <i>Plausible responses: for its colour or smell or looks, etc.</i> <i>Correct response: They make us happy and they follow the sun.</i> - What is best thing about sunflowers? <i>Plausible responses: its colour or smell or looks, etc.</i> <i>Correct response: They clean up air pollution and keep our environment clean and healthy.</i> - How do we grow sunflowers? <i>Plausible responses: Like any other flower i.e. in a pot of soil and giving water to it.</i> <i>Correct response: Sunflowers are easy to grow. If we have some sunflowers seeds, we can plant them in the ground after ensuring that the soil is ready for the seeds. We keep watering the seed for many days if the soil gets dry. After several days seed becomes to sprout.</i> - One sunflower may have how many seeds? <i>Plausible responses: 10, 15, 20 etc.</i> <i>Correct response: One sunflower can have about two thousand seeds.</i> <p>Conclude the reading by reserving time for reactions and comments. Ask questions about the text and relate the text to</p>
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	<p>the students' similar experiences of sowing seed. Talk about the theme of the text establishing the following points.</p> <ul style="list-style-type: none"> - exciting and useful information about flowers, gardening and storing food. - value and appreciate nature. - protection of the environment and the ecosystem. - process and importance of gardening. <p>Encourage interaction and facilitate the process of learning throughout. (15 mins)</p> <p>Reading: Encourage students to turn to page number 103 of textbook and 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 105 with the students. Instruct them to write answers in complete sentences in their notebooks. Encourage interaction and facilitate the process of learning throughout. (10 minutes)</p> <p>Differentiated Plan: In written task, facilitate the student facing problem in writing by asking 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 the learning from the text. Help and guide them while they are sharing the learning. Discuss the following questions:</p> <ul style="list-style-type: none"> - All flowers are beautiful and important, but what makes sunflowers special? - How can we grow sunflowers at home?

	- How can we store sunflower seeds?
05 mins	Homework assignment: Read Unit 11, Pages 103 and 104 again.

Lesson Plan 112

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 11	Unit Title: Sunflowers
LP: 112	Textbook Page/s: 103 – 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)**Student Learning Outcomes (SLOs)**

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

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the sentence-level context to determine the meaning of an unknown word
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

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>Then, announce that you are all going to play a game.</p> <p>Paste a card of the word “special” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</p>
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	Encourage interaction and facilitate the process of learning throughout.																																				
33 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will work on vocabulary words of the reading passage ‘Sunflowers’ today.</p> <p>Reading – Dictionary activity:</p> <p>Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. The list of words is as follows:</p> <table border="0" style="margin-left: 40px;"> <tr> <td>– special</td> <td>– several</td> </tr> <tr> <td>– reasons</td> <td>– sprout</td> </tr> <tr> <td>– bright</td> <td>– sunlight</td> </tr> <tr> <td>– bees</td> <td>– buds</td> </tr> <tr> <td>– animals</td> <td>– bloom</td> </tr> <tr> <td>– squirrels</td> <td>– direction</td> </tr> <tr> <td>– pollution</td> <td>– middle</td> </tr> <tr> <td>– environment</td> <td>– thousands</td> </tr> <tr> <td>– healthy</td> <td>– centre</td> </tr> <tr> <td>– hole</td> <td>– growing</td> </tr> <tr> <td>– spot</td> <td>– petals</td> </tr> <tr> <td>– ground</td> <td>– ripen</td> </tr> <tr> <td>– single</td> <td>– hang</td> </tr> <tr> <td>– seedling</td> <td>– finish</td> </tr> <tr> <td>– completely</td> <td>– dry</td> </tr> <tr> <td>– containers</td> <td>– crispy</td> </tr> <tr> <td>– lid</td> <td>– ready</td> </tr> <tr> <td>– tightly</td> <td>– months</td> </tr> </table> <p>Ask students to write the meanings of the specific word on the other side of the word chit.</p> <p>Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.</p> <p><u>Note:</u> <i>As per student strength in the class, the teacher can perform this activity in peers or groups.</i></p>	– special	– several	– reasons	– sprout	– bright	– sunlight	– bees	– buds	– animals	– bloom	– squirrels	– direction	– pollution	– middle	– environment	– thousands	– healthy	– centre	– hole	– growing	– spot	– petals	– ground	– ripen	– single	– hang	– seedling	– finish	– completely	– dry	– containers	– crispy	– lid	– ready	– tightly	– months
– special	– several																																				
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– animals	– bloom																																				
– squirrels	– direction																																				
– pollution	– middle																																				
– environment	– thousands																																				
– healthy	– centre																																				
– hole	– growing																																				
– spot	– petals																																				
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– single	– hang																																				
– seedling	– finish																																				
– completely	– dry																																				
– containers	– crispy																																				
– lid	– ready																																				
– tightly	– months																																				

	<p>(7 mins)</p> <p>Listening and Speaking - Worksheet 1:</p> <p>Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone understanding.</p> <p>Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be</p> <ol style="list-style-type: none">6. east7. provide8. dig9. tiny10. pick <p>Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.</p> <p>Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.</p> <p>(8 mins)</p> <p>Speaking- Presentation</p> <p>Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “Vocabulary Master”. Encourage interaction and facilitate the process of learning throughout. Ask one student from each vocabulary card group form a new</p>
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small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.

Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:

My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.

Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.

(08 mins)

Writing:

Ask students to make the title page of “An Exciting Dream” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks.

Discuss the examples of sentences from page 105 of the textbook, Exercise C. Ask students to make sentences of the same vocabulary word in textbook page 105. Allow students to refer to the completed Frayer model during the sentence level activity

S. No.	Word	Meaning/ Sentence
1.	popular	liked or admired by many people or by a particular person or group.
		Hassan is quiet popular for his work in physics.
2.	explain	-----

(10 mins)

	<p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>
03 mins	<p>Wrap-up:</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework:</p> <p>Learn the list of words shared in the class along with the meanings.</p>

Lesson Plan 113

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 11	Unit Title: Sunflowers
LP: 113	Textbook Page/s: 103 – 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify elements of essay writing.
- write an essay on why I like to read.

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? Encourage interaction and facilitate the process of learning throughout the learning session.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be writing an essay in today's lesson.</p> <p>Listening and Speaking:</p> <p>On the board, draw an outline of a body. Tell the students that essay should be interesting. Avoid any grammar mistakes while writing the essay. Before they begin writing an essay, there are some things they need to know—namely,</p> <ul style="list-style-type: none"> • a topic sentence that states the main or controlling idea

- supporting sentences to explain and develop the point you're making
- evidence from your reading or an example from the subject area that supports your point
- analysis of the implication/significance/impact of the evidence finished off with a critical conclusion you have drawn from the evidence
- a concluding sentence that restates your point, analyses the evidence, or acts as a transition to the next paragraph.

Explain each of these points.

(05 mins)

Reading:

Bring a few essays and read to the class. Read aloud 1-2 short essays. Inform students that they are going to write their essay. It's easy as 1, 2, 3! Pass your essays around for the students to see.

Ask students open and read in pairs a sample essays in the textbook page 106. Assist students when reading the text.

(05 mins)

Reading and writing:

Read aloud one or more books about favorite places. Give students one minute to make a list of as many of their favorite places as they can. Let the class share their lists. Students may make any additions to their own lists. Ask students to choose one place about which to write. Using a graphic organizer, have students write words that describe their favorite place.

Write (compose) – Worksheet 2. From their graphic organizers Worksheet 2, have students compose a draft describing their favorite place.

Revise (improve). Give time for students to meet in groups to read and discuss improvements to their essay. Following group conferences, give students time to improve their drafts by adding, deleting, or reordering ideas based on feedback.

Edit (proofread). Help students check their own essay and make corrections for spelling, grammar, punctuation, and

	<p>capitalization. Ask students to make a final copy. Take rounds and facilitate groups to improve their work.</p> <p>Publish (share). Choose a format for students to share their essay with others.</p> <p>(10 mins)</p> <p>Writing – Exercise D:</p> <p>Ask students to write an essay about why I like to read? Take rounds and provide support whenever needed. They can refer to the sample of essay provided on page 106, Exercise D of the textbook.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might find it hard to write an essay so, one-on-one assistance during Independent Working Time.</p> <p>Some students might finish their work early. Ask them to students to support students who haven't finished it yet.</p>
03 mins	<p>Wrap-up:</p> <p>Conclude the lesson by revising the learning and ask the students to read their essays.</p>
02 mins	<p>Homework:</p> <p>Ask students to write another essay about my favourite picnic spot.</p>

Lesson Plan 114

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 11	Unit Title: Sunflowers
LP: 114	Textbook Page/s: 103 – 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- understanding that “ou / ow” and “ue / ew” are alternative spellings, that is, they are different spellings for the same sounds as in word pairs like “cloud / clown” and “cue / few”

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. Ask students to say aloud all vowels.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that today we are going to read words with long o sound.</p> <p>Listening and Speaking</p> <p>The long o sound can be represented by 5 different spelling patterns:</p> <ol style="list-style-type: none"> 1. o – go

2. o_e – phone
3. oe – toe
4. oa – boat
5. ow – snow

Write some examples on the board and read them to the students. Ask students to read some more examples from the board.

Introduce ow and ou sound and say this is not the long (o) sound heard in snow, although it is spelled exactly the same. This sound has two spelling patterns, (ow) (ou). These vowel combinations (ow, ou) are diphthongs when they have the variant vowel sound as heard in cow and house.

Introduce sounds

Short 'ew' – Said as 'oo' as in chew and grew.

Long 'ew' – Said as 'yoo' as in new and nephew.

Short 'u-e' – Said as 'oo' as in flute and June.

Long 'u-e' – Said as 'yoo' as in cube and tube.

(10 mins)

Reading together – Ask students to read aloud the following sentences.

- I found a flower by my house.
- I must go to town to buy some flour.
- Can you count the brown cows for me.
- The owl flew around my house.
- Do you want to go outside now?
- How loud can you shout the vowel sounds?
- A stout clown had a sour apple in his mouth.
- The owl found a mouse by my house.
- How far can you count aloud in an hour?
- I see a cow by the trout pond south of here.
- I saw a clown upside down make a frown.

Concentrate on 'ou' and 'ow' word highlighted in red.

	<ul style="list-style-type: none"> • The cute fruit fly flew into the glue. • The new blue mule likes to drink juice. • The cruel guard ate a few prunes and a grapefruit. <p>Concentrate on ‘ew’ and ‘ue’ word highlighted in red.</p> <p>Reading Ask them to turn to page 106 and 107, Exercise E. Ask them to work with a pair partner and read the given words. Partners should take turns to read and provide feedback to each other. Take rounds and encourage interaction to facilitate the process of learning throughout. (10 mins)</p> <p>Differentiated Plan:</p> <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 blended words in their notebooks so they stay busy.</p>
05 mins	<p>Wrap up – Dictation</p> <p>Dictation – When dictating words, give students a clue about the spelling such as telling them it’s a vowel team or open syllable.</p>
05 mins	<p>Homework assignment:</p> <p>Ask them to read 106 and 107, Exercise E.</p>

Lesson Plan 115

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 11	Unit Title: Sunflowers
LP: 115	Textbook Page/s: 103 – 110	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
- 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>
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.</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 is used to express ability or to say that something is possible.</p> <p><i>For example: I can speak English.</i></p> <p>To form the negative, we add “not” after can to form one word: can’t.</p> <p><i>For example: She can’t eat two burgers.</i></p>

	<p>'Can' and 'Cannot' or 'Could' and 'Could not' 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>May is used in formal style to request for permission (in questions) giving permission (in affirmative sentences) and refusing permission (in negative sentences).</p> <p><i>For example: May I borrow your book for a day? You may have my book.</i></p> <p>To form negative we add "not" after may: may not.</p> <p>The verb that comes after can and may is in the infinitive (base form of the verb) without to.</p> <p><i>For example: I can bake cakes. May I sit here?</i></p> <p>We use should and shouldn't to give advice, opinions, to talk about what we think is right or wrong (correctness) to make suggestions, or to talk about obligation.</p> <p>The negative of should is shouldn't.</p> <p><i>For example:</i></p> <p><i>He should exercise every day. (Advice)</i></p> <p><i>She should wear black sandals with this dress. (suggestion)</i></p> <p><i>You shouldn't write on the wall. (correctness)</i></p> <p><i>We should respect our elders. (obligation)</i></p> <p>The verb that comes after should is in the infinitive (base form of the verb) without to.</p> <p>Time allocation is flexible and can change as per need of the activity.</p> <p>The following chart can be displayed and discussed in the classroom:</p>
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Modal verbs: negative forms	
positive	negative
can (used for possibility) <i>It can happen; everything's possible.</i>	can't (cannot) <i>It can't happen; it's impossible.</i>
can (used for permission) <i>Can I smoke here? ~ Yes, you can.</i>	can't (cannot), mustn't <i>You can't smoke here. You mustn't smoke here.</i>
can (used for ability) <i>I can play the guitar.</i>	can't (cannot) <i>I can't play the guitar.</i>
must, have to (used for obligation) <i>You must be there at 8 o'clock. You have to be there at 8 o'clock.</i>	don't have to, needn't <i>You don't have to be there at 8 o'clock. You needn't be there at 8 o'clock.</i>
must (used for personal opinion, certainty) <i>He must be here somewhere - his car is outside.</i>	can't (cannot) <i>He can't be here - his car's not outside.</i>
might, may (used for personal opinion, certainty) <i>He might/may be late today - there's a lot of traffic on the roads.</i>	may not, might not <i>He might/may not get here on time - there's a lot of traffic on the roads.</i>
should (used for weak obligation / advice) <i>You should stop smoking because it's unhealthy.</i>	shouldn't (should not) <i>You shouldn't smoke so much - it's unhealthy.</i>

(10 mins)

Game

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 add the name and task on the card with the following table 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. Afterwards, students give feedback to the class on their findings.

