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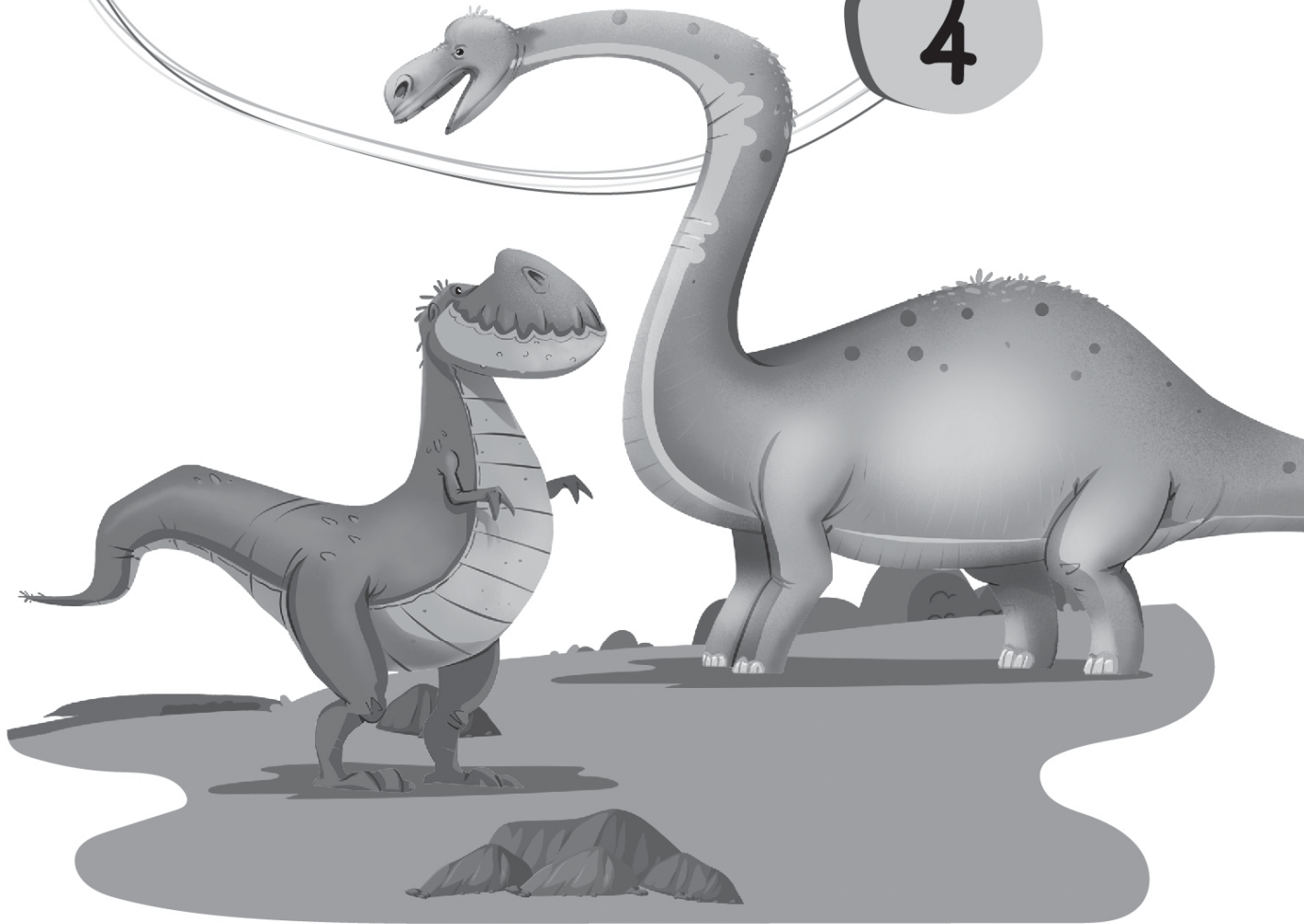
In the Name of Allah, the Most Gracious, the Most Merciful

# SPECTRUM ENGLISH

FIRST TERM

TEACHING GUIDE

4



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**Spectrum**  
Enlightening Generations

# Spectrum English Grade 4 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 Fire That Did Not Burn**

### **Unit Overview**

Unit 1 teaches us that Allah is with us all the time. He knows about our difficulties and challenges; therefore, we should know that He will indeed help us.

We must be patient; and we must keep asking for His guidance and support.

We should have an attitude of gratitude. We should be thankful for all the blessings Allah has bestowed upon us and should call upon Him for ease.

### **Modal Answers**

#### **Exercise A**

##### **A- Answer the following questions.**

- 1- Hazrat Ibrahim would often think that how could sculptors carve idol gods with their own hands from stone and then pray to the non-living idols for protection.
- 2- Hazrat Ibrahim's mission was to prove to the people that their idol gods carved from stones are not worth worshipping.
- 3- King Namrud was furious when he came to know Hazrat Ibrahim had destroyed the idols. He decided to punish him by throwing him in the fire.
- 4- Hazrat Ibrahim's descent into the fire was like descent in a cool garden. The flames were still there, but they did not burn because Allah had issued His command, 'O fire! Be cool and safe for Ibrahim.
- 5- Hazrat Ibrahim asked Namrud if he could bring the sun from the West. This question made him speechless.

#### **Exercise B**

##### **Questions for Discussion**

- 1- We can develop deep love for Allah only when we start following HIS guidelines properly. We, as Muslims, must follow the principles laid by the Holy Quran and our Holy Prophet (Peace be upon him). We must believe in the Oneness of Allah, pray five times a day, give zakat, perform Hajj and believe in the Day of Judgement.
- 2- There are signs everywhere of HIS existence. Only Allah could create something so beautiful and massive as this universe, sun, moon, stars, our planet, etc. The perfect balance in which the Nature operates, sunrise, sunset, oceans and amazing wildlife shows Allah exists, for no one else, other than Allah, can create such magnificent things.

#### **Exercise C**

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

**Exercise D****Match A with B.**

- 1- King Namrud had one prisoner killed.
- 2- The people worshipped idols.
- 3- Hazrat Ibrahim broke all the idols except one.
- 4- The fire did not burn Hazrat Ibrahim.
- 5- The idols could not eat or drink or speak.
- 6- Hazrat Ibrahim built the Kabah.

**Exercise E**

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

**Exercise F**

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a few example sentences for the reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

**Exercise G**

**Fill in the blanks. Make plurals of the words given below and use them.**

- 1- Calves.
- 2- Knives
- 3- Deer
- 4- Sheep
- 5- Fish

**Exercise H**

**Identify the underlined nouns as countable or uncountable nouns.**

- 1- Water – uncountable
- 2- Pottery – countable
- 3- Instruments – countable
- 4- time – uncountable
- 5- Equipment – countable

**Exercise I****Fill in the missing words.**

- 1- Box
- 2- Crowd
- 3- Swarm
- 4- Army
- 5- Bouquet

**Exercise J****Change the gender of the nouns in bold.**

- 1- Niece
- 2- Father
- 3- Daughter-in-law
- 4- Cow
- 5- Sister

**Exercise K****Fill in the blanks with the appropriate articles.**

- 1- **The** blue t-shirt over there is better than **the** red one here.
- 2- Their car does 150 mile **an** hour.
- 3- Where's **the** USB drive I lent you last week?
- 4- Bina has **a** terrible headache,
- 5- Now you have **the** whole afternoon free to explore **the** city.

**Exercise L****Crossword solution:**

- 1 – Bark (Down)
- 2- Art
- 3- Scarf
- 1- Arch (Across)
- 2- Chart
- 3- Start

**Lesson Plan 1**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 1

Unit Title: The fire that did not burn

Lesson Plan: 1

Textbook Page/s: 4-7

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn that:

- Allah is with us all the time. He knows about our difficulties and challenges; therefore, we should know that He will indeed help us.
- We must be patient; and we must keep asking for His guidance and support.
- We should have an attitude of gratitude. We should be thankful for all the blessings Allah has bestowed upon us and should call upon Him for ease