	Affirmative	Negative	Interrogative
	Can do	Cannot do	Can he/she do this?
1			
2			
3			
4			
5			

(10 mins)

	<p>Reading and Writing</p> <p>Ask students turn to page 107 and 108, Exercise F and read the sentences to compare them in six column about how can, could, should, must and have to and may change the meaning on the sentence.</p> <p>After looking at the example, ask students to turn to page 109, Exercise G and complete the exercise by filling in the blanks using modal verbs.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>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:</p> <p>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</p> <p>Give students five professions (doctor, teacher, farmer, driver, and mechanic) and tell them to write five sentences telling what they should or should not do in their notebook.</p>

Lesson Plan 116

Subject: English Grade: 3 Term: 3rd
 Week: Unit: 11 Unit Title: Sunflowers
 LP: 116 Textbook Page/s: 103 – 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 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 if they have been to a shop to buy something.</p> <p><i>What kind of conversation they experienced with the shop keeper?</i></p> <p>Ask students to share their experiences in the class.</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> <p style="text-align: center;">- special - several</p>

- | | |
|---------------|-------------|
| - reasons | - sprout |
| - bright | - sunlight |
| - bees | - buds |
| - animals | - bloom |
| - squirrels | - direction |
| - pollution | - middle |
| - environment | - thousands |
| - healthy | - centre |
| - hole | - growing |
| - spot | - petals |
| - ground | - ripen |
| - single | - hang |
| - seedling | - finish |
| - completely | - dry |
| - containers | - crispy |
| - lid | - ready |
| - tightly | - months |

(10 mins)

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on Exercise G, page 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 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

	<p>facilitate the process of learning throughout the learning session.</p> <p>(10 mins)</p> <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>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <p>‘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 110 again.</p>

Lesson Plan 117

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 11	Unit Title: Sunflowers
LP: 117	Textbook Page/s: 103 – 110	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- write the answer of the given text
- predict meanings and make sentences of the given words
- write an essay
- **use ‘can’ and ‘could’ in the affirmative, negative, and interrogative sentences.**

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: 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 12 – A Pious Ruler

Unit Overview

This unit aims to impart the importance of the Day of Judgment. It emphasizes that it is dangerous to naively believe and/or blindly follow whatever someone tells or shows us. We must not believe anything until we have confirmed it ourselves from by the most authentic means.

Also, it is the duty of a ruler to make things better for everybody in the country fairly and equally, not for the selected a few. On the Day of Judgment, Allah will not forgive the sin of doing wrong to the people until they have forgiven us themselves. Therefore, we must try our best not to wrong anybody.

However, if it happens inadvertently sometimes, we must apologize and make it up to that person in this world. The same will be too costly on the Day of Judgment. This unit also focuses on the fact that we should be careful in accepting gifts. Exchanging gifts is good, but not all gifts are good or even lawful for us.

Model Answers

Exercise A

Answer 1 – The ruler disguised himself as a common man in humble clothes.

Answer 2 – It was time for Fajr prayers when he arrived in the city.

Answer 3 – The poor man was afraid that the ruler would punish him for speaking harsh words about him when he stood in front of the ruler.

Answer 4 – No, the ruler did not punish him.

Answer 5 – The ruler prayed to Allah “O Allah! Make me serve my country so well that I can enter Paradise, Ameen”.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their

own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

This exercise is about writing an experience (recount) following the specifications provided. Before writing the experience, students need to review the sample of two experiences given and discuss it with their partner.

Exercise E

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

Exercise F

This exercise is about changing sentences into questions.

1. Are there five fingers in a hand?
2. Is it my birthday on Thursday?
3. Was there an idea in my mind?
4. Was it not a holiday on Monday?
5. Were there lice in her head?
6. Is it a lovely day?
7. Is there a problem?
8. Does it take one hour to reach there?
9. Are there many interesting books to read?
10. Was it not possible to come?

Exercise G

Ask students to perform a role play using the dialogues given in this unit. 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 118

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 12	Unit Title: A Pious Ruler
LP: 118	Textbook Page/s: 111 – 117	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify the importance of Day of Judgment
- analyse that It is the duty of a ruler to make things better for everybody in the country fairly and equally, not for the selected a few.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

05 mins	<p>Warm up (Think Pair Share):</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>Think Pair Share</p> <p>Pose a question, usually by writing it on the board or projecting it. ‘What type of leader I want to be...’ Ask students to consider the question on their own. Then allow the students form groups of 2-3 people. Next, as students to discuss the question with their partner and share their ideas and/or contrasting opinions. Re-group as a whole class and solicit responses from some or all of the pairs.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they read a story about A Pious Ruler.</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.

- What was the ruler thinking?
- Why did the ruler disguise himself as a common man and go to the city alone? Do you think he made a good decision?
- Who did the ruler meet at the mosque?
- Why was the poor man shivering?
- Why was the poor man speaking harsh words about the ruler?
- Why did ruler think that Allah will not forgive him?
- Why was the poor man not accepting the money offered by the ruler? Do you think he made a right decision?
- What are the duties of a ruler towards his fellow countrymen?
- What is the Day of Judgment?
- What would happen on the Day of Judgment?
- How will Allah judge us on the Day of Judgment?

Teacher will establish the following points as learning from the text.

- Importance of the Day of Judgment.
- It is dangerous to naively believe and/or blindly follow whatever someone tells or shows us. We must not believe anything until we have confirmed it ourselves from multiple sources and by numerous means.
- It is the duty of a ruler to make things better for everybody in the country fairly and equally, not for the selected a few.
- On the Day of Judgment, Allah will not forgive the sin of doing wrong to the people until they have forgiven us themselves. Therefore, we must try our best not to wrong anybody. However, if it happens inadvertently

	<p>sometimes, we must apologise and make it up to that person in this world. The same will be too costly on the Day of Judgment.</p> <p>We should be careful in accepting gifts. Exchanging gifts is good, but not all gifts are good or even lawful for us.</p> <p>Game:</p> <p>Provide flashcards in groups, having things associated with duties towards mankind and duties towards Allah. Ask students to sort them. Take rounds to see and probe correct responses and group with maximum correct responses wins.</p> <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:</p> <p>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.</p> <p>(10 minutes)</p> <p>Differentiated Plan:</p> <p>Facilitate the student facing problem in writing by asking 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	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.
02 mins	Homework assignment: Write moral of the story in the notebook.

Lesson Plan 119

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 12	Unit Title: A Pious Ruler
LP: 119	Textbook Page/s: 111 – 117	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

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

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the sentence-level context to determine the meaning of an unknown word
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

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>Then, announce that you are all going to play a game.</p> <p>Paste a card of the word “supper” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p>
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	<p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</p> <p>Encourage interaction and facilitate the process of learning throughout.</p>
33 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will work on vocabulary words of the reading passage ‘A Pious Ruler’ today.</p> <p>Reading – Dictionary activity:</p> <p>Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. The list of words is as follows:</p> <ul style="list-style-type: none"> - believe - countrymen - courtiers - disguised - humble - slipped - guards - rode off - prayer - mosque - offer - season - corner - shivering - clothes - raised - almighty - ruler - alone - bestow - honour - hearing - loud - enjoying - paradise - judgment - palace - searched - wrong - punish - comfortable - request - replied - forgive - sin - impressed - accept - refused - pious - better - tears - peace <p>Ask students to write the meanings of the specific word on the other side of the word chit.</p>

Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.

Note: As per student strength in the class, the teacher can perform this activity in peers or groups.

(7 mins)

Listening and Speaking - Worksheet 1:

Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be

11. disguised
12. guards
13. turned
14. paradise
15. bestow

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

(8 mins)

Speaking- Presentation

Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “**Vocabulary Master**”. Encourage interaction and facilitate the process of learning throughout. Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model.

Encourage interaction and facilitate the process of learning throughout.

Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:

My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.

Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.

(08 mins)

Writing:

Ask students to make the title page of “A Pious Ruler” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks.

Discuss the examples of sentences from page 114 of the textbook. Ask students to make sentences of the same vocabulary word in textbook page 114. Allow students to refer to the completed Frayer model during the sentence level activity.

S. No.	Word	Meaning/ Sentence
1.	popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.
2.	explain	----- -----

(10 mins)

Differentiated Learning:

	<p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>
03 mins	<p>Wrap-up:</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework:</p> <p>Learn the list of words shared in the class along with the meanings.</p>

Lesson Plan 120

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 12	Unit Title: A Pious Ruler
LP: 120	Textbook Page/s: 111 – 117	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- brainstorm key moments (either fictional or real) that have had an impact on one's life.
- utilize imagery and details to convey a specific event.
- write a recount about a memorable experience.

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>
34 mins	<p>Lesson structure</p> <p>Topic: Tell students that today we are going write a recount.</p> <p>Listening and Speaking</p> <p>Explain that essentially, there are four questions that students will need to answer in their recount, no matter what type they're writing. We can refer to these as The Four Pillars of a Recount. These pillars are:</p> <ul style="list-style-type: none"> • Who? Who are the main participants/characters in the recount? • Where? Where did the events happen?

	<ul style="list-style-type: none"> • When? When did the events happen? • What? What happened? <p>Also discuss</p> <ul style="list-style-type: none"> • What tense should it be written in? • What punctuation will you need to use? • Do you need to retell the events in order? (Chronological order) <p>(10 mins)</p> <p>Reading Ask them to turn to page 114 and 115, Exercise D. Ask them to work with a pair partner and read the given recount. Partners should take turns to read and discuss the four pillars of recount with each other. Take rounds and encourage interaction to facilitate the process of learning throughout. (10 mins)</p> <p>Writing</p> <p>Refer to the two recounts on page 114 and 115 and tell students those two children shared their experiences with us. Fatima had a fantastic day, but things did not go well for Hassan. Share your memorable experience. Write one or two paragraph about what happened on a particular day.</p> <p>Differentiated Plan:</p> <p>Some students might find it difficult to write about their memory. Provide students with support to sequence and write.</p> <p>Students who are done writing about their memorable day. Ask them to choose 5 words from the textbook and write sentences with their literal meanings.</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 response if still incorrect.</p>

02 mins	Homework assignment: Ask students to draw a picture associating with the recount written by them.
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Lesson Plan 121

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 12	Unit Title: A Pious Ruler
LP: 121	Textbook Page/s: 111 – 117	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- understanding that “o”, “oa”, “ow” and “o-e” are alternative spellings, that is, they are different spellings for the same sound as in words like go, boat, slow and bone

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Calendar

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.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that today we are going to read words with long o sound.</p> <p>Listening and Speaking</p> <p>The long o sound can be represented by 5 different spelling patterns:</p>

6. o – go
7. o_e – phone
8. oe – toe
9. oa – boat
10. ow – snow

Write some examples on the board and read them to the students. Ask students to read some more examples from the board. When you come across a word with long o and you need to figure out which spelling pattern to choose, here are the questions you can ask yourself:

- Is there more than one syllable?
- Is there a base word?
- Where is the long o sound in the word?
- Could this be one of those rare oe words?

Break the word into its syllables and go through the questions.
(10 mins)

Picture cue cards – Create visual graphics of tricky words, homophones, and homographs. These picture cues really help students remember which pattern to use. Make these using flashcards and keep them in a baggie or box for reference.

Sorting – Play matching games like memory, just sort them into piles/columns, or create any game that requires sorting by spelling pattern.

(10 mins)

Reading

Ask them to turn to page 115, Exercise E. Ask them to work with a pair partner and read the given words. Partners should take turns to read and provide feedback to each other. Take rounds and encourage interaction to facilitate the process of learning throughout.

(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 blended words in their notebooks so they stay busy.</p>
05 mins	<p>Wrap up - Dictation</p> <p>Dictation – When dictating words, give students a clue about the spelling such as telling them it’s a vowel team or open syllable.</p>
05 mins	<p>Homework assignment:</p> <p>Ask them to read 115, Exercise E.</p>

Lesson Plan 122

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 12	Unit Title: A Pious Ruler
LP: 122	Textbook Page/s: 111 – 117	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 subjects of 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>Enter the classroom and greet students cheerfully. Play Simon says with students to make them active.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that today we are going to learn to use it and there in negative, assertive, and interrogative sentences.</p> <p>Listening and Speaking</p> <p>Explain that the word <i>there</i> is used as a dummy subject to say that a situation exists. In such usage, <i>there</i> does not refer to anything specific but merely introduces the situation.</p> <p><i>Examples</i></p> <ul style="list-style-type: none"> - There are two ways to solve this problem. - There is something we need to discuss.

- Is there anything I can do to help?

Explain that the pronoun *it* can be used to refer to a real subject that appears later in the sentence. Positioning the subject at the end rather than start of a sentence helps place end-focus on the subject.

Examples

- It is important to be happy.
- It is wonderful that you are coming.
- It is a beautiful dress.

Ask about the 3 types of sentences and reiterate that there are affirmative, negative and interrogative sentences. Explain each of the three types with examples.

(10 mins)

Game:

In groups, provide sentence strips as given below and ask them to first categorize if the sentence is affirmative, negative or interrogative. And arrange them in a table like one below:

Affirmative	Negative	Interrogative
There are books on the table.	There are no books on the table.	Are there books on the table?
It is a beautiful scene.	It is not a beautiful scene.	Is it a beautiful scene?
There are insects in the room.	There are no insects in the rooms.	Are there insects in the room?
It is nice to meet you.	It is not nice to meet you.	Is it nice to meet you?
It was a lovely day.	It was not a lovely day?	Was it a lovely day?

Encourage interaction and facilitate the process of learning throughout the activity.

(10 mins)

Reading and Writing:

Ask students to turn to page 116 of textbook, Exercise F to read the given sentences. Encourage students to read the sentences in turns. Once done, encourage them to discuss it in pairs and

	<p>change the sentences into questions and write in their notebooks. Move around the classroom, listen to their discussions, and guide the students where needed.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>Some students might be hesitant or lost in the group work. Change their place. Give them a separate set of sentences and encourage them to complete their work.</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>																		
<p>03 mins</p>	<p>Wrap up:</p> <p>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>																		
<p>02 mins</p>	<p>Homework assignment:</p> <p>Ask students to complete this table at home as homework:</p> <table border="1" data-bbox="621 1159 1416 1619"> <thead> <tr> <th>Affirmative</th> <th>Negative</th> <th>Interrogative</th> </tr> </thead> <tbody> <tr> <td>There are books on the table.</td> <td></td> <td>Are there books on the table?</td> </tr> <tr> <td></td> <td>It is not a beautiful scene.</td> <td>Is it a beautiful scene?</td> </tr> <tr> <td>There are insects in the room.</td> <td></td> <td>Are there insects in the room?</td> </tr> <tr> <td>It is nice to meet you.</td> <td>It is not nice to meet you.</td> <td></td> </tr> <tr> <td></td> <td>It was not a lovely day?</td> <td>Was it a lovely day?</td> </tr> </tbody> </table>	Affirmative	Negative	Interrogative	There are books on the table.		Are there books on the table?		It is not a beautiful scene.	Is it a beautiful scene?	There are insects in the room.		Are there insects in the room?	It is nice to meet you.	It is not nice to meet you.			It was not a lovely day?	Was it a lovely day?
Affirmative	Negative	Interrogative																	
There are books on the table.		Are there books on the table?																	
	It is not a beautiful scene.	Is it a beautiful scene?																	
There are insects in the room.		Are there insects in the room?																	
It is nice to meet you.	It is not nice to meet you.																		
	It was not a lovely day?	Was it a lovely day?																	

Lesson Plan 123

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 12	Unit Title: A Pious Ruler
LP: 123	Textbook Page/s: 111 – 117	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, who should be the monitor of class and why?</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>

Ask students to read the sight words with you and then write it in their notebook.

- Paradise
- wrong
- accept
- pious
- tears

(10 mins)

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on Exercise G, page 116 and 117. 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 116 and 117 with action. Encourage them to perform with actions. Take rounds, listen to their dialogues, and ask them to

	<p>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:</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>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <p>‘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 111 and 112 again.</p>

Lesson Plan 124 - Review of the Chapter

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 12

Unit Title: A Pious Ruler

LP: 124

Textbook Page/s: 111 – 117

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- write the answer of the given text.
- predict meanings and make sentences of the given words.
- write a recount.
- change sentences with it and there into affirmative, negative and interrogative.

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	<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 13 – Wear a Smile

Unit Overview

This unit focusses on developing the habit of wearing a smile. It tell about wearing a smile on our face most of the time is a very good habit. It has so many advantages. It makes people love us because they feel good in our company. If somebody does not like us or is angry with us, it helps his or her negative feelings to go away and positive feelings for us to come. When we are upset, it relieves our distress, improves our mood and gives us courage to deal with a problem or a difficult situation nicely (or wait patiently because, sometimes, it is the only thing that we can do). Relating to the fact that smiling is the Sunnah of the Holy Prophet ﷺ and we find it among highly desirable habits in Islam.

Model Answers

Exercise A

Answer 1 – The poet wants smile to be radiant and cheerful.

Answer 2 – The poet describes face to be dazzling.

Answer 3 – The line of poem which tells us that a smile calms down an angry feeling is ‘Settles it down and gets it right’.

Answer 4 – The line of poem which tells us that a smile brings happiness is ‘Happiness it brings, tall you stand’.

Answer 5 – Theme of the poem is the fact that smiles can solve all problems.

Exercise B

This exercise is about promoting teacher student interaction. This exercise has a set of questions for discussion in the classroom. It helps promote higher order thinking skills in students.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

This exercise is about writing an application following the specifications provided. Before writing the experience, students need to review the sample application given in the textbook and discuss it with their partner.

Exercise E

This exercise assists students in differentiating between homophones, that is, pairs of words that sound the same but spell and mean differently e.g. for / four, hear / here, brake / break and heal / heel

Exercise F

Arranging the sentences into order.

Exercise G

Ask students to perform a role-play using the dialogues given in this unit. 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 125

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 13	Unit Title: Wear a Smile
LP: 125	Textbook Page/s: 118 - 123	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 smiling.
- infer that Holy Prophet also taught us to smile.

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 ‘Wear a Smile’ and ask students to look at the pictures on page 118 of the textbook. Ask the students to make predictions regarding what they think the poem might be about. Elicit responses from the students and appreciate each response. Encourage interaction and facilitate the process of learning throughout discussion.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that we are going to read and understand a very interesting poem which has an essential moral for us. Encourage interaction and facilitate the process of learning throughout discussion.</p> <p>Speaking and Listening Ask students the following questions.</p>

	<ol style="list-style-type: none"> 1. What brings smile on your face? 2. How it feels when a teacher smiles? <p>Take responses and connect it to the poem which tells us to wear smile for number of reasons. Talk about Smiling is a simple way to follow the teachings of Prophet Muhammad, spread happiness, and improve your health at the same time. Encourage interaction and facilitate the process of learning throughout discussion.</p> <p>(10 min)</p> <p>Reading</p> <p>Excite them by saying let’s read the poem. Read the poem and discuss the following points while reading for second time.</p> <ul style="list-style-type: none"> – What are the benefits of wearing a smile? – How can smile brighten a face? – What has our Holy Prophet ﷺ taught us about smiling? – What does the poet mean by the line, “And let the time put things in place”? <p>Divide the class into groups. Ask them to read the poem on pages 118 and identify all the rhyming words. Take rounds and guide students while they work. Encourage interaction and facilitate the process of learning throughout discussion.</p> <p>(10 min)</p> <p>Writing – Exercise A:</p> <p>Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 119 with the students. Instruct them to write answers in complete sentences in their notebooks. Encourage interaction and facilitate the process of learning throughout discussion.</p> <p>(10 min)</p> <p>Differentiated Plan:</p> <p>Facilitate the student facing problem in writing by asking 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>

	Encourage interaction and facilitate the process of learning throughout discussion.
02 mins	Homework assignment: Ask students keep a daily journal of how smiling can change their day and draw associated pictures in their journals. Discuss at the end of the day some of these experiences.

Lesson Plan 126

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 13	Unit Title: Wear a Smile
LP: 126	Textbook Page/s: 118 - 123	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 bite? - 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>

	<p>Listening and Speaking:</p> <p>Match The Rhyming Team</p> <p>Use two sets of rhyming cards for this – for example, ‘bore’, ‘four’, ‘roar’ and ‘rock’, ‘chalk’, ‘hawk’. Ask students to stand up. Randomly give out one set of rhymes to half the students, and the other set of cards to the other half.</p> <p>Stick one picture from each set on the wall on either side of the room – for example a ‘bore’ on one wall, and a ‘four’ 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.</p> <p>(10 mins)</p> <p>Game - Rhyme or no Rhyme</p> <p>Choose 2 words with the same ending letter and write them on the board.</p> <p><i>For example, fall, tall, mill</i></p> <p>When students look at the words, they can notice that all 3 words end in /ll/, but only two of them rhyme and have that same ending sound of /all/. 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.</p> <p>(10 mins)</p> <p>Reading and Writing – Worksheet 1:</p> <p>Ask students to read the poem on page 118, read the poem and find the rhyming words from the poem to write in their notebook.</p> <p>(10 mins)</p> <p>Differentiated Plan:</p> <p>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>
03 mins	Wrap up:

	<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 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> <ol style="list-style-type: none"> 1. feet: heat, seat 2. cone: tone, zone 3. take: cake, lake 4. pine: fine, mine 5. look: took, shook 6. low: bow, tow 7. cell: bell, shell 8. cent: bent, tent 9. ball: mall, tall 10. score: more, store

Lesson Plan 127

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 13	Unit Title: Wear a Smile
LP: 127	Textbook Page/s: 118 - 123	Duration: 40 minutes
Teacher:	School:	Date:

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

- recall Rhyme.
- identify rhythm and meter (stress).
- enjoy the rhythm and the meter of a poem.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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.</p> <p>Recall:</p> <p>Give words to students and ask them to tell rhyming words. 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 will also tell a story.</p>
30 mins	Lesson structure

Topic: Tell students they will be using rhyme word, rhythm and meter while writing their poem today.

Listening and Speaking:

Instructions:

Ask: Does anyone know what a rhythm is? (Allow the students to answer).

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.

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. Encourage interaction and facilitate the process of learning throughout.

(10 min)

Rhythm and Beat Activity: It may be best to have students stand.

Say, "Repeat after me," then clap your hands one time. Do the same thing but clap your hands two, three, and four times. Tell students that they were creating music with their bodies. Ask students to think of other ways that they could create sounds with their bodies. Ask a few students to share a "Repeat After Me" sequence for the class to follow.

Demonstrate the following pattern: clap, hands tap floor, clap, hands tap floor. Tell students that you are making a rhythm pattern and explain what the pattern is. Explain that this kind of pattern is called an AB pattern. If claps are called "A" and tapping the floor is called "B", then you are doing A, then B, A, then B. Write an AB shape pattern on the board: square, triangle, square, triangle. Explain that this is also an AB pattern.

	<p>Demonstrate an AAB rhythm pattern. This time, clap twice then tap the floor. Have students repeat after you. Explain that this isn't an AB pattern. If clapping is A and tapping the floor is B, have students try to figure out what kind of pattern this is (AAB). Call on a student to come to the board and draw an AAB shape pattern. Repeat this process with ABB and AABB patterns.</p> <p>Hand out pieces of paper to each student. Have them create five different shape patterns on the page. Remind students of the different shapes they might use to create their patterns: triangles, circles, rectangles, and squares. Then have students work with a partner to translate their shape patterns into rhythm patterns.</p> <p>Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 min)</p> <p>Writing: Ask students to refer to given poem 'Wear a Smile' on page 118 of the textbook to count syllable and underline stress words to identify the rhythm and meter. Ask students to identify the rhythm and meter in the poem and write in their textbook. Also, ask students to read the poem with the stressed words to identify rhythm.</p> <p>(10 mins)</p> <p>Differentiated Plan: Ask students who need extra support work solely with AB patterns.</p> <p>Ask students who are ready for a challenge come up with their own pattern structures to work with (e.g. AAAB or AABBB).</p>
03 mins	<p>Wrap up: Ask students share their rhythm patterns with the class. Ask the class to follow along and identify the pattern structures.</p>
02 mins	<p>Homework assignment: Read the poem on pages 118 stressing on the underlined words.</p>

Lesson Plan 128

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 13	Unit Title: Wear a Smile
LP: 128	Textbook Page/s: 118 - 123	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the sentence-level context to determine the meaning of an unknown word
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)
- 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>Then, announce that you are all going to play a game.</p> <p>Paste a card of the word “master” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</p> <p>Encourage interaction and facilitate the process of learning throughout.</p>
33 mins	Lesson structure

Topic: Tell students that they will work on vocabulary words of the reading passage ‘Wear a Smile’ today.

Reading – Dictionary activity:

Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. The list of words is as follows:

- | | |
|-------------|--------------|
| - cheerful | - defies |
| - radiant | - rage |
| - smile | - hate |
| - shines | - spite |
| - moment | - settles |
| - awhile | - right |
| - flicker | - begets |
| - across | - affection |
| - dazzling | - builds |
| - face | - connection |
| - stirs | - soul |
| - heart | - stress |
| - warmth | - belittles |
| - grace | - grief |
| - distress | - brighten |
| - courage | - place |
| - happiness | |
| - wear | |

Ask students to write the meanings of the specific word on the other side of the word chit.

Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.

Note: *As per student strength in the class, the teacher can perform this activity in peers or groups.*

(7 mins)

Listening and Speaking - Worksheet 2:

Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet.

	<p>Take responses and discuss the model for everyone understanding.</p> <p>Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be</p> <ol style="list-style-type: none">16. smile17. stays18. frees19. courage20. brighten <p>Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.</p> <p>Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.</p> <p>(8 mins)</p> <p>Speaking- Presentation</p> <p>Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “Vocabulary Master”. Encourage interaction and facilitate the process of learning throughout. Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.</p>
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Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:

My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.

Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.

(08 mins)

Writing:

Ask students to make the title page of “Wear a Smile” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks.

Discuss the examples of sentences from page 119 of the textbook. Ask students to make sentences of the same vocabulary word in textbook page 119. Allow students to refer to the completed Frayer model during the sentence level activity.

S. No.	Word	Meaning/ Sentence
1.	Popular	liked or admired by many people or by a particular person or group.
		Hassan is quiet popular for his work in physics.
2.	Explain	-----

(10 mins)

Differentiated Learning:

Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.

	Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.
03 mins	<p>Wrap-up:</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>
02 mins	<p>Homework:</p> <p>Learn the list of words shared in the class along with the meanings.</p>

Lesson Plan 129

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 13

Unit Title: Wear a Smile

LP: 129

Textbook Page/s: 118 - 123

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify way of writing an application
- write an application

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>Ask the following questions:</p> <p>What if we fall sick? How will we inform the school about absence from school?</p> <p>Taking answers from students probe them to talk about writing an application.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Inform students that they are going to write application of leave.</p> <p>Reading:</p> <p>Bring a few applications and read to the class. Read aloud 1-2 short applications that you have received. Inform students that they are going to write their application. It's easy as 1, 2, 3! Pass your applications around for the students to see.</p> <p>Ask students open and read in pairs a sample letter in the textbook page 120. Assist students when reading the text.</p>

(10 mins)

Listening and Speaking - Think- Pair- Share:

On the board, draw an outline of a body. Tell the students that leave application should be convincing and should include all the proper reasons for taking leave. Avoid any grammar mistakes while writing the application and application should not sound friendly rather it should look professional. Before they begin writing an application, there are some things they need to know—namely,

1. Receiver's address.
2. Subject (Purpose of the letter)
3. Salutation.
4. Body of the letter (including the reason for leave, number of days with particular dates, date of return)
5. Complimentary closing.
6. Signature.

Explain that an application begins with a receiver's address, subject and salutation. Move down to the body. Tell students that an application must also have a body. The body is where the actual content of the application is located. Move down to the feet. Tell students that an application must have a closing, and the feet are the closing of the letter. It's how we end and write address of sender and date. Review what each section means.

(05 mins)

Writing:

Ask students to write an application for leave to the principal. Take rounds and provide support whenever needed. They can refer to the sample of application provided on page 120, Exercise D of the textbook.

(10 mins)

Differentiated Learning:

Some students might find it hard to write an application so, one-on-one assistance during Independent Working Time.

	Some students might finish their work early. Ask them to support students who haven't finished it yet.
03 mins	Wrap-up: Conclude the lesson by revising the learning and ask the students to read their applications.
02 mins	Homework: Ask students to write another application with some personal reason for leave.