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionary
- Exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 Hazrat Ibrahim رضى الله تعالى عنه on the board and ask students what they know about him.</p> <p>Help students recall Hazrat Ibrahim's رضى الله تعالى عنه fire incident and how Allah saved him from burning fire. You can also draw a mind-map and write main points of Hazrat Ibrahim's رضى الله تعالى عنه story around it. Let students tell you whatever they remember of the story.</p> <p>Perform this simple warm-up as a whole class activity.</p> <p><b>Differentiation by Content:</b></p> <p>If you think don't have strong prior knowledge about the incident, then narrate the incident briefly. If you think they have</p>
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	a good grip, proceed to chapter reading, however, avoid popcorn reading.
28 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Divide the class into four to five groups. Each group should have at least 4 members. Give each member a role in the group. One could be the leader, time keeper, recorder, presenter. Explain students that leader is to guide the group as to what they are required to do, and ensure that everyone’s opinion is heard in the group. Time keeper manages time, recorder will do the written activity on chart papers and presenter will show the group’s work to the class. (Cooperative learning)</p> <p><b>Reading:</b></p> <p>Ask students to read chapter 1 – ‘The fire that did not burn’ in groups. Give students 15 minutes to read the chapter. Keep moving around the classroom to monitor students’ reading. Encourage them to use a dictionary to find meanings of difficult words. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students are done reading, ask them what they’ve understood from the chapter. Don’t explain the chapter line by line, instead ask questions to evaluate their understanding. Ensure that every group answers your questions. Try to ensure that other students also participate in answering questions apart from the presenter. You can ask them to raise hands if they wish to answer.</p> <p>Give each student a chance to answer your questions. Ask questions like:</p> <ul style="list-style-type: none"> <li>-Why did Hazrat Ibrahim رضى الله تعالى عنه not believe in worshipping idols?</li> <li>-What did he want to show people by destroying the idols?</li> <li>-Did Hazrat Ibrahim’s رضى الله تعالى عنه method work? Why not?</li> <li>-Who was King Namrud? (Teacher might have to give students some additional information about King Namrud.)</li> <li>-Why did King Namrud want to punish Hazrat Ibrahim رضى الله تعالى عنه ?</li> </ul>

	<p>-What happened when he did punish?</p> <p>-Why do you think King Namrud killed one prisoner?</p> <p>-What made King Namrud speechless?</p> <p>-Why did Hazrat Ibrahim رضى الله تعالى عنه leave his uncle's home forever?</p> <p>-Where did Hazrat Ibrahim رضى الله تعالى عنه take his family?</p> <p>-What did the father and son build? (10 mins)</p> <p>Encourage students to take a few minutes and reflect on the content of the chapter. They can read it or discuss with their peers.</p> <p><b>Differentiated Plan:</b></p> <p>Give struggling students a chance to answer questions. Ask them questions from the ones given above or form your own easier questions like the ones given below to evaluate their understanding:</p> <p>-Why was Hazrat Ibrahim رضى الله تعالى عنه thrown into fire?</p> <p>-What happened to fire?</p> <p>-Why was King Namrud angry with Hazrat Ibrahim رضى الله تعالى عنه ?</p> <p>-What did Hazrat Ibrahim رضى الله تعالى عنه ask King Namrud that made him speechless?</p> <p>-Who built Kabah?</p> <p>You might need to briefly explain them the gist of the chapter, however do so during the wrap up when others are busy.</p>
05 mins	<p><b>Wrap up (Writing):</b></p> <p>Give students exit slips. Ask them to write their answers on the exit slips.</p> <p>Question: What lesson/s did you learn from the chapter 'The fire that did not burn?'</p> <p>Collect the exit slips before leaving the classroom.</p> <p>Note: Exit slips will help you evaluate if everyone's understood the chapter. If not, then you might need to revisit the lesson once again.</p>



02 mins	<b>Homework assignment:</b> Read the chapter 'The fire that did not burn' once again. Do some research about Hazrat Ibrahim رضى الله تعالى عنه .
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**Lesson Plan 2**

Subject: English	Grade: 4	Term: 1st
Week:	Unit: 1	Unit Title: The fire that did not burn
Lesson Plan: 2	Textbook Page/s: 8	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn that:

- Allah is with us all the time. He knows about our difficulties and challenges; therefore, we should know that He will indeed help us.
- We must be patient; and we must keep asking for His guidance and support.
- We should have an attitude of gratitude. We should be thankful for all the blessings Allah has bestowed upon us and should call upon Him for ease.
- Elicit answers to questions given at the end of the chapter.

**Teaching Aids/Materials/Resources:**

- Textbook/notebooks
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask students if they remember what they did in the last class. Ask questions about the fire incident that occurred with Hazrat Ibrahim رضى الله تعالى عنه .</p> <p>Ask if they did research about Hazrat Ibrahim's رضى الله تعالى عنه incident and what were their finding? Ask a few students to quickly share them.</p> <p>Alternatively, you can ask questions like:</p> <ul style="list-style-type: none"> <li>-Why did the fire not burn Hazrat Ibrahim رضى الله تعالى عنه ?</li> <li>-Why do you think King Namrud killed one prisoner?</li> </ul> <p>Ask these warm-up question as a whole class, but give struggling students a special chance.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Divide the class into four to five groups. Each group should have at least four members. Assign roles to each member (Cooperative learning)</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Encourage students to discuss questions 1 – 5 in groups. Give them 10 mins to discuss all the questions. Move around the classroom to hear their discussions. Intervene when and if required. (10 mins)</p> <p><b>Class discussion:</b></p> <p>Once students are done discussing questions, ask them to discuss answers. Give each group a chance to answer questions. Give struggling students a special chance to answer questions. (5 mins)</p> <p><b>Writing:</b></p> <p>Now, ask students to write answers in their notebooks. Give them 10 mins to answer questions. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>You can ask struggling questions to attempt questions 1-3 and take help from the book. Monitor their work closely, for they might need assistance in clarifying the concepts.</p> <p>Ask fast learners to move to Exercise B and discuss questions 1 and 2 once they are done writing the answers.</p> <p>Ask fast learners to help struggling students answer the questions. Keep monitoring the struggling students while they are answering questions – they might need more time.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Once students are done writing answers, ask them the following questions as wrap up.</p> <p>-What lessons have you learnt from Hazrat Ibrahim's رضى الله تعالى عنه incident?</p> <p>-How can we apply the learnings in our daily lives?</p>

05 mins	<b>Homework assignment:</b> Do Exercises B and C as homework.
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**Lesson Plan 3**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 1

Unit Title: The fire that did not burn

Lesson Plan: 3

Textbook Page/s: 8-9

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn that:

- Allah is with us all the time. He knows about our difficulties and challenges; therefore, we should know that He will indeed help us.
- We must be patient; and we must keep asking for His guidance and support.
- We should have an attitude of gratitude. We should be thankful for all the blessings Allah has bestowed upon us and should call upon Him for ease.
- Find meanings of the difficult words.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionary
- Chart papers, entrance slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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>Distribute entrance slips and ask students to write one thing they liked about the last lesson and what would they like to learn today. Make them exchange slips with their peers and read each other's answers. Take answers from a few students.</p> <p>Now, ask them if they are ready to play a game? Form two teams in class. If you want you can also keep a prize for the winning team.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions</b></p>

	<p><b>Reading:</b></p> <p>Inform the two teams that they need to solve Exercise D in 5 mins together as a group. Assign different roles to group members and monitor time closely. (5 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students are done with Exercise D, ask each team to tell answers quickly. (5 mins)</p> <p><b>Writing:</b></p> <p>Now, ask students to use their dictionaries and in groups of four, find the meanings of all the words highlighted in the chapter in Exercise E. Give each group a piece of chart paper and encourage students to write the meanings of words on it.</p> <p>Once students are done finding meanings, encourage them to stick/pin the chart papers on the softboard of their class.</p> <p>(15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might struggle with finding the meanings of difficult words. Encourage fast learners to help them. Also, assign them easier words to find the meanings.</p> <p>Assign difficult words such as:</p> <p>massive, compelled, fiercely, shaft to the fast learners.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Once students are done finding meanings, ask them if they can quickly think of sentences of any two words. Give students 2 mins to think of a sentence and then ask students who raise their hands. Don't put pressure on students who are unable to think of two sentences in 2 mins.</p> <p>Encourage them to form at least one sentence.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Make sentences of any 3 words as homework.</p>

**Lesson Plan 4**

Subject: English	Grade: 4	Term: 1st
Week:	Unit: 1	Unit Title: The fire that did not burn
Lesson Plan: 4	Textbook Page/s: 9	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn that:

- Allah is with us all the time. He knows about our difficulties and challenges; therefore, we should know that He will indeed help us.
- We must be patient; and we must keep asking for His guidance and support.
- We should have an attitude of gratitude. We should be thankful for all the blessings Allah has bestowed upon us and should call upon Him for ease.
- Make sentences of difficult words.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionary

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they remember the meanings of any difficult words from the last class?</p> <p>Ask students to tell you a few words. You can write the words as well as their meanings on the board. (Let students tell you the meanings.) You can also ask students to refer to the chart of words meanings they stuck on the classroom softboard in the last lesson.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p><b>Reading and Writing:</b></p>