Lesson Plan 130

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 13	Unit Title: Wear a Smile
LP: 130	Textbook Page/s: 118 - 123	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- differentiating between homophones, that is, pairs of words that sound the same but spell and mean differently.
- use frequently confused homophones in sentences.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Printed Homophone Word Cards and Homophone Picture Cards
- Paper strips to make headbands
- Stapler or tape

05 mins	<p>Warm up (Warmup):</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>Start by sharing joke from textbook page 121. Without showing students the word in print, say, “Can anyone tell me the meaning of the word won (or too)? What else do you need to know before you can tell me the meaning of the word?” (You need to see the word written down or hear it in a sentence.) “Why do you need more information in order to spell some words correctly?” (Because some words sound the same but are spelled differently.) We call these words homophones which means sound the same. Once we know the different spellings of words in homophone sets, it is important to know which spelling to choose when we are writing. We need to be sure that the spelling matches the meaning of the word.”</p>
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30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will be exploring homophones today.</p> <p>Speaking and Listening</p> <p>Write to/too/two, their/they're/there, and ate/eight on the board. Ask students to take a few minutes to look at these sets of words and identify any patterns that they see. Tell students that they are going to be looking at words that sound the same but have different meanings. Advise students that these words are called homophones. If students are keeping a writing journal, this would be a good word to add to it with the examples from above. Ask students to create a class list of known homophones and their meanings. Encourage interaction and facilitate the process of learning throughout the discussion.</p> <p>(05 mins)</p> <p>Game:</p> <p>In this homophone matching activity, students work collaboratively to match the correct spellings to pictures representing various homophones. For students who may struggle with the concept, remove the headbands and just give them the word or picture cards. This will allow them to see their own picture or word and simply find the other student with their match.</p> <p>Make the headbands by printing the word and picture cards and stapling or taping them to paper strips. Assign each student a headband. Because they cannot see what is on their own headband, they will have to collaborate with each other. The students with words on their headbands will have to explain to the students with pictures what their pictures are. Likewise, the students with pictures on their headbands will have to read the words on the other headbands and explain the words with the appropriate context. All the students will have to work together to find the match to their word or picture. Encourage interaction and facilitate the process of learning throughout.</p> <p>(15 mins)</p>
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	<p>Reading and Writing: Ask students to refer to Exercise E on page 121 of the textbook to read list of homophones and write the meaning of each of the word given in the list. They can use dictionary to find the meaning if they do not know the meaning already. (10 mins)</p> <p>Differentiated Plan: Some students might find it difficult and need support could be given a list of commonly used homophones and their meanings to reference while completing the assignment.</p> <p>Some students might quickly finish their work. Ask them provide illustrations for each homophone.</p>
03 mins	<p>Wrap up Recap by having students give you the definition of the word homophone. Ask students to identify homophones that they are still confused about. Have them brainstorm tricks that will help them understand their meaning. Answer any questions that students may still have.</p>
02 mins	<p>Homework assignment: Ask students to make sentences set of 10 homophones from Exercise E page 121 of the textbook.</p>

Lesson Plan 131

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 13	Unit Title: Wear a Smile
LP: 131	Textbook Page/s: 118 - 123	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify imperative sentences.
- using the imperative sentences (including the ones that start with let us).

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet
- Images with imperative commands

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. Rather than have only one person give instructions, have students stand in a circle and take turns being Simon. This way when you give your introduction, students will have already had some practice using the imperative structure. Ensure they use “Let us” in the beginning of the sentence and the one giving command should also be following it.</p>
25 mins	Lesson structure

	<p>Topic: Tell students they will be using imperative sentences today.</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. <p>It can also be used to suggest using "let's." For example:</p> <ul style="list-style-type: none">- Let's get fish tonight.- Let's not do too much work this weekend. <p>Explain 'Let us' is the first-person plural imperative, which we only use in very formal situations. Let's is the short form, which we often use to make suggestions which include ourselves.</p> <p>(05 mins)</p> <p>Imperative Game</p> <p>Ask students match images with sentences. The images should depict either scenarios or actions where use of an imperative sentence would be appropriate. A good example would be to match the universal "no smoking" sign with the sentence "Don't smoke." You can also have students complete a fill in the blank exercise where the missing words are listed for them to choose from. Ask students to use Let us. Check the answers as a class and review why certain choices were correct by asking questions about the images or sentences.</p> <p>(10 mins)</p> <p>Reading and Writing:</p> <p>Ask students to refer to Exercise F to read the sentences and arrange the sentences to see how imperatives have been used. Take rounds to support students learning.</p> <p>(05 mins)</p> <p>Writing:</p> <p>Ask students to write a How-to guide for our friends about making a paper plane.</p> <p>(10 mins)</p>
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	<p>Differentiated Plan:</p> <p>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 – Let us _____?</p> <p>Ask for volunteers to give you imperative sentences using Let us. Once a student has volunteered, he can sit down while the rest of the class thinks of sentences. Continue this activity until all the students are seated or the bell rings and do not accept duplicate sentences.</p>
03 mins	<p>Homework assignment:</p> <p>Ask students to write a How-to guide for our friends about cooking a dish or fixing a leaking tap etc.</p>

Lesson Plan 132

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 13	Unit Title: Wear a Smile
LP: 132	Textbook Page/s: 118 - 123	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading dialogue for comprehension and pleasure.
- perform a dialogue.
- read sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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> <p>Start the lesson by asking students about a recent conversation with their friends where they appreciate efforts of their friends for a reason. Ask students to share their experiences.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will read the sight words and perform dialogues in today’s lesson.</p> <p>Instructions: Instructions:</p>

Start the lesson by explaining that a dialogue is a conversation between two or more people. And we need to be polite when conversing with our parents and elders.

Dialogue is essential to fiction writing. It brings characters to life and adds interest. A dialogue must do more than just duplicate real speech.

Reading and writing:

Ask students to read the sight words with you and then write it in their notebook.

- | | |
|-------------|--------------|
| - cheerful | - defies |
| - radiant | - rage |
| - smile | - hate |
| - shines | - spite |
| - moment | - settles |
| - awhile | - right |
| - flicker | - begets |
| - across | - affection |
| - dazzling | - builds |
| - face | - connection |
| - stirs | - soul |
| - heart | - stress |
| - warmth | - belittles |
| - grace | - grief |
| - distress | - brighten |
| - courage | - place |
| - happiness | |
| - wear | |

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 123. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Roleplays boost confidence amongst students and helps them become better public speakers. Students might need help in reading the dialogues. Ask the class what do the dialogues mean? Take answers from students.

	<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. Also, share that it is essential to use proper greetings when you meet someone.</p> <p>(10 minutes)</p> <p>Reading:</p> <p>Ask students to open their textbooks to pages 123. Instruct them to read dialogues in pairs. 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>(05 minutes)</p> <p>Writing:</p> <p>Tell students to write the list of sight words in a notebook.</p> <p>(05 minutes)</p> <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>
05 mins	<p>Wrap up:</p> <p>At the end of the class, ask questions like:</p> <p>‘What should be our tone like when talking to friends?’</p> <p>Encourage them to reply, ‘We should polite and calm.’</p>
02 mins	<p>Homework assignment:</p>

	Revisit sight words from notebook, read page 118 again and locate the sight words in context.
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Lesson Plan 133- Review of the Chapter

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 13

Unit Title: Wear a Smile

LP: 133

Textbook Page/s: 118 - 123

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify the moral of the story.
- predict meanings and make sentences of the given words.
- make rhyming words.
- use imperative sentences.
- write a leave application.

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	<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>
05 mins	<p>Homework assignment: Practice difficult vocabulary from the unit.</p>

Unit 14 – Riding a Bicycle

Unit Overview

This Unit focusses on developing empathy in children. It is essential to make children empathise with other people’s feelings to be kind, compassionate and caring. It is about sharing with children exciting and useful information about bicycles and other means of transport. The aim of unit is to raise awareness of the protection of the environment by controlling noise and air pollution. Also, it raises awareness of personal safety and care. It further assists in developing children’s interest in learning and following the ways of the Holy Prophet ﷺ.

Model Answers

Exercise A

Answer 1 – Bicycle is good for environment because it is quiet and does not create noise pollution. Also it does not release air pollution.

Answer 2 – The pedal moves the chain and chain moves the back wheel.

Answer 3 – We use handlebar to balance the bicycle and turn it left or right.

Answer 4 – The purpose of wearing a helmet is to protect head if we fall over and purpose of padded glove is to protect hands from getting scraped.

Answer 5 – People hate horn because it hurts them and causes noise pollution to make people sick.

Exercise B

This exercise is about writing a letter following the specifications provided. Before writing the experience, students need to review the sample letter given in the textbook and discuss it with their partner.

Exercise C

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise D

This exercise is about choosing the right word to complete sentences.

1. become
2. participate
3. win

4. learn
5. offer
6. sleep
7. write
8. serve
9. open
10. meet

Exercise E

Ask students to perform a role-play using the dialogues given in this unit. 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 134

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 14	Unit Title: Riding a Bicycle
LP: 134	Textbook Page/s: 124- 128	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 bicycles and other means of transport.
- analyse that we should always be careful about our safety.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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>Ask students</p> <ul style="list-style-type: none"> - Have you ever ridden a bicycle? <p>How was the experience of riding a bicycle?</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will learn about being safe and empathetic.</p> <p>Instructions:</p> <p>Listening and Speaking – Riding a Bicycle Game: Start students riding around the track in the same direction. Blow the whistle once and students should stand up and keep pedaling. Blow the whistle again and students should stop pedaling but remain standing. See how far they can travel before their bike stops rolling. Allow students to remain seated when they stop pedaling. See how far they</p>

can travel before they put their foot down. For students who can't yet balance, have them lift their feet off the ground and try to let the bike glide.

(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 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)

Writing – Exercise A:

Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 125 with the students. Instruct them to write answers in complete sentences in their notebooks.

(10 minutes)

Differentiated Plan:

Facilitate the student facing problem in writing by asking questions pertaining to the text and probing them to reach to the answer.

Those who completes the written task can be asked to create a question from the given text and write the answer as well.

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.
02 mins	Homework assignment: Read Unit 14, Pages 124-125 again.

Lesson Plan 135

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 14

Unit Title: Riding a Bicycle

LP: 135

Textbook Page/s: 124- 128

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify elements of letter writing.
- write an informal letter.

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>Ask the following questions:</p> <p>What if there will be no phone, no internet and no laptop system, how will we communicate with people over long distance.</p> <p>Taking answers from students probe them to talk about writing a letter.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Inform students that they are going to write their own letters.</p> <p>Reading:</p> <p>Bring a few old letters and read to the class. Read aloud 1-2 short letters that you have received. Inform students that they are going to write their own letters. It's easy as 1, 2, 3! Pass your letters around for the students to see.</p>

Ask students open and read in pairs a sample letter in the textbook page 126. Assist students when reading the text.

(10 mins)

Listening and Speaking - Think- Pair- Share:

On the board, draw an outline of a body. Tell the students that before they begin writing a letter, there are some things they need to know—namely, the parts that make up the letter. The first part is the greeting. Next to the head, write "greeting" and explain that a letter begins with a greeting. It's how we say hello. Move down to the body. Tell students that a letter must also have a body. The body is where the actual content of the letter is located. Move down to the feet. Tell students that a letter must have a closing, and the feet are the closing of the letter. It's how we say goodbye. Review what each section means.

(10 mins)

Writing – Worksheet 1:

Give each student worksheet and ask students write "greeting" next to the heads. List several greetings on the board, e.g. "Assalam-o-Alaikum", "Hello," "Hi," and "Hey." Move to the body and have students write "body" next to the bodies of their drawings. Move down to the feet and have them write "closing." List closing words, e.g. "Fi Amanillah", "Good-bye," "See you soon," and "Love." Now, write a short letter on the board. Circle the greeting used in the letter and write "greeting" next to it. Write 2-3 sentences and write the word body next to them. Add the closing, circle it, and write "closing" next to it. Remind students to always write their name after the closing. Ask students to pair up. Each student should lay down on his butcher paper and have his partner trace his body outline onto the sheet. Remind them their drawings do not have to be perfect. Once everyone has finished, they should look at the board and write the parts of the letter next to their bodies. Ask them to put their outlines in a visible spot so that they can be used as a reminder when they write.

Pass out the Write a Letter worksheet. Ask each student to choose a friend to write to. In the body of the letter, have each student tell his friend one thing he likes about school. Remind

	<p>students to use closings and sign their names. They can use the greetings and closings you have listed on the board.</p> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, one-on-one assistance during Independent Working Time.</p> <p>Some students might finish their work early. Ask them to students write a paragraph-long body.</p>
03 mins	<p>Wrap-up:</p> <p>Conclude the lesson by revising the learning and ask the students to read their letters.</p>
02 mins	<p>Homework: Ask students to write a letter.</p>

Lesson Plan 136

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 14	Unit Title: Riding a Bicycle
LP: 136	Textbook Page/s: 124- 128	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card (DISAPPOINTED)
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

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>Paste a card of the word “honour” on the board and ask students whether they know the meaning of the word that has been pasted on the board. Some students might share their idea which might be relevant to the actual meaning, which will be written on the board. Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students that they will work on vocabulary words of the reading passage ‘Cows’ today.</p> <p>Reading – Dictionary activity:</p>

Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. Once it is guessed ask students that they need to find from the dictionary. The list of words is as follows:

- | | |
|-------------|--------------|
| - bicycle | - quiet |
| - riding | - noise |
| - drop | - rain |
| - foot | - swing |
| - plenty | - pushing |
| - benefits | - pedals |
| - cheap | - handlebars |
| - fuel | - brake |
| - pollution | - levers |
| - healthy | - adjustable |
| - strong | - helmet |
| - higher | - reflect |
| - lower | - taught |
| - padded | - watch |
| - gloves | |
| - protect | |

Ask students to write the meanings of the specific word on the other side of the word chit.

Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.

Note: *As per student strength in the class, the teacher can perform this activity in peers or groups.*

(10 mins)

Listening and Speaking - Think- Pair- Share:

Ask students to make sentences of any 5 words given on the board by focusing on the meaning of the word. Encourage students to make creative and attractive sentences.

Pair students in groups of 2 or 3 and ask them to cross- check the sentences of each other. Instruct the students to turn each

	<p>other’s sentences into creative ones so that their group might win.</p> <p>Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “Vocabulary Master”. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing:</p> <p>Ask students to make the title page of “Riding a Bicycle” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks.</p> <table border="1" data-bbox="652 787 1416 1081"> <thead> <tr> <th>S. No.</th> <th>Word</th> <th>Meaning/ Sentence</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>popular</td> <td>liked or admired by many people or by a particular person or group. Hassan is popular for his work in physics.</td> </tr> <tr> <td>2.</td> <td>explain</td> <td>----- -----</td> </tr> </tbody> </table> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>	S. No.	Word	Meaning/ Sentence	1.	popular	liked or admired by many people or by a particular person or group. Hassan is popular for his work in physics.	2.	explain	----- -----
S. No.	Word	Meaning/ Sentence								
1.	popular	liked or admired by many people or by a particular person or group. Hassan is popular for his work in physics.								
2.	explain	----- -----								
<p>03 mins</p>	<p>Wrap-up:</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>									
<p>02 mins</p>	<p>Homework: Learn the list of words shared in the class along with the meanings.</p>									

Lesson Plan 137

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 14	Unit Title: Riding a Bicycle
LP: 137	Textbook Page/s: 124- 128	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- use the sentence-level context to determine the meaning of an unknown word.
- consult a dictionary to check the correct meaning of a word.
- make sentences of given words list.
- punctuate the sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

03 mins	<p>Warm up - Recall:</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>Worksheet 2: Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone understanding.</p>
30 mins	<p>Lesson structure:</p> <p>Topic: Say, "Today we will figure out the meanings of some tricky words from the text. Good readers look for words that they don't know while they are reading. This helps us understand what we read better. Once we figure out what the words mean, we can check it in dictionary too!"</p>

Instructions:

Discuss with students that finding out the unknown words will help you understand the main idea, or the most important point the author is trying to tell us about the story. Say, "The main idea is sometimes in the story/text as a sentence or phrase. But sometimes, it's not so clear, and we must think about what the author wants us to learn from reading the text." Share and discuss an example. Encourage interaction and facilitate the process of learning throughout.

Listening and Speaking - Worksheet 2:

Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be

21. ride
22. quiet
23. swing
24. squeeze
25. hurts

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

	<p>Speaking- Presentation</p> <p>Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.</p> <p>Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:</p> <p>My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.</p> <p>Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing</p> <p>Discuss the examples of sentences from page 127 of the textbook. Ask students to make sentences of the same vocabulary word in textbook page 126. Allow students to refer to the completed Frayer model during the sentence level activity</p> <p>(10 mins)</p> <p>Differentiated Learning: Follow guided practice in small groups or with individuals. Use examples to support learning.</p> <p>Students who finish earlier, ask them to find more tricky words from text to make sentences.</p>
05 mins	<p>Wrap-up (Class Discussion):</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____.</p>

	<p>After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p>
02 mins	<p>Homework:</p> <p>Ask students to make and fill Frayer model for the word 'gaze' in their homework notebooks.</p>

Lesson Plan 138

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 14

Unit Title: Riding a Bicycle

LP: 138

Textbook Page/s: 124- 128

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: walk, talk, 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>
30 mins	Lesson structure

Topic: Tell students they will identify the use of infinite 'to' in today's lesson.

Instructions:

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. Encourage interaction and facilitate the process of learning.

Example: Salman wanted to walk.

Underline the words 'to walk' 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.

Next, show the students some sentences on the board projector, one at a time.

Example: The old man went down to stick poster on the wall.

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. Encourage interaction and facilitate the process of learning.

(05 mins)

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

	<p>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. Encourage interaction and facilitate the process of learning.</p> <p>(10 mins)</p> <p>Reading and Writing: Divide the class into groups. Ask them to read the Exercise D on pages 127 and identify all infinitives. Take rounds and guide students while they read. Encourage interaction and facilitate the process of learning. Encourage students to complete exercise D. Answers to be discussed after they complete. Tell students they can share their answers with their partners.</p> <p>(15 mins)</p> <p>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.</p> <p>Some students might quickly finish their work. Ask them to write more sentences with infinite words in it.</p>
05 mins	<p>Wrap up: Repeat the infinite word sentences with students. Encourage them to say the infinite words with you.</p>
05 mins	<p>Homework assignment – Worksheet 3:</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.

Worksheet answers

1. **They use their purse to keep money for grocery.**
2. **We go to mall to shop for new clothes.**
3. **You use the storybooks to read more stories.**
4. **He turns left and right to explore the park.**
5. **She goes to tuition to study for exams.**
6. **I use knife to cut vegetables.**
7. **They use the candle to light the room.**
8. **Sana and Ahmed use their tablets to play games.**
9. **My brother uses the mobile phone to send messages to his friends.**
10. **I eat an apple to keep doctor away.**

Lesson Plan 139

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 14

Unit Title: Riding a Bicycle

LP: 139

Textbook Page/s: 124- 128

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- reading dialogue for comprehension and pleasure.
- perform a dialogue.
- read sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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> <p>Start the lesson by asking students about a recent conversation with their friends asking for time. Ask students to share their experiences.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will read the sight words and perform dialogues in today's lesson.</p> <p>Instructions: Instructions:</p> <p>Start the lesson by explaining that a dialogue is a conversation between two or more people. And we need to be polite when conversing with our parents and elders.</p>

Dialogue is essential to fiction writing. It brings characters to life and adds interest. A dialogue must do more than just duplicate real speech.

Reading and writing:

Ask students to read the sight words with you and then write it in their notebook.

- | | |
|-------------|--------------|
| - bicycle | - quiet |
| - riding | - noise |
| - drop | - rain |
| - foot | - swing |
| - plenty | - pushing |
| - benefits | - pedals |
| - cheap | - handlebars |
| - fuel | - brake |
| - pollution | - levers |
| - healthy | - adjustable |
| - strong | - helmet |
| - higher | - reflect |
| - lower | - taught |
| - padded | - watch |
| - gloves | |
| - protect | |

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 128. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Roleplays boost confidence amongst students and helps them become better public speakers. 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. Also, share that its essential to use proper greetings when you meet someone.

(10 minutes)

	<p>Reading:</p> <p>Ask students to open their textbooks to pages 128. Instruct them to read dialogues in pairs. 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>(05 minutes)</p> <p>Writing:</p> <p>Tell students to write the list of sight words in a notebook.</p> <p>(05 minutes)</p> <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>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <p>‘What should be our tone like when talking to friends?’</p> <p>Encourage them to reply, ‘We should polite and calm.’</p>
02 mins	<p>Homework assignment:</p> <p>Revisit sight words from notebook, read page 124 and 125 again and locate the sight words.</p>

Lesson Plan 140- Review of the chapter

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 14

Unit Title: Riding a Bicycle

LP: 140

Textbook Page/s: 124- 128

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify the moral of the story.
- predict meanings and make sentences of the given words.
- use infinitive to in a 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. 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 Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>
05 mins	<p>Homework assignment: Practice difficult vocabulary from the unit.</p>

Unit 15 – Cows

Unit Overview

This unit emphasizes on teaching children to be caring and kind to the animals. It is sharing exciting and useful information about dairy animals, especially cows. This unit establishes the fact that Allah has created everything with a place and purpose. We should value everything and should be grateful to Allah that He created so many things for our needs and comforts. Also, that we should take good care of animals and show kindness towards them. The Holy Prophet ﷺ treated animals with care, kindness, and mercy. This unit is about teaching children the importance of Eid-ul-Adha, Hajj and sacrificing an animal.

Model Answers

Exercise A

Answer 1 – Camel, cows, buffaloes and goats are the most common dairy animals.

Answer 2 – Cow eats grass and other plants.

Answer 3 – The stomach of the cow has four parts.

Answer 4 – Cows wag their tail to keep flies and insects away.

Answer 5 – Cows have a great sense of smell and they can smell up to five miles away.

Exercise B

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise C

Ask students to perform a role-play using the dialogues given in this unit. 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 helps them become better public speakers.

Lesson Plan 141

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 15	Unit Title: Cows
LP: 141	Textbook Page/s: 129-132	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 should follow the teachings of Prophet Muhammad ﷺ 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 Greet students cheerfully with السلام عليكم. [Note: Always remember to say بسم الله الرحمن الرحيم out 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>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 name of animals they know. The team which has the greatest number of animals on their list will win.</p>

	<p>Allocate time for them to write their animals. Take a final count and then write the totals in columns to announce the winning group.</p> <p>Think-Pair-Share</p> <p>After announcing the winner, ask students to think and then be in pairs to discuss the questions like:</p> <ul style="list-style-type: none"> – What are dairy animals? – What benefits do dairy animals give us? <p>Ask students to share responses and jot them on the board as they response.</p>
25 minutes	<p>Lesson Structure:</p> <p>Topic:</p> <p>Instructions: Instruct students to open their textbooks to page 129.</p> <p>Reading: Encourage students to read the chapter in pairs. Once done, encourage them to discuss it in pairs. Move around the classroom, listen to their discussions, and guide the students where needed. (05 minutes)</p> <p>Listening and Speaking: Ask the students to discuss their understanding of the lesson with you. Gently correct and guide them. Ask these questions to elicit relevant answers from students:</p> <ul style="list-style-type: none"> – What are the common types of dairy animals? – What has changed from past to now about the place where cow lives and is milked? – What do dairy animals eat? – What is ‘chewing the cud’? – Why is cows stomach a special one? – What are the rules of chewing? – What is the colour of the cows? – How does hooves help cow? – How is the tail of the cow helpful for them?

	<p>Build the context by explaining to students that we must be caring and kind to the animals. The fact is that Allah has created everything with a place and purpose. We should value everything and should be grateful to Allah that He created so many things for our needs and comforts. Also, that we should take good care of animals and show kindness towards them. The Holy Prophet ﷺ treated animals with care, kindness and mercy.</p> <p>Share stories about Eid and emphasize on the importance of Eid-ul-Adha, Hajj and sacrificing an animal.</p> <p>Take the conversation further by discussing the animals’ picture on page 129 and 130. (10 minutes)</p> <p>Writing – Exercise A: Discuss answers to questions 1, 2, 3, 4, and 5 given on Page 131 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 ﷺ on the board for them to copy.</p> <p>Some students might complete their work early. They are fast learners. You can keep them engaged by giving a few extra questions like:</p> <ul style="list-style-type: none"> - How do cows sleep? - How should we take care of cows?
<p>03 minutes</p>	<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"> - Why do you think God created cows?

	<ul style="list-style-type: none">- What do you know about Eid-ul-Adha, Hajj and sacrificing an animal?
02 minutes	<p>Homework:</p> <p>Ask students to learn the following spellings for homework:</p> <ul style="list-style-type: none">- amazing- protein- yogurt- bones- buffaloes- camels- chew- cuds- stomach- swallowing- pastures <p>You can also give these words for writing practice.</p>

Lesson Plan 142

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 15	Unit Title: Cows
LP: 142	Textbook Page/s: 129 - 132	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card (DISAPPOINTED)
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

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>Paste a card of the word “blessing” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</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 students that they will work on vocabulary words of the reading passage 'Cows' today.</p> <p>Reading – Dictionary activity:</p> <p>Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. Once it is guessed ask students that they need to find from the dictionary. The list of words is as follows:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>– amazing</td> <td>– vitamins</td> </tr> <tr> <td>– protein</td> <td>– minerals</td> </tr> <tr> <td>– yogurt</td> <td>– leather</td> </tr> <tr> <td>– bones</td> <td>– source</td> </tr> <tr> <td>– buffaloes</td> <td>– supermarket</td> </tr> <tr> <td>– camels</td> <td>– graze</td> </tr> <tr> <td>– chew</td> <td>– twice</td> </tr> <tr> <td>– cuds</td> <td>– horns</td> </tr> <tr> <td>– stomach</td> <td>– sacrifice</td> </tr> <tr> <td>– swallowing</td> <td>– comfortable</td> </tr> <tr> <td>– pastures</td> <td>– lying</td> </tr> <tr> <td>– brown</td> <td>– rest</td> </tr> <tr> <td>– swim</td> <td></td> </tr> <tr> <td>– calm</td> <td></td> </tr> </table> <p>Ask students to write the meanings of the specific word on the other side of the word chit.</p> <p>Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.</p> <p><u>Note:</u> <i>As per student strength in the class, the teacher can perform this activity in peers or groups.</i></p> <p>(10 mins)</p> <p>Listening and Speaking - Think- Pair- Share:</p>	– amazing	– vitamins	– protein	– minerals	– yogurt	– leather	– bones	– source	– buffaloes	– supermarket	– camels	– graze	– chew	– twice	– cuds	– horns	– stomach	– sacrifice	– swallowing	– comfortable	– pastures	– lying	– brown	– rest	– swim		– calm	
– amazing	– vitamins																												
– protein	– minerals																												
– yogurt	– leather																												
– bones	– source																												
– buffaloes	– supermarket																												
– camels	– graze																												
– chew	– twice																												
– cuds	– horns																												
– stomach	– sacrifice																												
– swallowing	– comfortable																												
– pastures	– lying																												
– brown	– rest																												
– swim																													
– calm																													

	<p>Ask students to make sentences of any 5 words given on the board by focusing on the meaning of the word. Encourage students to make creative and attractive sentences.</p> <p>Pair students in groups of 2 or 3 and ask them to cross-check the sentences of each other. Instruct the students to turn each other’s sentences into creative ones so that their group might win.</p> <p>Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “Vocabulary Master”. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing:</p> <p>Ask students to make the title page of “Cows” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks.</p> <table border="1" data-bbox="651 1014 1417 1308"> <thead> <tr> <th>S. No.</th> <th>Word</th> <th>Meaning/ Sentence</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>popular</td> <td>liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.</td> </tr> <tr> <td>2.</td> <td>explain</td> <td>----- -----</td> </tr> </tbody> </table> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>	S. No.	Word	Meaning/ Sentence	1.	popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.	2.	explain	----- -----
S. No.	Word	Meaning/ Sentence								
1.	popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.								
2.	explain	----- -----								
<p>03 mins</p>	<p>Wrap-up:</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>									

02 mins	Homework: Learn the list of words shared in the class along with the meanings.
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Lesson Plan 143

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 15	Unit Title: Cows
LP: 143	Textbook Page/s: 129 - 132	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- use the sentence-level context to determine the meaning of an unknown word.
- consult a dictionary to check the correct meaning of a word.
- make sentences of given words list.
- punctuate the sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Worksheet

03 mins	<p>Warm up - Recall:</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>Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone understanding.</p>
30 mins	<p>Lesson structure:</p> <p>Topic: Say, "Today we will figure out the meanings of some tricky words from the text. Good readers look for words that they don't know while they are reading. This helps us understand what we read better. Once we figure out what the words mean, we can check it in dictionary too!"</p>

Instructions:

Discuss with students that finding out the unknown words will help you understand the main idea, or the most important point the author is trying to tell us about the story. Say, "The main idea is sometimes in the story/text as a sentence or phrase. But sometimes, it's not so clear, and we must think about what the author wants us to learn from reading the text." Share and discuss an example. Encourage interaction and facilitate the process of learning throughout.