	<p>Ask students to find the meanings of the words given in Exercise F individually and use these words in their own sentences. Ask students to look at the example sentences given on page 9 for reference.</p> <p>Since there are only 5 words, give students the following words to find meanings and make sentences:</p> <ul style="list-style-type: none"> <li>-Attributes</li> <li>-Preach</li> <li>-Descent</li> <li>-Glorified</li> <li>-Spared</li> </ul> <p>(20 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students are done with their work, ask them to share their sentences with the class. You can pick students randomly. Try giving struggling students more chances. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Sit with the struggling students and help them find the meanings of difficult words and make sentences. You can make a few sample sentences for them. Also, check their sentences on the spot and tweak them if need be.</p> <p>If fast learners get done with their work earlier, give them the following words to find meanings and make sentences:</p> <ul style="list-style-type: none"> <li>-Submitted</li> <li>-Distressed</li> <li>-Catapult</li> </ul>
05 mins	<p><b>Wrap up:</b></p> <p>Ask students to tell you of two words they would use next time they write something. Try giving struggling students more chance to tell their words to the entire class and appreciate them.</p>
05 mins	<p><b>Homework assignment:</b></p>



	Review the words, meanings and the sentences done in class today.
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**Lesson Plan 5**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 1

Unit Title: The fire that did not burn

Lesson Plan: 5

Textbook Page/s: 9-10

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 regular and irregular singular and plural nouns

**Teaching Aids/Materials:**

- Textbook
- Board & Marker
- Pictures of objects like rubies, ponies, babies, boxes, dishes, etc. You can use any other objects that you like.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with <b>السلام عليكم</b> . [Note: Always remember to say <b>بسم الله الرحمن الرحيم</b> out loud before you start any lesson or activity and say <b>الحمد لله</b> after finishing it and encourage the students to do the same, too.]</p> <p>Then, paste the pictures of the objects like rubies, ponies, babies, dishes, boxes (plural words) on the board and ask students to name these objects.</p> <p>Once students start naming them, write the words on the board and ask students to help you spell them. In case students tell wrong spelling, write the correct spelling for them to learn.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Inform students they will learn about making plurals of regular and irregular nouns in today's lesson.</p> <p><b>Listening and Speaking:</b></p> <p>Write nouns like boy, girl, box, brush, bunch, munch, glass on board.</p>

Explain to students those words ending on l, ch, sh, x and s often take s or es to make plurals. Underline the plural form s and es of the words for students to see.

Do more examples with students, such as:

Bush

Ash

Wash

Sandwich

Watch

Bus

Fox

Goal

Now, tell students those words which end on y- take -ies to form plurals if there is **a consonant before y**. Write some example words on the board, like:

Fly

Baby

Dictionary

Army

Variety

Underline the -ies for students to see and understand.

Next, explain them that when there is **a vowel before y**, then add -s only to form plural forms. For example:

Boy

Key

Bay

Way

Kidney.

Underline the plural form -s to for students to understand the plurals. (10 mins)

	<p><b>Reading:</b></p> <p>In pairs, ask students to turn to pages 9 and 10 and read the plural formation of regular verbs. (5 mins)</p> <p><b>Writing:</b></p> <p>In pairs, ask students to form the plurals of the following words:</p> <p>Family</p> <p>Study</p> <p>Chair</p> <p>Toy</p> <p>Chimney</p> <p>Bush</p> <p>Trash</p> <p>Crunch</p> <p>Lunch</p> <p>Bench</p> <p>Six</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in understanding the concept. While the rest of the class is busy with the written work, explain the concept of forming plurals again to these students.</p> <p>Then, encourage struggling students to make plurals of the words given in the list above. Ask fast learners to help their classmates where required.</p>
05 mins	<p><b>Wrap up:</b></p> <p>At the end of the lesson, distribute exit slips. Ask them to write three things they learnt in today's lesson. Collect the slips before leaving the class to evaluate students' learnings.</p>
05 mins	<p><b>Homework assignment:</b></p>

	Review the class assignment done today.
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**Lesson Plan 6**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 1

Unit Title: The fire that did not burn

Lesson Plan: 6

Textbook Page/s: 9-10

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 regular and irregular singular and plural nouns

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Pictures of objects like wolves, calves, knives, etc.
- Entrance slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask students if they remember what they learnt in the previous class. Give students entrance slips and ask them to answer the following question:</p> <p>How do we make plurals of words ending on f and fe? Collect the entrance slips in 5 mins.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about forming plurals of irregular nouns in today's lesson.</p> <p><b>Listening and Speaking:</b></p> <p>Write the following words on the board and ask students to make plurals:</p> <p>Knife</p>

Loaf

Wolf

Ask students to tell you the plurals forms of these words as well as the spellings. Underline –ves in all the words so students know that f and fe has been dropped and –ves has been added to form plurals.

**Writing:**

**Classwork:** Form different groups and ask students to form plurals of the following words after discussing in groups.

Shelf

Half

Sheaf

Wife

Thief

Once done, write the following words on the board and ask students to tell you the plural forms:

Man

Person

Mouse

Tooth

Cactus

Child

Explain students that in some cases of irregular nouns the entire word changes to form plurals.

**Classwork:** In groups, ask students to form plurals of the following words after discussion:

Foot

Goose

Focus

Ox

	<p>Once done, ask students if they can tell you the plurals of the following words:</p> <p>Sheep</p> <p>Fish</p> <p>Hair</p> <p>Deer</p> <p>Explain students that some irregular nouns do not change spellings in plural forms. Their spellings remain the same.</p> <p><b>Classwork:</b> In groups, ask students to form the plurals of the following words after discussion:</p> <p>Shrimp</p> <p>Trout</p> <p>Series</p> <p>Offspring</p> <p>Means</p> <p>Note: Students should do classwork in their notebooks.</p> <p>(20 mins)</p> <p><b>Reading:</b></p> <p>Ask students to turn to pages 10-11 and read them in groups.</p> <p>(5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to understand the concept of forming plurals of irregular nouns. When giving the classwork (mentioned above), observe the struggling students. Afterwards, go over to their desks and help them form plurals while very briefly explaining the concept once again.</p> <p>Fast learners might complete their classwork earlier. Ask them to read pages 10-11 and then try attempting Exercise G.</p>
05 mins	<p><b>Wrap up:</b></p> <p>In groups, ask students to quickly solve Exercise G. Discuss the answers.</p>



05 mins	<b>Homework assignment:</b> Complete Exercise G.
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**Lesson Plan 7**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 1

Unit Title: The fire that did not burn

Lesson Plan: 7

Textbook Page/s: 12-13 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 countable and uncountable nouns

**Teaching Aids/Materials/Resources:**

- Textbook

- Board &amp; Marker

-Pictures of three birds, few pencils, tea, flour, sugar.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 are ready to play a game.</p> <p>Divide the class into two teams. Instruct students that you'll ask them questions and team members will have to raise their hands to answer. The team which answers most questions will win.</p> <p>Question 1: Plural of Bee is _____.</p> <p>Question 2: Singular of Deer is _____.</p> <p>Question 3: Singular of Foxes is _____.</p> <p>Question 4: Plural of Focus is _____.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about countable and uncountable nouns in today's lesson.</p> <p><b>Listening and Speaking:</b></p>

	<p>Stick pictures of the following on the board and ask students to tell whether the nouns are countable or uncountable?</p> <p>Birds</p> <p>Few pencils</p> <p>Tea</p> <p>Flour</p> <p>Sugar</p> <p>Ask students the reason as to why a certain noun is countable and the other is uncountable.</p> <p>Explain to the students that when it is possible to count nouns like pencils, birds, cars, etc. they are called countable nouns. When nouns cannot be counted like flour or sugar, then they become uncountable nouns.</p> <p>Do explain that it is absolutely impossible to numerically count uncountable nouns like advice, time, love, etc.</p> <p><b>Writing:</b></p> <p><b>Classwork:</b> Write these phrases on the board and ask students to identify if they contain countable or uncountable nouns.</p> <ol style="list-style-type: none"><li>1- You must not waste time.</li><li>2- Take your mother's advice.</li><li>3- There are several fish in the sea.</li><li>4- There is only a pinch salt in the house.</li><li>5- They sent us a bit of sugar last week.</li></ol> <p>Explain to students that uncountable nouns often take some words before them like: pinch, some, a bit of, much, none as they are abstracts. For example: <b>a pinch of salt, a bit of work, etc.</b></p> <p>Uncountable nouns become countable when the amounts become specific, for example, <b>a bag of sugar, four advices, a litre of water, two cartons of milk, etc.</b></p> <p>Note: Students should do classwork in their notebooks.</p> <p>(15 mins)</p> <p><b>Reading:</b></p>
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	<p>Encourage students to read pages 12-13 in groups. (5 mins)</p> <p><b>Writing:</b></p> <p>Solve Exercise H individually. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might struggle with the concept. Explain them the difference between countable and uncountable once again while others are doing the written work. You might need to bring in physical objects like salt, sugar, sand to help them understand these cannot be counted.</p> <p>Similarly, explain that advice, time, intelligence cannot be seen nor counted as they are abstract nouns.</p> <p>Help struggling students do Exercise H.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips and ask students to write 2 countable and 2 uncountable nouns.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise H and pages 12-13 once again.</p>

**Lesson Plan 8**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 1

Unit Title: The fire that did not burn

Lesson Plan: 8

Textbook Page/s: 13-14

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 collective nouns

**Teaching Aids/Materials/Resources:**

- Textbook

- Board &amp; Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they remember what they learnt in the previous lesson. Write the following sentences on board and ask different students (esp. struggling learners) to identify the countable or uncountable nouns.</p> <p>-I had a few sips of the cold drink.</p> <p>-Alina bought four packets of crisps from the market.</p> <p>-Ali has an advice for you.</p> <p>-She drinks 1.5 litres of water every day.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about collective nouns in today's class.</p> <p><b>Listening and Speaking:</b></p> <p>Write the following sentences on board and encourage students to identify collective nouns in the sentences.</p>

-A **large crowd** had gathered to watch the scene,

-**Our team** will arrive soon.

-**A bouquet** of beautiful flowers waited for her to return home.

-**A swarm of bees** flew past their house.

-**An army of young soldiers** went into the battlefield.

Explain to students that collective nouns are used for a group of similar things. They present a collection of things.

(10 mins)

**Reading:**

Encourage students to turn to pages 13-14 and read them in groups. (05 mins)

**Writing:**

**Classwork:** Write the following sentences on board and encourage students to identify collective nouns in groups.

-My favourite pair of shoes went missing suddenly.

-The old orchard of old trees looked beautiful in autumn.

-The range of mountains looked dangerous.

-The class of students was making a lot of noise.

-A packet of letters was found in the old house.

-Please give this child another bowl of rice.

Note: Students should do classwork in their notebooks.

Once students are done identifying the collective nouns, ask them to solve Exercise I on page 14.

(10 mins)

**Differentiated Plan:**

Some students might not clearly understand the concept of collective nouns. While discussing answers with the entire class, focus on struggling students more. Tell them that certain words/phrases are used to define a collection of things. Those words/phrases are called collective nouns. You can use the

	<p>following collective nouns to help them understand the concept better.</p> <p>-<b>The staff</b> at the new school was younger and better.</p> <p>-<b>A stack of books</b> was lying on the table.</p> <p>Explain to struggling learners that collective nouns in the above examples show a group of similar things, for example, staff denotes teachers, stack of books shows piles of books, gang shows a group of criminals, etc.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to the students and ask them to use any three collective nouns in their own sentences. Allow students to use the list of collective nouns given in the textbook on page 14.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise I and the list of collective nouns given on page 14.</p>

**Lesson Plan 9**

Subject: English

Grade: 4

Term: 1st

Week: 1

Unit: 1

Unit Title: The fire that did not burn

Lesson Plan: 9

Textbook Page/s: 14-15

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Identify and use correct masculine and feminine
- Use articles appropriately in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Flashcards of 'a', 'an' and 'the'

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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>Distribute entrance slips and ask students to write two sentences that contain collective nouns.</p> <p>Keep taking rounds while students are filling in their entrance slips. Collect the slips once students have done their work.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Inform students they will do masculine/feminine and articles today.</p> <p><b>Writing, Listening and Speaking:</b></p> <p><b>Classwork:</b> Write a few masculine nouns on the board and ask students to tell you their feminine nouns.</p> <p>Bull</p> <p>Son</p>



	<p>Father-in-law</p> <p>King</p> <p>Nephew</p> <p>Witch</p> <p>Ask students if there are any masculine nouns whose feminine nouns, they'd like to know. (5 mins)</p> <p><b>Reading:</b></p> <p>Encourage students to turn to page 14-15 and read the exercises on masculine and feminine. (5 mins)</p> <p><b>Writing:</b></p> <p>Complete Exercise J.</p> <p><b>Articles</b></p> <p>Once students have completed Exercise J, ask them if they can recall the three articles? Stick flashcards of articles on the board as students recall them.</p> <p><b>Listening and Speaking:</b></p> <p>Ask students if they can tell you where articles a, an and the are used. A is used with nouns that start with consonants, an is used with nouns that start with vowels and the is used to specify things. (10 mins)</p> <p><b>Writing:</b></p> <p>Encourage students to complete exercise K. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in grasping the concept of articles. While others are completing Exercise K, explain articles to struggling learners once again, using examples given in the textbook on page 15.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to the students and ask them to write three sentences containing one article each.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review pages 14-15, masculine/feminine and articles again.</p>

**Lesson Plan 10**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 1

Unit Title: The fire that did not burn

Lesson Plan: 10

Textbook Page/s: 17

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Identify AR sound in R-controlled vowels (e.g., jar, bar, car, etc.)
- Listen and speak to ask and answer questions, perform a dialogue, engage in a conversation and hold a discussion

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with <b>السلام عليكم</b> . [Note: Always remember to say <b>بسم الله الرحمن الرحيم</b> out loud before you start any lesson or activity and say <b>الحمد لله</b> after finishing it and encourage the students to do the same, too.]</p> <p>Write the word ‘car’ on board and ask students to pronounce it. Then write ‘jar’ on board and ask students to pronounce it.</p> <p>Now, ask students to pronounce both the words together and notice the similarity in sounds.</p> <p>Ask them to identify the similar sounds in both words.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about ‘AR’ sound in today’s lesson.</p> <p><b>Listening and Speaking:</b></p> <p>Now, write the following words on the board and ask students to pronounce them.</p> <p>Card</p>

	<p>Park</p> <p>Dart</p> <p>Shark</p> <p>Star</p> <p>Jar</p> <p>Far</p> <p>Arch</p> <p>Art</p> <p>Bark</p> <p>Encourage them to notice the similarity in the sounds of these words. 'AR' sound is most prominent in all these words.</p> <p><b>Writing:</b></p> <p>Ask students to complete Exercise L in pairs.</p> <p>Once done, ask them the across and down words.</p> <p>(5 mins)</p> <p><b>Instruction:</b></p> <p><b>Performance</b></p> <p>Tell students they will do a performance in class.</p> <p><b>Listening and Speaking:</b></p> <p>In pairs, encourage students to read Exercise M in pairs. Give them 5 minutes to read it. Then, choose any two students to perform the dialogues in front of class.</p> <p>Encourage students to perform the dialogues with expressions.</p> <p>Once done, ask the class their opinion about the conversation between mother and son. Ask students if they pray before lunch or vice versa? Generate a discussion around exercise M.</p> <p>(20 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to pronounce 'AR' word. While others are busy completing Exercise L, help struggling</p>
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	students pronounce 'AR' words. You can also help them attempt Exercise L.
05 mins	<b>Wrap up:</b> Ask students what they've learnt from Exercise M.
05 mins	<b>Homework assignment:</b> Review Exercise M once again.

**Lesson Plan 11**

Subject: English	Grade:	Term: 1st
Week:	Unit: 1	Unit Title: The fire that did not burn
Lesson Plan: 11	Textbook Page/s: 9-14	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

-Identify collective nouns, plurals (s, es, ves, ies) and articles in writing work

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they remember what are collective nouns and article? Do a quick revision of collective nouns, articles, and plurals (s, es, ies, ves).</p> <p>You can students to tell different examples of collective nouns, articles and plurals. Write them on the board for revision purpose.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will identify and use collective nouns, plurals and articles in today's lesson.</p> <p><b>Reading, Writing (Solving a worksheet):</b></p> <p>Give the following paragraph to the students. Tell them they have 15 minutest to solve it. It is individual task.</p> <p><b>Q1- Find all the collective nouns, articles and plurals in the following passage.</b></p>

	<p>When Mr Asad went to visit his colleague at the hospital, he bought a beautiful bouquet of flowers and a basket of fruits for him. The staff guided him to the patient’s room. The hospital had many floors and elevators to carry patients and their attendants up and down. There were numerous counters, where nurses registered patients and later showed them the doctors’ room.</p> <p>The hospital appeared neat and clean. The staff were friendly and people passed him smiles. He saw a man carrying many boxes down a narrow corridor. Then he passed by two nurseries where he saw many cute babies. There were many children playing in the day care. He liked the atmosphere of the hospital a lot.</p> <p>As he moved forward, he saw a huge garden with many trees and flowers. There was a bee hive on one tree and he saw a swarm of bees around it. A small crowd of people had gathered on one side to listen to a lecture by a famous professor.</p> <p>Mr Asad suddenly saw a dentist’s clinic. He decided to get his teeth check there only on his next visit to the hospital. (10 mins)</p> <p><b>Q2- Change all the plurals given in the comprehension passage into singular nouns. (15 mins)</b></p> <p><b>Listening and Speaking:</b></p> <p>Onces students are done with their work, discuss answers with them. Give each student a chance to tell a collective noun, article and plural. Appreciate the correct answers. Try to give struggling students a chance specifically to tell the answer.</p> <p><b>Differentiated Plan:</b></p> <p>Some student might face difficulty in reading and comprehending the passage. Provide them extra help. Help them understand the passage and identify collective nouns, plurals and articles.</p>
<p>05 mins</p>	<p><b>Wrap up:</b></p> <p>Distribute entrance slips to the students. Tell them to write an example of:</p> <p>Collective noun</p>

	Feminine of tiger, bridegroom, wizard and nephew
05 mins	<b>Homework assignment:</b> Review the class assignment (review exercise) once again.