Listening and Speaking - Worksheet 1:

Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be

- 26. leather
- 27. yogurt
- 28. graze
- 29. chew
- 30. wag

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

	<p>Speaking- Presentation</p> <p>Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.</p> <p>Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:</p> <p>My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.</p> <p>Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing</p> <p>Discuss the examples of sentences from page 131 of the textbook. Ask students to make sentences of the same vocabulary word in textbook page 131. Allow students to refer to the completed Frayer model during the sentence level activity</p> <p>(10 mins)</p> <p>Differentiated Learning: Follow guided practice in small groups or with individuals. Use examples to support learning.</p> <p>Students who finish earlier, ask them to find more tricky words from text to make sentences.</p>
<p>05 mins</p>	<p>Wrap-up (Class Discussion):</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____.</p>

	<p>After learning the new words, I thought the main idea was _____.</p> <p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p>
02 mins	<p>Homework:</p> <p>Ask students to make and fill Frayer model for the word 'gaze' in their homework notebooks.</p>

Lesson Plan 144

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 15	Unit Title: Cows
LP: 144	Textbook Page/s: 129 - 132	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading dialogue for comprehension and pleasure.
- perform a dialogue.
- read sight words.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

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> <p>Start the lesson by asking students about a recent conversation with their friends where they appreciate efforts of their friends for a reason. Ask students to share their experiences.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will read the sight words and perform dialogues in today's lesson.</p> <p>Instructions: Instructions:</p> <p>Start the lesson by explaining that a dialogue is a conversation between two or more people. And we need to be polite when conversing with our parents and elders.</p>

Dialogue is essential to fiction writing. It brings characters to life and adds interest. A dialogue must do more than just duplicate real speech.

Reading and writing:

Ask students to read the sight words with you and then write it in their notebook.

- | | |
|--------------|---------------|
| - amazing | - vitamins |
| - protein | - minerals |
| - yogurt | - leather |
| - bones | - source |
| - buffaloes | - supermarket |
| - camels | - graze |
| - chew | - twice |
| - cuds | - horns |
| - stomach | - sacrifice |
| - swallowing | - comfortable |
| - pastures | - lying |
| - brown | - rest |
| - swim | |
| - calm | |

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 132. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Role-plays boost confidence amongst students and helps them become better public speakers. 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. Also, share that it is essential to use proper greetings when you meet someone.

(10 minutes)

Reading:

	<p>Ask students to open their textbooks to pages 132. Instruct them to read dialogues in pairs. 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>(05 minutes)</p> <p>Writing:</p> <p>Tell students to write the list of sight words in a notebook.</p> <p>(05 minutes)</p> <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’. 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:</p> <p>‘What should be our tone like when talking to friends?’</p> <p>Encourage them to reply, ‘We should polite and calm.’</p>
02 mins	<p>Homework assignment:</p> <p>Revisit sight words from notebook, read page 129 and 130 again and locate the sight words.</p>

Lesson Plan 145- Review of the Chapter

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 15

Unit Title: Cows

LP: 145

Textbook Page/s: 129 - 132

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify the moral of the story.
- predict meanings and make sentences of the given words.

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	<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>
05 mins	<p>Homework assignment: Practice difficult vocabulary from the unit.</p>

Unit 16 – A Service Robot

Unit Overview

This unit aims to teach children about safety around electricity. The story reflects morals like we should always speak the truth no matter what. Those who tell a lie displease Allah, grieve their parents, put themselves in trouble, earn a bad name and make people dislike them. It is evident from the story that mistakes are good if we learn a good lesson from them and we do not repeat them. We should not make excuses instead it is better that we admit our mistakes honestly and we forgive others' mistakes generously. This unit also emphasizes that doing anything without asking our parents first can be very dangerous and may cause harm. Also, we should drink plenty of water daily. It is important for our physical and mental health and fitness. We should be grateful to Allah that He gives us water to drink, otherwise there are many people in the world who are deprived of it.

Model Answers

Exercise A

Answer 1 – Sami was excited because his father had bought home the latest model of a service robot.

Answer 2 – Robot made breakfast for Sami the next morning.

Answer 3 – Water damaged the circuit of the service robot.

Answer 4 – The father believed that Sami would never tell a lie.

Answer 5 – We should not touch electrical things with wet hands as it can give you an electrical shock.

Exercise B

Students initially need to find these words in the lesson and see how the writer has used them means they need to understand the context in which the word has been used. Next step is to try telling the meaning of the word both in English and in Urdu. Then, look up the meaning of the words in the dictionary and check whether the meaning they guessed was right or wrong. Finally, they will make their own sentences with these words. Teacher to encourage them to use each word in many different sentences.

Exercise C

Ask students to perform a role-play using the dialogues given in this unit. 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 helps them become better public speakers.

Lesson Plan 146

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 16	Unit Title: A Service Robot
LP: 146	Textbook Page/s: 133 – 136	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 never lie.

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 Service Robot' and ask students to look at the pictures on page 133 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 Topic: Tell students that we are going to read an interesting story in today's lesson.</p> <p>Shared Reading: Read the story 'A Service Robot' aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions on the following instances of 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"> - What did Sami’s father bring? <i>Plausible response: the latest model of a service Robot.</i> - What could the robot do? <i>Plausible response: It could cook, clean the house and iron the clothes.</i> - Who cooked Sami’s food the next morning? <i>Plausible response: Robot.</i> - What compliment did Sami shared when he liked the food cooked by the robot? <i>Plausible response: He said, ‘Delicious! You cook like a dream!’.</i> - What caused the damage to the robot? <i>Plausible response: Water had leaked inside and damaged its circuit.</i> - Why was Sami’s father surprised to hear that water caused damage to robot? <i>Plausible response: Sami’s father was surprised to hear that the water caused damage to the robot because it was supposed to be a waterproof robot.</i> - How did water entre the body of the robot? <i>Plausible response: Sami had made a hole and then poured water into it to serve robot some water for drinking purpose.</i> - Why Sami felt that robot should be served water to drink? <i>Plausible response: He though like humans, robots also need to drink water so he served water to robot.</i> - What did the father do after listening to the whole story of Sami serving water to the robot? <i>Plausible response: He burst into laughter after hearing the story, appreciated Sami’s feeling of compassion and gave him advice that only humans and not machines drink water.</i> - What can water do to a machine/electrical appliances? <i>Plausible response: Water can damage electrical appliances and electrical gadgets.</i>
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- When we have an idea of doing something new, whom should we contact or discuss the idea with?
Plausible response: We should discuss the idea with our Papa and Mama.

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.

- We always speak the truth no matter what. Those who tell a lie displease Allah, grieve their parents, put themselves in trouble, earn a bad name and make people dislike them.
- Mistakes are good if we learn a good lesson from them and we do not repeat them.
- We do not make excuses. We admit our mistakes honestly and we forgive others' mistakes generously.
- Doing anything without asking our parents first can be very dangerous. We should always be careful about our safety. It is good to share everything, good or bad, with our parents.
- We should drink plenty of water daily. It is important for our physical and mental health and fitness. We should be grateful to Allah that He gives us water to drink, otherwise there are many people in the world who are deprived of it.

(12 mins)

Reading:

Tell students to turn to pages 133 – 134 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.

Ask students to underline difficult words and learn spellings: service, gather, perfectly, hanging, ironed, delicious, dream, metallic, delighted, engineer, leaked, waterproof, expressed, circuit, hole, burst, laughter, gadgets, machines, electrical, shock, apologized, mistakes, dangerous, lowered, gaze, shame and tightly. **(10 mins)**

Writing:

	<p>Ask students to complete Exercise A from page 135 in notebook. Review answers with the students. (10 mins)</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 133 and 134 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: service, gather, perfectly, hanging, ironed, delicious, dream, metallic, delighted, engineer, leaked, waterproof, expressed, circuit, hole, burst, laughter, gadgets, machines, electrical, shock, apologized, mistakes, dangerous, lowered, gaze, shame and tightly.</p>

Lesson Plan 147

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 16	Unit Title: A Service Robot
LP: 147	Textbook Page/s: 133 – 136	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- identify new vocabulary words.
- find out the meaning of the new words using a dictionary.
- use the new words appropriately in a sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Word card (DISAPPOINTED)
- Basket
- Chits of new words.
- Dictionary.
- Title tag (VOCABULARY MASTER)

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>Paste a card of the word “honour” on the board and ask students whether they know the meaning of the word that has been pasted on the board.</p> <p>Some students might share their idea which might be relevant to the actual meaning, which will be written on the board.</p> <p>Encourage interaction and facilitate the process of learning throughout.</p>
30 mins	Lesson structure

Topic: Tell students that they will work on vocabulary words of the reading passage 'A Service Robot' today.

Reading – Dictionary activity:

Ask one volunteer student to pick up chits from the basket which contains a word. Ask the student to play hangman on the board using the word allowing students to guess. Once it is guessed ask students that they need to find from the dictionary.

The list of words is as follows:

- | | |
|--------------|--------------|
| - service | - leaked |
| - gather | - waterproof |
| - perfectly | - expressed |
| - hanging | - circuit |
| - ironed | - hole |
| - delicious | - burst |
| - dream | - laughter |
| - metallic | - gadgets |
| - delighted | - machines |
| - engineer | - electrical |
| - shock | - lowered |
| - apologized | - gaze |
| - mistakes | - shame |
| - dangerous | - tightly |

Ask students to write the meanings of the specific word on the other side of the word chit.

Now, call each student and ask them to share their meaning along with writing it on the board for better understanding. The other students might add their opinion of the word as well. Encourage interaction and facilitate the process of learning throughout.

Note: *As per student strength in the class, the teacher can perform this activity in peers or groups.*

(10 mins)

Listening and Speaking

Think- Pair- Share:

	<p>Ask students to make sentences of any 5 words given on the board by focusing on the meaning of the word. Encourage students to make creative and attractive sentences.</p> <p>Pair students in groups of 2 or 3 and ask them to cross-check the sentences of each other. Instruct the students to turn each other’s sentences into creative ones so that their group might win.</p> <p>Later on, ask the group to share the sentences made by them. The group with most creative and extra-ordinary sentences will be awarded the title of “Vocabulary Master”. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing:</p> <p>Ask students to make the title page of “A Service Robot” and subsequently write the words and meaning in the following pattern along with their sentences that they have made in the class earlier in their copy/ notebooks.</p> <table border="1" data-bbox="651 1014 1417 1308"> <thead> <tr> <th>S. No.</th> <th>Word</th> <th>Meaning/ Sentence</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>popular</td> <td>liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.</td> </tr> <tr> <td>2.</td> <td>explain</td> <td>----- -----</td> </tr> </tbody> </table> <p>(10 mins)</p> <p>Differentiated Learning:</p> <p>Some students might find it hard to understand the activity so, assist them during dictionary usage and elicit the activity again for better understanding.</p> <p>Some students might finish their work early. Ask them to assist the other students in completing their work by creating groups.</p>	S. No.	Word	Meaning/ Sentence	1.	popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.	2.	explain	----- -----
S. No.	Word	Meaning/ Sentence								
1.	popular	liked or admired by many people or by a particular person or group. Hassan is quiet popular for his work in physics.								
2.	explain	----- -----								
<p>03 mins</p>	<p>Wrap-up:</p> <p>Conclude the lesson by revising the words and their meanings verbally. Encourage interaction and facilitate the process of learning throughout.</p>									

02 mins	Homework: Learn the list of words shared in the class along with the meanings.
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Lesson Plan 148

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 16	Unit Title: A Service Robot
LP: 148	Textbook Page/s: 133 – 136	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- use the sentence-level context to determine the meaning of an unknown word.
- consult a dictionary to check the correct meaning of a word.
- make sentences of given words list.
- punctuate the sentence.

Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

- Worksheet 03 mins	<p>Warm up - Recall:</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>Ask students about Frayer Model. Ask them about the components of Frayer model and how do we fill its worksheet. Take responses and discuss the model for everyone understanding.</p>
30 mins	<p>Lesson structure Performance time!</p> <p>Topic: Say, "Today we will figure out the meanings of some tricky words from the text. Good readers look for words that they don't know while they are reading. This helps us understand what we read better. Once we figure out what the words mean, we can check it in dictionary too!"</p> <p>Instructions:</p>

Discuss with students that finding out the unknown words will help you understand the main idea, or the most important point the author is trying to tell us about the story. Say, "The main idea is sometimes in the story/text as a sentence or phrase. But sometimes, it's not so clear, and we must think about what the author wants us to learn from reading the text." Share and discuss an example. Encourage interaction and facilitate the process of learning throughout.

Listening and Speaking - Worksheet 1:

Pass out the Worksheet and Vocabulary Cards to each student. Explain to students that their vocabulary words include all the tricky words from the unit. Give the students a minute to scan through the vocabulary cards independently. These words would be

31. hanging
32. broke down
33. waterproof
34. truth
35. patiently

Take general assumptions/predictions of the meaning of the words and write them on the board in the form of a web. Encourage interaction and facilitate the process of learning throughout.

Divide students into group and assign each small group one of the vocabulary words and pass out a Frayer model worksheet to each group. Explain the Frayer model to the class by using a common word to demonstrate the different parts of the model. Think out loud as you try to come up with examples, non-examples, and characteristics. Explain to the students that they can write words, sentences, or draw pictures to explain their vocabulary word. Give the students a few minutes to fill out their Frayer models. Encourage interaction and facilitate the process of learning throughout.

(10 mins)

Speaking- Presentation

	<p>Ask one student from each vocabulary card group form a new small group. Ask students to bring their vocabulary cards with them. Model completing the sentence frame orally, using the same common word you used to explain the Frayer model. Encourage interaction and facilitate the process of learning throughout.</p> <p>Ask students to explain the vocabulary word they learned about in their previous group to their peers, using the following sentence frames:</p> <p>My vocabulary word was ____ and it means _____. My vocabulary word ____ reminds me of _____. An example of ____ is _____. A non-example of ____ is _____.</p> <p>Ask students to provide feedback. Encourage interaction and facilitate the process of learning throughout.</p> <p>(10 mins)</p> <p>Writing</p> <p>Discuss the examples of sentences from page 135 of the textbook. Ask students to make sentences of the same vocabulary word in textbook page 135. Allow students to refer to the completed Frayer model during the sentence level activity</p> <p>(10 mins)</p> <p>Differentiated Learning: Follow guided practice in small groups or with individuals. Use examples to support learning.</p> <p>Students who finish earlier, ask them to find more tricky words from text to make sentences.</p>
<p>05 mins</p>	<p>Wrap-up (Class Discussion):</p> <p>Call on a few students to share their ideas on how learning the meaning of the words helped them understand what the main idea of the story was. Encourage them to explain their thoughts using the following sentence frames: Before learning the new words, I thought the main idea was _____. After learning the new words, I thought the main idea was _____.</p>

	<p>Ask students to do a think-pair-share, orally explaining the main idea to an elbow partner in their small group. Encourage a few students to share their answers, clarifying any confusion.</p>
02 mins	<p>Homework:</p> <p>Ask students to make and fill Frayer model for the word 'gaze' in their homework notebooks.</p>

Lesson Plan 149

Subject: English	Grade: 3	Term: 3 rd
Week:	Unit: 16	Unit Title: A Service Robot
LP: 149	Textbook Page/s: 133 – 136	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- reading dialogue for comprehension and pleasure.
- perform a dialogue.