**Lesson Plan 12 – Review of the chapter**

Subject: English	Grade: 4	Term: 1st
Week:	Unit: 1	Unit Title: The fire that did not burn
Lesson Plan: 12	Textbook Page/s: 4-17	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Use singular nouns and their regular and irregular plural forms
- Use masculine and feminine, collective nouns
- Use articles

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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>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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.</p>



## **Unit 2 - A Case of Rs 750**

### **Unit Overview**

Unit 2 teaches us that Mohammad Ali Jinnah sacrificed his entire life to give Muslims a separate homeland called Pakistan. Pakistan was created after a lot of struggles. Numerous men, women and children sacrificed their lives to gain freedom, under the leadership of Quaid-e-Azam.

The chapter establishes that Quaid-e-Azam was very passionate about helping the Muslims of sub-continent. He was convinced that Two Nation Theory presented by the Hindus did not favour Muslims and that Muslims will forever be in a deplorable state if they stayed in the sub-continent.

The moral of the chapter is that we must take care of our country. We need to bring it in the list of first-world countries, which can only happen if we are sincere and honest in all our affairs.

### **Modal Answers**

#### **Exercise A**

**Answer the following questions.**

- 1- Quaid-e-Azam studied Law in London, and he was a lawyer by profession.
- 2- The man he doesn't know English, but he believes in Quaid-e-Azam as he always speaks in favour of Muslims.
- 3- Quaid-e-Azam returned the money because he took lesser time than calculated to read the papers. He originally quoted Rs 3000 but with less hours, decided to be honest and return the remaining amount.
- 4- He saved the money by ordering to serve only cold-water during cabinet meetings.
- 5- The three golden rules are: Unity, Faith and Discipline.
- 6- Quaid-e-Azam wanted to see Pakistan emerge as a strong and prosperous Islamic country.

#### **Exercise B**

- We can do a number of things to make Pakistan a better place. We can gain education, create more businesses and employment opportunities, stop corruption, develop more parks, museums, libraries and art galleries. We can stop littering and keep public places clean. (Some probable things that we can do. Students can think of many other similar things they can do for Pakistan.)
- Yes, I would have because an honest man would never take the money that doesn't belong to him.
- I've learnt that one must always be honest and faith. One should never take undue advantage of official resources and treat everyone with utmost respect.

#### **Exercise C**

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

**Exercise D**

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

**Exercise E****Fill in the blanks.**

- 1- Governor General
- 2- Honest
- 3- Talented
- 4- Morals
- 5- Ethics
- 6- Believed
- 7- Role
- 8- prime ministers
- 9- Concerned
- 10- Unity
- 11- Faith
- 12- Discipline

**Exercise F****Find contracted words in the lesson. Use them in your sentences.**

- 1- I'm - I am - I'm sure you will pass the examination with flying colours.
- 2- don't – do not – Please don't bang on the door.

**Exercise G****Write the full or contracted form of the words given below.**

- 1- Where's - Where is
- 2- Doesn't – Does not

- 3- You've – You have
- 4- Must've – Must have
- 5- Might've – Might have
- 6- Had not – Hadn't
- 7- You'll – You will
- 8- Should not – Shouldn't
- 9- Couldn't – Could not
- 10- Were not – Weren't
- 11- Who is – Who's
- 12- What's – What is
- 13- Are not – Aren't
- 14- Who'll – Who will.

**Exercise H**

**Identify different types of sentences given below.**

- 1- Interrogative sentence
- 2- Imperative sentence
- 3- Interrogative sentence
- 4- Declarative sentence
- 5- Declarative sentence
- 6- Exclamatory sentence
- 7- Imperative sentence
- 8- Exclamatory sentence

**Exercise I**

**Make sentences using the following words.**

- 1- May I please have a glass of water?
- 2- Can you explain the question again to me?
- 3- I will meet you tomorrow.
- 4- It must have been so tough to survive in cold weather.
- 5- I have to go to my aunt's place tomorrow.

J – Identify and underline the homophones.

1- weak – week

2- meat- meet

3- knew- new

4- heard-herd

**Lesson Plan 13**

Subject: English	Grade: 1	Term: 1st
Week:	Unit: 2	Unit Title: A case of Rs 750
Lesson Plan: 13	Textbook Page/s: 18-19	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn that:

- Mohammad Ali Jinnah sacrificed his entire life to give Muslims a separate homeland called Pakistan.
- Pakistan was created after a lot of struggles. Numerous men, women and children sacrificed their lives to gain freedom, under the leadership of Quaid-e-Azam.
- Quaid-e-Azam was very passionate about helping the Muslims of sub-continent. He was convinced that Two Nation Theory presented by the Hindus did not favour Muslims and that Muslims will forever be in a deplorable state if they stayed in the sub-continent.
- We must take care of our country. We need to bring it in the list of first-world countries, which can only happen if we are sincere and honest in all our affairs.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Picture of Quaid-e-Azam, dictionary

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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>Stick Quaid's picture on the board and ask students what they know about Quaid-e-Azam.</p> <p>Write their feedback/points on board.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Divide the class into groups of four members each. Give them different roles as defined earlier.</p>

**Reading and Writing:**

Instruct students to read pages 18 and 19, chapter 2 – A case of Rs 750. Ask students to find meanings of difficult words and write meanings in the notebooks. Clearly tell students they have 10 mins to read chapter 2. (Cooperative learning)

(10 mins)

**Listening and Speaking:**

Once students have read the chapter, ask each group what they've learnt from it. Take feedback from each group. Write their feedback on the board. Elicit their understanding of the chapter on the board.

Ask them questions like:

- What did Quaid study in London? What was Quaid's profession?
- Why did Hindus and British appoint Quaid as their lawyer?
- What was Quaid's character like?
- Which language was Quaid fluent in?
- In which language did he deliver his speeches?
- Did the Muslims of sub-continent understand English? Why not? Think of reasons.
- What did the man tell the reporter about Quaid's speech? What does that tell us about Quaid's character?
- What was the case of Rs 750?
- Why did he ask cold water to be served during cabinet meetings?
- Why do you think Quaid is the role for current and future prime ministers?
- What was Quaid's vision for Pakistan?

Ask questions from the students to check their understanding of the chapter. Do not explain the chapter word by word rather check understanding through questions.

Ask students meanings of difficult words. Ask each group meanings of at least 2 difficult words. (15 mins)

	<p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in understanding the chapter. Ask them simple and different questions to help them understand the chapter, like:</p> <p>Where did Quaid-e-Azam receive his education from?</p> <p>What was Quaid's profession?</p> <p>Why did he return the extra money?</p> <p>How did he advise the government to save newly-born Pakistan's money?</p> <p>What are three principles of Quaid?</p> <p>You can also ask fast learners to help struggling learners understand the concepts explored in the chapter.</p> <p>Alternatively, you can encourage fast learners to explain answers in detail so the struggling students can understand the concept clearly.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to students. Ask them to write answer of the following questions:</p> <p>-What did you learn from this chapter?</p> <p>-How would you give back to your country? Write three things that you would do for your country?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 2 – A case of Rs 750 once again.</p>

**Lesson Plan 14**

Subject: English	Grade: 4	Term: 1st
Week:	Unit: 2	Unit Title: A case of Rs 750
Lesson Plan: 14	Textbook Page/s: 20	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Mohammad Ali Jinnah sacrificed his entire life to give Muslims a separate homeland called Pakistan.
- Pakistan was created after a lot of struggles. Numerous men, women and children sacrificed their lives to gain freedom, under the leadership of Quaid-e-Azam.
- Quaid-e-Azam was very passionate about helping the Muslims of sub-continent. He was convinced that Two Nation Theory presented by the Hindus did not favour Muslims and that Muslims will forever be in a deplorable state if they stayed in the sub-continent.
- We must take care of our country. We need to bring it in the list of first-world countries, which can only happen if we are sincere and honest in all our affairs.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Quaid's picture, dictionary

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they remember what they did in the last class.</p> <p>Distribute entrance slips and ask them to write answers of the following questions:</p> <ul style="list-style-type: none"> <li>• What did we learn about in the last class?</li> <li>• What was Quaid's personality like? Mention any five characteristics.</li> </ul>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Inform students they will answer comprehension questions in today's lesson.</p> <p><b>Listening and Speaking:</b></p> <p>Form groups of four students and instruct them to read and discuss questions given on page 20 Exercise A and B. Instruct students they have 10 mins to think and discuss answers.</p> <p>Once students have discussed questions amongst themselves, ask them to tell you the answers (do a class discussion here). Tweak their understanding where required.</p> <p>(10 mins)</p> <p><b>Reading and Writing:</b></p> <p>Now, encourage the students to answer questions given in Exercise A in their notebooks. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in writing answers. Ask these students to form a separate group. Then, help them find questions in the chapter. Explain them what the question is asking and guide them to the paragraphs where information is available. Encourage these students to write answers on their own.</p> <p>You can also give the struggling learners less questions to answer for example:1-4, Exercise A.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Once students are done with their work, distribute exit slips and ask them to write answers of the following question:</p> <p>-What I liked the best about this chapter?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review questions 1-3 given in Exercise B. Discuss them with your parents.</p>

**Lesson Plan 15**

Subject: English	Grade: 4	Term: 1st
Week:	Unit: 2	Unit Title: A case of Rs 750.
Lesson Plan: 15	Textbook Page/s: 20	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

-Find the meanings of difficult words and use them in their own sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionary

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Write the following words on the board and ask students if they can tell you their meanings.</p> <ol style="list-style-type: none"> <li>1- persuasive</li> <li>2- emerge</li> <li>3- principles</li> </ol> <p>Appreciate students if they are able to give correct answers. If not, encourage them to find meanings using a dictionary.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Instruct students they will find meanings of difficult words and use them in their own sentences in today's lesson</p> <p><b>Reading, Writing, Listening and Speaking:</b></p> <p>Encourage students to refer to the meanings they found earlier (while reading the chapter –refer lesson plan 13) of the</p>

	<p>words given in red in the chapter and first discuss the meanings amongst themselves.</p> <p>Then, use them in their own sentences (Exercise C). This work can be done as pair work.</p> <p>Ask students to tell their sentences to the class. Correct them, if need be, else appreciate student’s sentences.</p> <p>You can ask students to refer to sample sentences given on page 21 of their textbooks.</p> <p>(15 mins)</p> <p>Next, ask students to read words given in Exercise D and find their meanings. Encourage students to use these words in their own sentences. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to make sentences of difficult words. Ask fast learners to help them. Also, give these students special attention and make a sample sentence or two for them. Help them understand the meanings of these words. Some dictionaries have sample sentences – you can recommend these students to use such dictionaries for sample sentences.</p> <p>Also, assign lesser words to struggling students so they don’t feel overwhelmed.</p> <p>(Note: providing extra help would be a part of your teaching instruction)</p>
05 mins	<p><b>Wrap up:</b></p> <p>Towards the end of the lesson, ask students to tell 1 of their favourite sentences. You can first ask struggling learners to tell their sentence, then move to fast learners. (Note: try to maintain a balance when asking struggling and fast learners to speak in class. Students shouldn’t feel left out.)</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review sentences done in class.</p>

**Lesson Plan 16**

Subject: English	Grade: 4	Term: 1st
Week:	Unit: 2	Unit Title: A case of Rs 750
Lesson Plan: 16	Textbook Page/s: 21	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

-Fill in the blanks using information from the passage.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Picture of Quaid-e-Azam, entrance slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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>Distribute entrance slips to students. Ask them the following question:</p> <p>What is their expectation from today's lesson?</p> <p>Collect the entrance slips.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will play a game in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Divide students in groups. In groups, ask them to solve Exercise E. Clearly instruct students that they have 10 mins to complete the exercise. (10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students are done, ask each group to tell you the correct answer for each blank. (5 mins)</p>

	<p><b>Writing:</b></p> <p>Now, ask students to write answers in their notebooks.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in filling in the blanks. They might not have understood the sentence which is why they are unable to fill in the blank correctly. Explain them the passage while others are doing the written work in their notebooks.</p> <p>You might need to explain the struggling students the meanings of words given to fill in the blanks. Encourage them to solve as many blanks as they can on their own and leave the difficult ones to fill in with your assistance.</p> <p>If fast learners get done with their work quickly, ask them to read the chapter once again.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Towards the end of the lesson, tell students you will ask three questions and they'd need to give answers in 1 min only.</p> <p>1- Who was the first governor general of Pakistan?</p> <p>2- What were Quaid's three golden principles?</p> <p>3- Think of two adjectives describing Quaid's character as a lawyer.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise E once again.</p>

**Lesson Plan 17**

Subject: English	Grade: 4	Term: 1st
Week:	Unit: 2	Unit Title: A case of Rs 750
Lesson Plan: 17	Textbook Page/s: 22-23	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Practice contracting two words and use them in different written texts.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Write the word 'don't' on the board. Ask students to read the word and tell its full form. Ask students which form is 'don't' in at the moment.</p> <p>Appreciate students if they give the correct answer 'contraction'. If not, then tell them that don't is the contracted form of do not.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about contractions in today's lesson.</p> <p><b>Listening and Speaking:</b></p> <p>Write the word 'isn't' on the board. Ask students to read the word and tell its form. Ask them the form full of isn't. Explain to students that some words are contracted using an apostrophe.</p> <p>Write a few more contracted words on the board and ask students to tell you their full forms:</p>

	<p>They're</p> <p>Hasn't</p> <p>It'll</p> <p>We're</p> <p>Haven't</p> <p>Ask students to make a sentence of each of these words orally.</p> <p>(10 mins)</p> <p><b>Reading:</b></p> <p>Encourage students to read page 22 in pairs. (5 mins)</p> <p><b>Writing:</b></p> <p>Once done, encourage students to do Exercise G. It could be individual work. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might have difficulty in making full or contracted forms of words. While others are busy doing the written work, explain to these students how to contract some words. Use examples from page 22.</p> <p>Also, you can ask struggling students to do all simple words (the ones they can manage themselves) from Exercise G and leave out the difficult ones to do with your assistance.</p> <p>For fast learners, encourage them to think of as many contracted words as they can, once they complete their class assignment.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips to the students and ask them to write 1 contraction and the full form of word.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Do Exercise F.</p>

**Lesson Plan 18**

Subject: English	Grade: 4	Term: 1st
Week:	Unit: 2	Unit Title: A case of Rs 750
Lesson Plan: 18	Textbook Page/s: 23-24	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Understand the purpose of simple, commanding, exclamatory and interrogatory sentences. Using interrogation and appropriate exclamations in different situations.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Flash cards showing question mark, exclamation mark and full stop.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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>Stick the flashcards on the board and ask students to read the punctuation marks. Ask them if they can tell where does one use these punctuation marks? Ask students to make sentences orally where these punctuation marks would be used.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they would learn about different types of sentences in today's lesson.</p> <p><b>Listening, Speaking and Writing:</b></p> <p>Write the following sentences on boards and ask students if they can identify the type of sentences. Give them options to</p>



choose from. Write these options on board (declarative sentences, imperative sentences or interrogative sentences)

- 1- The park will remain closed on Monday.
- 2- People who are not vaccinated will not be allowed to enter the mall.
- 3- There are two types of machines that can do this work.

Explain to students all these sentences are declaring a statement. They are providing information and facts that are true. Such sentences are called declarative sentences. Ask students to write one declarative sentence in their notebooks individually.

Next, write the following sentences on board:

- 1- Close the window now.
- 2- Get me a glass of water.
- 3- Listen to what I have to say.

Ask students if they can identify these types of sentences. Explain to them these sentences give out information in a commanding tone. They are called imperative sentences.

Ask students to identify one common punctuation mark in both types of sentences. Explain to them that both types of sentences end with a full stop. Ask students to write one imperative sentence in their notebooks.

Now, write the following sentences on board and ask students to identify the following sentences. Appreciate their guesses.

- 1- Where is my tea?
- 2- Whom are you talking?
- 3- How is the weather there?

Explain to students that sentences which ask a question are called interrogative sentences. Now ask students to write one interrogative sentence in their notebooks individually.

Next, ask students to identify the following sentences:

- 1- Wow! What a beautiful dress you are wearing.