Teaching Aids/Materials/Resources:

- Textbook

- Board & Marker 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> <p>Start the lesson by asking students about a recent conversation with their parents. Ask students to share their experiences.</p>
30 mins	<p>Lesson structure</p> <p>Topic: Tell students they will read the sight words and perform dialogues in today's lesson.</p> <p>Instructions: Instructions:</p> <p>Start the lesson by explaining that a dialogue is a conversation between two or more people. And we need to be polite when conversing with our parents and elders.</p> <p>Dialogue is essential to fiction writing. It brings characters to life and adds interest. A dialogue must do more than just duplicate real speech.</p>

Reading and writing:

Ask students to read the sight words with you and then write it in their notebook.

- | | |
|--------------|--------------|
| - service | - leaked |
| - gather | - waterproof |
| - perfectly | - expressed |
| - hanging | - circuit |
| - ironed | - hole |
| - delicious | - burst |
| - dream | - laughter |
| - metallic | - gadgets |
| - delighted | - machines |
| - engineer | - electrical |
| - shock | - lowered |
| - apologized | - gaze |
| - mistakes | - shame |
| - dangerous | - tightly |

Listening and Speaking:

Ask two students to come in front of the classroom and perform the dialogues given on page 136. Two students can perform these dialogues with expressions in front of the class. Students must practice speaking these dialogues as these will improve their oral communication and pronunciation. Role-plays boost confidence amongst students and helps them become better public speakers. 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. Also, share that its essential to use proper greetings when you meet someone.

(10 minutes)

Reading:

Ask students to open their textbooks to pages 136. Instruct them to read dialogues in pairs. Encourage them to perform with actions. Take rounds, listen to their

	<p>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>(05 minutes)</p> <p>Writing:</p> <p>Tell students to write the list of sight words in a notebook.</p> <p>(05 minutes)</p> <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>
05 mins	<p>Wrap up (Quiz time):</p> <p>At the end of the class, ask questions like:</p> <p>‘What should be our tone like when talking to parent?’</p> <p>Encourage them to reply, ‘We should polite and calm.’</p>
02 mins	<p>Homework assignment:</p> <p>Revisit sight words from notebook, read page 133 and 134 again and locate the sight words.</p>

Lesson Plan 150- Review of the Chapter

Subject: English

Grade: 3

Term: 3rd

Week:

Unit: 16

Unit Title: A Service Robot

LP: 150

Textbook Page/s: 133 – 136

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

- identify the moral of the story.
- predict meanings and make sentences of the given words.

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	<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>
05 mins	<p>Homework assignment: Practice difficult vocabulary from the unit.</p>

Unit 10 – An Exciting Dream – Worksheet 1

Lesson Plan 101/102

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES

Unit 10 – An Exciting Dream — Worksheet 2

Lesson Plan 103

Essay writing

FIVE PARAGRAPH ESSAY

TITLE:

Paragraph 1: Introduction	Attention Getter: _____ _____ _____
Paragraph 2:	Detail 1: _____ Detail 2: _____ Detail 3: _____
Paragraph 3:	Detail 1: _____ Detail 2: _____ Detail 3: _____
Paragraph 4:	Detail 1: _____ Detail 2: _____ Detail 3: _____
Paragraph 5: Conclusion	Concluding Thought: _____ _____ _____

Unit 10 – An Exciting Dream — Worksheet 3

Lesson Plan 106

Conjunctions

Underline the conjunctions in the following sentences.

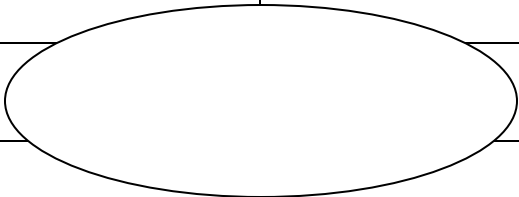
1. We can travel by land or water.
2. Sana likes chocolate ice-cream, but her sister, Seema hates it.
3. Asad and Ahmed went up the hill.
4. The music was loud and fast.
5. Please give me a pencil and a paper.
6. Salman was not well but he went to work.
7. Do you like tea or coffee?
8. Sadia is poor but honest.
9. I had bread and butter in breakfast.
10. He put on his shoes and he went out to play.
11. She can either stand up or sit down.
12. I have 2 blue and 3 red dresses.

11 – Sunflowers — Worksheet 1

Lesson Plan 112

Frayer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES



11 – Sunflowers — Worksheet 2

Lesson Plan 113

Graphic Organiser Essay writing

Start – Topic sentence

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

12 – A Pious Ruler — Worksheet 1**Lesson Plan 119****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*

13 – Wear a Smile — Worksheet 1**Lesson Plan 126**

Find and match the rhyming words for the following words and write below.

Feet	bow	Seat
Cone	Took	Zone
Take	Bell	tow
Pine	bent	Lake
Look	Tall	shell
Low	Fine	tent
Cell	More	mall
Cent	Cake	Mine
Ball	Heat	Shook
Score	Tone	store

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

14 – Riding a Bicycle — Worksheet 1

Lesson Plan 135

Letter Format

Date

Greetings

Body Paragraph 1

Body Paragraph 2

Closing Paragraph

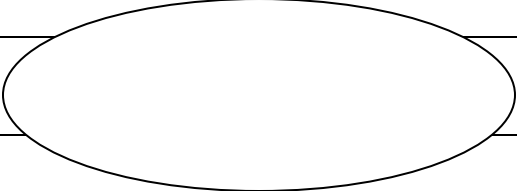
Closing

14 – Riding a Bicycle — Worksheet 2

Lesson Plan 137

Frayer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES



14 – Riding a Bicycle — Worksheet 3

Lesson Plan 138

Using infinite - Read and match.

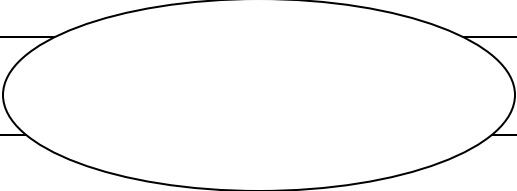
1	They use their purse...	...	...to explore the park.
2	We go to mall...	...	...to read more stories.
3	You use the storybooks...	...	...to study for exams.
4	He turns left and right...	...	...to cut vegetables.
5	She goes to tuition...	...	...to light the room.
6	I use knife...	...	... to shop for new clothes.
7	They use the candle...	...	...to play games.
8	Sana and Ahmed use their tablets...	...	...to send messages to his friends.
9	My brother uses the mobile phone...	...	...to keep doctor away.
10	I eat an apple	...	...to keep money for grocery.

15 – Cows — Worksheet 1

Lesson Plan 143

Fruyer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES

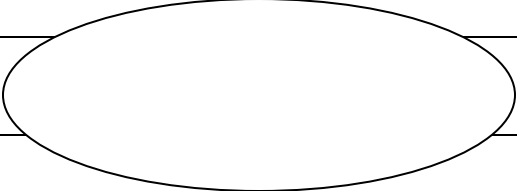


16 – A Service Robot — Worksheet 1

Lesson Plan 148

Frayer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES



Unit 10 – An Exciting Dream**Unit Wise Assessment****[25 marks]****Question 1: Answer the following questions:****[5 marks]**

The author was reading the book. What was the book about?	(2)
What is the author wishing to do after reading the story?	(1)
How was authors initial experience of flying?	(2)

Question 2: Predict meanings and make sentences.**[10 marks]**

	Words	Meanings	Sentences
1	strange		
2	dipped		
3	crashed		
4	soaked		
5	splattered		

Question 3: Use conjunction in sentences**[5 marks]**

Choose the best answer to complete each sentence.

- My brother loves animals. He just brought a puppy _____ a kitten home with him.
 - but
 - or
 - yet
 - and

2. Sana does not like to swim, ____ she does enjoy cycling.
- a) or
 - b) but
 - c) and
 - d) yet
3. I want to go for a hike _____ I have to go to work today.
- a) but
 - b) yet
 - c) or
 - d) for
4. They do not smoke, _____ do they play cards.
- a) and
 - b) or
 - c) nor
 - d) yet
5. I'm getting good grades _____ I study every day.
- a) or
 - b) yet
 - c) but
 - d) because

Question 4: Write an essay on 'A Picnic with Family'.

[5 marks]

KEY**Question 1: Answer the following questions:**

1. The book was about the first astronaut who had landed on the moon.
2. The author wished to have wings to fly.
3. At first author was scared but then it seemed funny to him. Overall, he felt it was amazing that he could fly.

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Question 3: Use conjunction in sentences

1. d. My brother loves animals. He just brought a puppy and a kitten home with him.
2. b. Sana does not like to swim, but she does enjoy cycling.
3. a. I want to go for a hike but I have to go to work today.
- 4.c. They do not smoke, nor do they play cards.
- 5.d. I'm getting good grades because I study every day.

Question 4: Write an essay about a picnic with family.

An essay response with all elements of essay writing to be accepted ensuring students have not made punctuation and grammar errors.

Unit 11 – Sunflowers

Unit Wise Assessment

[25 marks]

Question 1: Answer the following questions:

[4 marks]

1. Why is sunflower special?	(1)
2. How do we grow sunflowers?	(3)

Question 2: Predict meanings and make sentences.

[4 marks]

	Words	Meanings	Sentences
1	Parking		
2	Adjustable		

Question 3: Complete the following table.

(12 marks)

Modal Verb	Affirmative	Negative	Interrogative
Should	I should go to picnic.		Should I go to picnic?
			Should they work on this?
Must	She must eat apple.	She must not eat apple.	
	I must celebrate my birthday.		
Can	They can come to my party.		Can they come to my party?
	I can give you my pencil?	I cannot give you my pencil.	
Could	He could tell you.		Could he tell you?
	You could come to my place.		Could you come to my place?
Have to	I have to take shower.		Do I have to take shower?
	I have to be on bed early.	I do not have to be on bed early.	

Question 4: Write a Leave Application.

(5 marks)

KEY**Question 1: Answer the following questions:**

1. *They make us happy and they follow the sun. They clean up air pollution and keep our environment clean and healthy.*
2. *Sunflowers are easy to grow. If we have some sunflowers seeds, we can plant them in the ground after ensuring that the soil is ready for the seeds. We keep watering the seed for many days if the soil gets dry. After several days seed becomes to sprout.*

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Question 3: Complete the following table.

Modal Verb	Affirmative	Negative	Interrogative
Should	I should go to picnic.	I should not go to picnic.	Should I go to picnic?
	They should work on this.	They should not work on this.	Should they work on this?
Must	She must eat an apple.	She must not eat an apple.	Must she eat an apple?
	I must celebrate my birthday.	I must not celebrate my birthday.	Must I celebrate my birthday?
Can	They can come to my party.	They cannot come to my party.	Can they come to my party?
	I can give you my pencil.	I cannot give you my pencil.	Can I give you my pencil?
Could	He could tell you.	He could not tell you.	Could he tell you?
	You could come to my place.	You could not come to my place.	Could you come to my place?
Have to	I have to take shower.	I do not have to take shower.	Do I have to take shower?
	I have to be on bed early.	I do not have to be on bed early.	Do I have to be on bed early?

Unit 12 – A Pious Ruler

Unit Wise Assessment

[25 marks]

Question 1: Answer the following questions:

[04 marks]

- 1 Why did the ruler disguise himself as a common man and go to the city alone? Do you think he made a good decision? (2)
- 2 Why was the poor man speaking harsh words about the ruler? (1)
- 3 Why did ruler think that Allah will not forgive him? (1)

Question 2: Predict meanings and make sentences.

[10 marks]

	Words	Meanings	Sentences
1	courtiers		
2	disguised		
3	humble		
4	palace		
5	mosque		

Question 3: Complete the following table

[8 marks]

Affirmative	Negative	Interrogative
There are apples in the	There are no apples in the	
It is a beautiful dress.		Is it a beautiful dress?
	There are no birds in the cage.	
It is a wonderful day.		
	It was not a good day?	

Question 4 - Write a recount about sad day of life.

[03 marks]

KEY**Question 1: Answer the following questions:**

- 1 The ruler disguise himself as a common man so nobody can recognize him and he can know what people think about him. Yes, he made a good decision as he got a chance to know that common people are suffering.
- 2 The poor man said harsh words because he thought that the ruler is enjoying the comforts of a warm palace and his countrymen are suffering.
- 3 The ruler thought that Allah will not forgive him because he has done wrong to others.

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Question 3: Complete the following table**[8 marks]**

Affirmative	Negative	Interrogative
There are apples in the	There are no apples in the	Are there apples in the bowl?
It is a beautiful dress.	It is not a beautiful dress.	Is it a beautiful dress?
There are birds in the cage.	There are no birds in the cage.	Are there birds in the cage?
It is a wonderful day.	It is not a wonderful day.	Is it a wonderful day?
It was a good day.	It was not a good day.	Is it a good day?

Question 4 - Write a recount about sad day of life.**[03 marks]**

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Unit 13 – Wear a Smile**Unit Wise Assessment****[25 marks]****Question 1: Write answers to the following questions.****[3 Marks]**

1. What does it mean to be radiant and cheerful? (2)
2. Why is smile associated with happy feelings? (1)

Question 2: Predict meanings and make sentences.**[10 marks]**

	Words	Meanings	Sentences
1	moment		
2	grace		
3	connection		
4	grief		
5	courage		

Question 3: Find the rhyming words for the following words.**[05 marks]**

mint			
stole			
mad			
mode			
seat			

Question 4: Match the sentence with image - Imperative Sentences.

[2 marks]

Do not Eat



Do not take photos



Do not smoke



Do not throw Garbage



Question 5: Write a short and simple leave application

[5 marks]

KEY**Question 1: Write answers to the following questions.**

1. Radiant means bright and cheerful means happy and lively.
2. Smile is associated with happy feelings because when we are happy, we smile.