	<p>2- Be careful! You might slip on wet floor.</p> <p>3- She is such a good cook!</p> <p>Explain to students that sentences which have an exclamation expression are called are called exclamatory sentences. Such sentence deliver excitement and are full of excitement. Now, ask students to write one exclamatory sentence in their notebooks.</p> <p>Now, ask students if they have understood all four types of sentences. Ask them if they have any questions. (22 mins)</p> <p><b>Reading:</b></p> <p>Ask students to turn to pages 23-24 and read about the four types of sentences. (3 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to understand the types of sentences. While other students are busy writing an example of a particular type of sentence, go over to these students and ask them if they've understood the type of sentence in discussion. If yes, move on, if not then spend a minute or two explaining the type again. Give more examples to help them understand the type of sentence.</p> <p>Ask struggling to refer to the examples given in the textbook on pages 23-24 to write their own example sentence. Point to the examples and use them while individually explaining them the type of sentences.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips and ask students to write an example of each type of sentence on the slips. Ask struggling students to refer to the example sentences given in the textbook to write sentences on exit slips. Give them a choice to write two or three types of sentences, if they can't manage all four types.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Try to attempt Exercise H.</p>

**Lesson Plan 19**

Subject: English	Grade: 4	Term: 1st
Week:	Unit: 2	Unit Title: A case of Rs 750
Lesson Plan: 19	Textbook Page/s: 24-25	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Recognize and use verbs and modal verbs such as 'can', 'will', 'must', 'have' in everyday communication

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Flashcards of can, will, must and have to

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 to recall what they did in the last class. Write the types of sentences on board as students tell you. Then, ask them if they have attempted Exercise H.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will review Exercise H first, and then start Modal Verbs - can, will, must, have to.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Divide students into groups. Ask each group to read one sentence from Exercise H and inform about the type of sentence. Repeat with all the groups and all the sentences in Exercise H.</p> <p>Once done, stick the flashcards on board and ask students in each group to read the words. Ask students the meanings of these modal verbs. Have a detailed discussion about the</p>

	<p>meaning of each modal verb and ask students to use it in different sentences. You can encourage different students to use modal verbs in their own sentences.</p> <p>Some words like 'will' and 'can' are used in contexts. Discuss these contexts (given in the textbook) in detail.</p> <p>Now, in groups, ask students to read pages 25-26 and notice the how modals verbs have been used in different sentences. (20 mins)</p> <p><b>Writing:</b></p> <p>Once students have understood the context of modal verbs, ask them to write two sentences of each word in their notebooks.</p> <p>(5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in using modal verbs in their own sentences. While others are doing their written work, sit with these students and with the help of examples in the textbook, explain them how to use modal verbs in their own sentences. You might have to make a few example sentences to help these students.</p> <p>Ask fast learners to help their classmates once they get done with their work.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Once everyone has finished their work, ask students to do a quick review of what they've learnt on today's lesson. You can ask different students to read their sentences with modal verbs to the class.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review pages 23-24 modal verbs. Reread the example sentences given on these pages.</p>

**Lesson Plan 20**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 2

Unit Title: A case of Rs 750

Lesson Plan: 20

Textbook Page/s: 26-27

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Recognize and use verbs and modal verbs such as may and shall in everyday communication

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Flashcards of may and shall, small chart papers, colourful markers

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they remember what they did in the last lesson. Quickly recap modal verbs can, will, must and have to.</p> <p>Stick flashcards may and shall on board. Ask students to read the words.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study modal verbs may and shall in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Once students have read the two modal verbs, generate a detailed discussion about when and where does one use 'may' and 'shall'.</p> <p>Ask students to make a sentence using may and another using shall orally. (5 mins)</p> <p><b>Writing:</b></p>

	<p>Now, divide the class into groups. Distribute small charts/colourful markers and ask each group to make a sentence of each modal verb and then present their work to the class. (5 mins)</p> <p><b>Presentation:</b></p> <p>Ask each group to come and present their sentences to the entire class. Encourage class to give feedback to the presenting group. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in presenting in front of the class. Encourage them to speak up. Appreciate them when they speak up and tell their sentences to the class.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to the class. Ask them to write what they liked best about today's class?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review pages 25-27 Modal Verbs again.</p>

**Lesson Plan 21**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 2

Unit Title: A case of Rs 750

Lesson Plan: 21

Textbook Page/s: 27

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Identify and use homophones in sentences

**Teaching Aids/Materials/Resources:**

- Textbook

- Board &amp; Marker

-Entrance slips, small chart papers, colourful markers

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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>Distribute entrance slips and ask them to write what they wish to do in today's class.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will play a game today about homophones.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write different homophones on board, for example, meat and meet, knew and new, red and read, cell and sell, sea and see.</p> <p>Ask students to tell the difference between these pairs of words. Appreciate them when they tell the correct answers.</p> <p>Explain to students that words that have the same pronunciations but different meanings and spellings are called homophones. (10 mins)</p> <p><b>Game:</b></p>

	<p>Now, divide students into groups. Distribute small chart papers/colourful markers and tell them to think of 8 pairs of homophones and make sentences of any two pairs (4 words) of homophones. (10 mins)</p> <p><b>Presentation:</b></p> <p>Once students are done listing homophones and making sentences, ask each group to come forward in turns.</p> <p>They should write one word (from the pairs of homophones) on board and encourage other groups to suggest the word's homophone (other word). Each group could ask three words (one word from the pairs of homophones) from the class. Use different words in case a certain has already been done by any other group.</p> <p>Give each group that guesses the correct answer 1 (one) point. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in presenting in front of the class. Encourage them to speak up. Appreciate them when they speak up and tell their sentences to the class.</p> <p>In some cases, encourage fast learners to make sentences using homophones as well.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Calculate the score and announce the winning group.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review Homophones on page 27 and attempt Exercise J on page 28.</p>



**Lesson Plan 22**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 2

Unit Title: A case of Rs 750

Lesson Plan: 22

Textbook Page/s: 28

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Perform a role play based on the story to demonstrate its concept

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they have attempted Exercise J.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a performance in today's lesson,</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask students to turn to page 28 and in groups, tell the correct answer for each homophone.</p> <p>Now, ask students to quickly read Exercise K in groups. Tell students they will do a performance today. (10 mins)</p> <p><b>Performance:</b></p> <p>Ask one student to be the mother, other to be Maha, and the third to be Danish. Encourage these students to come in front of the class and perform the dialogues with actions given on page 28.</p>

	<p>Once done, ask different students to come forward and perform the dialogues. Encourage students to make their own dialogues and perform them with expressions – improvise dialogues.</p> <p>Generate a discussion about the dialogues. Ask students the lesson they've learnt from this exercise. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in performing the dialogues. Encourage them to come forward and participate in the performance as it would improve their confidence and boost their morale. Encourage struggling students to participate in the activity.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips and ask students to write what they liked about today's lesson and which area could be improved for future.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read Exercise K once again with expressions.</p> <p>Bring stationery items to design a poster in the next class. Bring pictures and magazines from where you can cut out pictures relevant to the topic 'How to make my country a better place to live in?'</p>

**Lesson Plan 23**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 2

Unit Title: A case of Rs 750/-

Lesson Plan: 23

Textbook Page/s: 18-20

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Design a poster on 'How to make my country a better place to live in?'

**Teaching Aids/Materials/Resources:**

- Textbook

- Board & Marker

-Chart papers, colour pencils, crayons, poster paints, other stationery items (needed to design posters), etc.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with <b>السلام عليكم</b> . [Note: Always remember to say <b>بسم الله رحمان الرحيم</b> out loud before you start any lesson or activity and say <b>الحمد لله</b> after finishing it and encourage the students to do the same, too.]</p> <p>Ask them if they enjoyed the presentations in the last lesson. Take answers from different students.</p> <p>Now, ask students how closely do they follow the three principles of Quaid-e-Azam in their daily lives? Take different answers. Then turn the conversation to: What you can do to make your country a better place? Take answers from different students.</p>
33 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will design a poster on 'How to make my country a better place to live in?'</p> <p><b>Reading, Listening and Speaking:</b></p> <p><b>Writing (Designing a poster):</b></p> <p>Divide students into different groups. Assign each member a role. Make one the group leader who would decide what</p>

	<p>content to put in the poster, the second time keeper, the remaining two could be content developers.</p> <p>Tell students to develop content reflecting ‘How to make my country a better place?’ Students need to write about the contributions they can make to make Pakistan a better place, for example, acquire education, stop corruption, stop littering, etc.</p> <p>Encourage students to cut out pictures from newspapers, magazines or draw some pictures if they want to. Tell students they could write content or paste content from the newspapers. Students could develop various points in the poster or just make a collage of how our country could be a better place.</p> <p>Let students think creatively.</p> <p>If you want, you can invite their Art teacher to the class to help them design a poster. (20 mins)</p> <p><b>Listening and Speaking (Presentation):</b></p> <p>Once done, ask each group to come forward and present their poster to the class. The group must explain how they will make Pakistan a better place to place in.</p> <p>Encourage other students in the class to ask questions. Also, you can invite students from junior classes to attend this presentation and learn from their seniors.</p> <p>Make it compulsory for every student to contribute to the presentation. Everyone must speak. (13 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in presenting their work. Ask them to be the first ones to present. This way they will gain confidence.</p>
00 mins	<p><b>Wrap up:</b></p> <p>Consume this time in presentations.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Instead of homework do a quick wrap up. Appreciate everyone’s presentations and hard work.</p> <p>Read chapter 3 – Health is Precious.</p>

**Lesson Plan 24 - Review of unit 2**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 2

Unit Title: A case of Rs 750

Lesson Plan: 24

Textbook Page/s: 18-28

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Contract words
- Identify different types of sentences
- Use modal verbs in their own sentences
- Identify homophones in sentences

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## **Unit 3 – Health is Precious**

### **Unit Overview**

Unit 3 revolves around the benefits of eating healthy food and observing cleanliness. It establishes that we should avoid eating junk food as it is unhygienic and harmful for us. We must include fruits and vegetables in our daily diet so we can stay healthy. It shows that washing hands before eating is compulsory, else we might fall ill. In order to stay healthy, exercising regularly is important.