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Question 3: Find the rhyming words for the following words.

Mint	Tint	sprint	Lint
Stole	Mole	Cole	Sole
Mad	Sad	cad	Dad
Mode	code	node	Lode
Seat	meat	beat	Feet

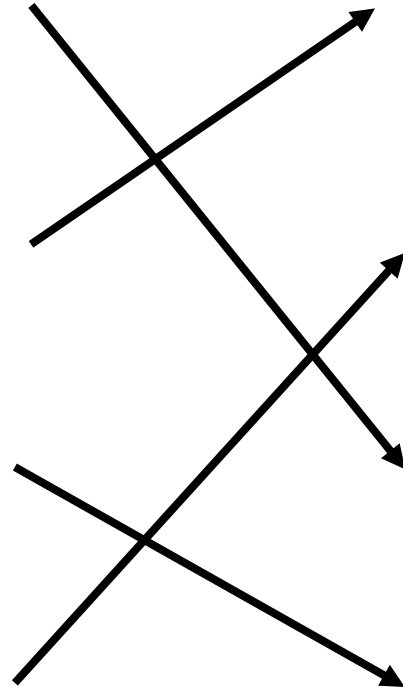
Question 4: Match the sentence with image - Imperative Sentences.

Do not Eat

Do not take photos

Do not smoke

Do not throw Garbage



Question 5: Write a short and simple leave application

[5 marks]

Unit 14 – Riding a Bicycle**Unit Wise Assessment****[25 marks]****Question 1: Answer the following questions:****[10 marks]**

1. What do we do when it rains, and we are riding a bicycle?	(1)
2. How do we ride a bicycle?	(4)
3. How do we take care of our safety when riding a bicycle?	(4)
4. What in vehicle causes noise pollution?	(1)

Question 2: Predict meanings and make sentences.**[10 marks]**

	Words	Meanings	Sentences
1	parking		
2	adjustable		
3	pedals		
4	rain		
5	balance		

Question 3: Fill in the blanks by choosing the right word from the list.**[05 marks]**

Learning Wrong Happy Wallet Candles
--

1. Sana was _____ to eat cake.
2. She is _____ to swim so she can go to the pool to swim.
3. It is _____ to say bad words to people as it may hurt them.
4. They use their _____ to keep money.
5. They brought _____ to add to a birthday cake.

KEY

- 1. Question 2: Predict meanings and make sentences. [10 marks]**
2. On rainy days, we can wear rain gear.
 3. Swing leg over the seat, sit on it and start pushing the pedals. Hold the handlebars to balance and turn it left or right. There are brake levers on the handlebars which can be squeezed to apply the brakes. Adjust seat higher or lower for maximum comfort and ease.
 4. We should wear helmet to protect head and padded gloves to keep hands from getting scrapped. Make sure bicycle has front, side and rear reflectors which reflects light and tells the rider that a car is coming. It is also important to have rearview mirror to know about cars coming from behind.
 5. Horns in vehicle causes noise pollution.

- 2. Question 2: Predict meanings and make sentences. [10 marks]**

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

- 3. Question 3: Fill in the blanks by choosing the right word from the list.**

1. happy
2. learning
3. wrong
4. wallet
5. candles

Unit 15 – Cows**Unit Wise Assessment****[25 marks]****Question 1: Answer the following questions:****[15 marks]**

1. What are the common types of dairy animals? (1)
2. What has changed from past to now about the place where cow lives and is milked? (1)
3. What do dairy animals eat? (1)
4. What is 'chewing the cud'? (1)
5. Why is cows stomach a special one? (1)
6. What are the rules of eating food? (1)
7. What is the colour of the cows? (1)
8. How does hooves help cow? (1)
9. How is the tail of the cow helpful for them? (1)
10. How do cows sleep? (1)
11. How should we take care of cows rest? (1)
12. Why do you think God created cows? (2)
13. What do you know about Eid-ul-Adha, Hajj and sacrificing an animal? (2)

Question 2: Predict meanings and make sentences.**[10 marks]**

	Words	Meanings	Sentences
1	Sources		
2	Pastures		
3	Cud		
4	Chew		
5	Hooves		

KEY**Question 1: Answer the following questions:**

6. Camels, cows, buffaloes, and goats are the common dairy animals.
7. In past, people kept cows at home and milked them manually but now cows live on big dairy farms and special machines milk them.
8. Dairy animals eat grass and other plants. They graze on pastures or eat their food in their manger.
9. Cows chew their food twice and we call it ‘Chewing the cuds’.
10. Cows stomach is a special one because they swallow their food first and store it in special part of their stomach, This part of the stomach turns food into cud. Then later in the day, they spit the cud back up and chew it all over again before swallowing.
11. The rules of eating food are that we should take small bites and chew well before swallowing. We should chew with our mouths closed. We should not speak or laugh when our mouth is full.
12. Cows have different colours like black, brown, white or a mix of these colours.
13. Hooves help cows to walk and run.
14. Cows wag their tail to keep flies and insects away.
15. Cows can doze standing up, but they sleep only while sitting or lying down.
16. We should take care of cows and its rest. We should arrange a cool, dry and comfortable place for cow to lie down and rest.
17. God created cows a blessing for humans and environment. Cows eat grass which no humans can eat. They also provide milk and food for humans.

18. Qurbani means sacrifice. Every year during the Islamic month of Dhul Hijjah, Muslims around the world slaughter an animal – a goat, sheep, cow or camel – to reflect the Prophet Ibrahim's willingness to sacrifice his son Ismail, for the sake of God.

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Unit 16 – A Service Robot**Unit Wise Assessment****[25 marks]****Question 1: Answer the following questions:****[15 marks]**

1. What did Sami's father bring? (1)
2. What could the robot do? (2)
3. Who cooked Sami's food the next morning? (1)
4. What compliment did Sami shared when he liked the food cooked by the robot? (2)
5. What caused the damage to the robot? (1)
6. Why was Sami's father surprised to hear that water caused damage to robot? (1)
7. How did water entre the body of the robot? (1)
8. Why Sami felt that robot should be served water to drink? (1)
9. What did the father do after listening to the whole story of Sami serving water to the robot? (2)
10. What can water do to a machine/electrical appliances? (1)
11. When we have an idea of doing something new, whom should we contact or discuss the idea with? (1)

Question 2: Predict meanings and make sentences.**[10 marks]**

	Words	Meanings	Sentences
1	gaze		
2	smile		
3	engineer		
4	hole		
5	repair		

KEY**Question 1: Answer the following questions:**

1. Sami's father brought the latest model of a service Robot.
2. Robot could cook, clean the house and iron the clothes.
3. Robot cooked Sami's food the next morning.
4. Sami was excited and said, 'Delicious! You cook like a dream!'.
5. Water had leaked inside and damaged its circuit.
6. Sami's father was surprised to hear that the water caused damage to the robot because it was supposed to be a waterproof robot.
7. Sami had made a hole and then poured water into it to serve robot some water for drinking purpose.
8. Sami was compassionate and he thought like humans, robots also need to drink water so he served water to robot.
9. Sami's father burst into laughter after hearing the story, appreciated Sami's feeling of compassion and gave him advice that only humans and not machines drink water.
10. Water can damage electrical appliances and electrical gadgets.
11. We should discuss the idea with our Papa and Mama.

Question 2: Predict meanings and make sentences.

All plausible responses to be accepted ensuring students have not made punctuation and grammar errors.

Terminal Assessment Paper**Third Term****Objectives****Total Marks: 50****Students should be able to:**

- Analyse and respond to the questions
- Using coordinating and subordinating conjunctions
- Using what, why, when, where, which, how, who and whose to write questions
- Using the modal verbs can, could, should, must, have to and may in Using it and there as the provisional subjects of affirmative, negative and interrogative sentences
- Write an essay

Question 1: Answer the following questions.**[20 marks]**

1. What is the difference between fantasy and reality?	2
2. Where actually was the author when he heard mother voice?	1
3. What is best thing about sunflowers?	1
4. One sunflower may have how many seeds?	1
5. Why was the poor man not accepting the money offered by the ruler? Do you think he made a right decision?	1
6. What are the duties of a ruler towards his fellow countrymen?	2
7. What are the benefits of wearing a smile?	2
8. How can smile brighten a face?	2
9. Write 2 benefits of riding a bicycle?	2
10. 'Riding a bicycle is easy'. Explain?	2

11. What are the common types of dairy animals?	1
12. What is 'chewing the cud'?	1
13. How did water enter the body of the robot?	1
14. What did the father do after listening to the whole story of Sami serving water to the robot?	1

Question 2: Circle the conjunction in each sentence. Write coordinating or

[05 marks]

subordinating to indicate the type of conjunction.

_____	1. The chair is broken, so we tried to fix it.
_____	2. We have a lot to do, and no one want to do any work.
_____	3. The car works after you put gasoline in it.
_____	4. The sandwich is delicious, so I'm buying another one.
_____	5. I am calling you because I need to talk to you about a problem.
_____	6. You can return the coat if it doesn't fit you well.
_____	7. Salman has a lot of friends, for he is kind and outgoing.
_____	8. The dog drinks water while he waits for his owner to walk him.
_____	9. The principal loves to go to school, but he doesn't like to work there on the weekends.
_____	10. Once we get to Karachi, we will go to the beach.

Question 3: Write the correct question to ask about the underlined word.**[10 marks]**

1. Q: _____ A: He will buy cake.
2. Q: _____ A: He is playing tennis.
3. Q: _____ A: He teaches French.
4. Q: _____ We should buy tickets.
5. Q: _____ A: He has visited Italy.
6. Q: _____ A: They are students.
7. Q: _____ A: She can come tomorrow.
8. Q: _____ A: I ate a salad.
9. Q: _____ A: I'm going downtown tomorrow.
10. Q: _____ A: Nobody knows the answer.

Question 4: Complete the table with interrogative sentences.**[05 marks]**

	Affirmative	Negative	Interrogative
1	I can speak many languages.	I cannot speak many languages.	
2	You could take a taxi to the station.	You could not take a taxi to the station.	
3	I may take a photo.	I may not take a photo	
4	It might rain tonight.	It might not rain tonight.	
5	They must leave today.	They must not leave today.	
6	You would like to drink tea.	You would not like to drink tea.	

7	He should be in school.	He should not be in school.	
8	We shall come with you.	We shall not come with you.	
9	You could help me.	You could not help me.	
10	I may visit you tomorrow.	I may not visit you tomorrow.	

Question 5: Write an essay about 'My dream'.

[05 marks]

Question 6: Write a letter describing what you've been doing at home or school.

[05 marks]

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

1. Human beings experience reality through five senses: sight, touch, smell, hearing and taste. Fantasy, on the other hand, is not constrained by facts and theories about the way things work but rather by the imagination of an individual.
2. The author was actually lying on the bed when he heard his mother's voice.
3. Sunflowers clean up air pollution and keep our environment clean and healthy.
4. One sunflower can have about two thousand seeds.
5. The poor man was not accepting the money offered by the ruler because he thought that it was not his own right alone and that it's the right of all fellow countrymen. Yes, he made a right decision as he wanted the same for everyone as he wanted for himself or he would also be called biased.
6. The duties of a ruler towards his fellow countrymen is to ensure making things better for everybody in the country.
7. Smiling helps reduce stress, hatred, worries and spite. It gets you comfort, peace, love and affection.
8. Because of its benefits it brightens your face.
9. The 3 benefits of riding a bicycle are (a) It is cheap to buy and you do not need fuel to make it go. (b) It is quiet and does not cause noise pollution. (c) It does not release air pollution. (d) It makes us healthy and strong.
10. Riding a bicycle is easy because you can swing your leg over the seat, sit on it and start pushing the pedals. The pedals move the chain and the chain moves the back wheel. You hold the handlebars to balance the bicycle and turn it left or right. There are brake levers on the handlebars which are squeezed to stop the cycle. .
11. Camels, cows, buffaloes and goats are the common types of dairy animals.

12. Cows chew their food twice and we call it 'chewing the cud'.
13. Sami had made a hole and then poured water into it to serve robot some water for drinking purpose.
14. The father burst into laughter after hearing the story, appreciated Sami's feeling of compassion and gave him advise that only humans and not machines drink water.

Question 2: Circle the conjunction in each sentence. Write coordinating or subordinating to

indicate the type of conjunction.

1. subordinating - so
2. coordinating - and
3. subordinating - after
4. coordinating - so
5. coordinating - because
6. subordinating - if
7. coordinating - for
8. subordinating - while
9. coordinating - but
10. subordinating - Once

Question 3: Write the correct question to ask about the underlined word.

1. Q: What will he buy? A: He will buy cake.
2. Q: What is he playing/What's he playing? A: He is playing tennis.
3. Q: What does he teach? A: He teaches French.
4. Q: What should we buy? A: We should buy tickets.
5. Q: Where has he visited? A: He has visited Italy.
6. Q: Who are they? A: They are students.
7. Q: When can she come? A: She can come tomorrow.
8. Q: What did you eat? A: I ate a salad.
9. Q: Where are you going tomorrow? A: I'm going downtown tomorrow.
10. Q: Who knows the answer? A: Nobody knows the answer.

Question 4: Complete the table with interrogative sentences.

	Affirmative	Negative	Interrogative
1	I can speak many languages.	I cannot speak many languages.	Can I speak many languages
2	You could take a taxi to the station.	You could not take a taxi to the station.	Could you take a taxi to the station?
3	I may take a photo.	I may not take a photo	May I take a photo?
4	It might rain tonight.	It might not rain tonight.	Might it rain tonight?
5	They must leave today.	They must not leave today.	Must they leave today?
6	You would like to drink tea.	You would not like to drink tea.	Would you like to drink tea?

7	He should be in school.	He should not be in school.	Should he be in school?
8	We shall come with you.	We shall not come with you.	Shall we come with you?
9	You could help me.	You could not help me.	Could you help me?
10	I may visit you tomorrow.	I may not visit you tomorrow.	May I visit you tomorrow?

Question 5: Write an essay about ‘My dream’.**[05 marks]**

An essay response with all elements of essay writing to be accepted ensuring students have not made punctuation and grammar errors.

Question 6: Write a letter describing what you've been doing at home or school.**[05 marks]**

A letter response with all elements of letter writing to be accepted ensuring students have not made punctuation and grammar errors.