The moral of Unit 3 is that our health is a huge blessing granted by Allah. We must take care of HIS blessing and be grateful.

### **Modal Answers**

#### **Exercise A**

**Answer the following questions.**

- Ma'az fell ill because he ate unhealthy chicken burger from roadside vendor.
- Eating junk food is unhealthy because most of the times it contains bacteria that make us ill. Also, junk food harms our health in numerous ways: it makes us gain weight, decays our teeth and makes us lazy.
- Our hands contain a lot of germs, so when we don't wash our hands, all the germs enter our body through food.
- Ma'az could start exercising daily and start taking fresh fruits and vegetables to avoid feeling lazy in the evenings.
- Dr Shoaib advised Ma'az to avoid eating unhealthy food and consume more fruits and vegetables. Secondly, he advised Ma'az to exercise daily and play sport to stay active. Lastly, he advised Ma'az to wash his hands before eating.

#### **Exercise B**

##### **Questions for Discussion**

- I would have avoided eating unhealthy food, that is chickenburger, from roadside vendors. Also, I would have consumed more fresh fruits and vegetables to stay healthy. Lastly, I would have exercised daily, and would have always washed my hands before eating.
- There are numerous benefits are living a healthy life. One stays active and doesn't fall ill Also, one stays in a good physical shape when they lead a healthy lifestyle.

#### **Exercise C**

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

**Exercise D**

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

**Exercise E**

**Explain the use of has have and had to the students and then ask them to complete the following exercise.**

- Had
- Had
- Has
- Have
- Has
- Have
- Have
- Has
- Has
- Have

**Exercise F**

**Correct the use of apostrophes and the spellings in the following sentences.**

- The children’s room contains a cupboard full of toys.
- Mr Ali’s car broke down in the middle of the road.
- Mrs Ahmed couldn’t find the boys’ backpacks anywhere in the house.
- Have you called the girls’ nanny?

**Exercise G**

**Underline the pronouns in the following passage.**

Arham and Tariq were playing in the garden when they saw an old man approaching them. He was dressed well but looked confused and lost. The boys’ mother had once advised them never to speak to strangers. Arham reminded Tariq about it, and the two boys stepped aside so the stranger might not spot them. But it was too late. He was already staring at them. The stranger appeared to be thinking of something.

The boys felt afraid of him, for they thought he might be a kidnapper or robber. The man had now taken a paper out of his pocket and was looking around at different houses. Was he deciding which house to break into and rob?

The boys were now sure that this stranger was dangerous. They decided to inform their father about him and ran into their house.

Their father was worried when he heard about the stranger. He quickly went out. He took his mobile phone with him in case he needed to call the police.

As soon as he saw the man their father gave out, allowed cry in excitement. The stranger turned out to be his school friend. He had come to meet Mr Shoaib (Arham and Tariq’s father. What a surprise!

### Exercise H

**Complete the following sentences with the appropriate pronouns given in the box below.**

- That bag on the bench belongs to one of those boys over there.
- Have you played this game before?
- The cat wants to play with you. It is wagging its tail.
- When will your friends come, Imran? We have been waiting for them since an hour, Zain complained.

### Exercise I

**Think of at least five words with silent E.**

Encourage students to think of words that contain silent E. Have them do this activity either in pairs or groups. Make it a fun activity in which students get to pronounce many words containing silent E with long vowel sounds.

Following are five word that contain silent E.

- Mute – **U (long vowel)**
- Huge – **U(long vowel)**
- Tube- **U (long vowel)**
- Hope – **O (long vowel)**
- Amuse – **U (long vowel)**

### Exercise J

Tell students to perform the dialogues with expressions. Encourage them to perform these dialogues without reading them from the book. Tell students they are more than welcome to make their own dialogues. Slowly and gradually, enable them to write their own script. Facilitate students in performing their own role plays, with expressions and props.



**Lesson Plan 25**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 25

Textbook Page/s: 29-31

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn to:

- Avoid eating junk food as it is unhygienic and harmful for us.
- Include fruits and vegetables in our daily diet so we can stay healthy.
- Wash hands before eating, else we might fall ill.
- Stay healthy, exercising regularly is important.
- Know that our health is a huge blessing granted by Allah. We must take care of HIS blessing and be grateful.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Props – doctor coat, stethoscope, two chairs, blanks, entrance slips.

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask them if they have read chapter 3 from home. Distribute entrance slips and ask students to write their expectations from today’s lesson.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a performance based on chapter 3 in today’s lesson.</p> <p><b>Reading:</b></p>

Divide students into groups and ask them to read chapter 3 – Health is Precious quickly. Give students only

10 minutes to read the chapter. Now, generate a discussion around it and ask students what they've learnt from the chapter. Discuss what happens when one eats unhealthy food. (10 mins)

**Performance**

**Listening and Speaking:**

Now, ask four students to step forward, who would like to perform the play in front of class. Give them props and show them their positions. Students could read dialogues from Exercise J pages 40-41 from the textbook if they want.

Alternatively, they could create their own dialogues. Encourage students to perform dialogues with expressions. Once these four have performed the play, ask others in the class what they liked about the play and what could be done differently.

Now, discuss the chapter using the following questions

-What would have happened had Maaz not eaten the junk food?

-Why is junk food considered unhealthy?

-What sort of junk food do you consume on an ordinary day? Give examples.

-Do you think Maaz could have gotten seriously ill had his parents not taken him to the doctor on time? Why? Think of reasons.

-Why is physical exercise healthy for us?

-Should we wash our hands before eating? Why? Think of reasons.

-Why is it important for us to eat plenty of fruits and vegetables?

-How are cold drinks harmful for us?

Do not explain the chapter to the students. Elicit their understanding through questions and answers. (15 mins)

**Differentiated Plan:**

	<p>Give struggling students/shy students a chance to perform in the play. Try asking them some of the questions mentioned above (you can make your own questions too) so they have a clear understanding of the chapter. Encourage them to ask questions from the chapter (in case anything is unclear). Struggling students might have a difficult time dealing with the vocabulary words – explain the meanings of difficult words to them.</p> <p>Encourage fast learners to add their feedback to class discussion. You can also let fast learners explain the answers to questions to the rest of the class, instead of explaining everything yourself.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to the students and ask them to answer the following questions:</p> <ul style="list-style-type: none"> <li>-What sort of food should Maaz avoid eating in order to stay healthy? Give at least three examples.</li> <li>-Why must one drink plain water? Give 2 benefits of drinking water.</li> </ul>
02 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 3 once again.</p>

**Lesson Plan 26**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 26

Textbook Page/s: 32

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn to:

- Avoid eating junk food as it is unhygienic and harmful for us.
- Include fruits and vegetables in our daily diet so we can stay healthy.
- Wash hands before eating, else we might fall ill.
- Stay healthy, exercising regularly is important.
- Know that our health is a huge blessing granted by Allah. We must take care of HIS blessing and be grateful.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Pictures of healthy and unhealthy food, props as in the last lesson.

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Stick the pictures of healthy and unhealthy food on the board. Ask students to tell the difference between both types of food. Ask the following questions:</p> <ul style="list-style-type: none"> <li>-What type of food was Maaz eating that he fell ill?</li> <li>-How is healthy food good for us?</li> </ul>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p>

	<p>Tell students they will do another performance of chapter 3 and answer questions from the chapter today.</p> <p><b>Performance</b></p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask four different volunteers to come in front of the class and perform the dialogues given in the chapter. Students could read from the textbook. Alternatively, they can create their own dialogues, however students should perform with expressions.</p> <p><b>Note: It is important that students perform the play once again for they will gain a better understanding of the unit.</b></p> <p>Generate a discussion around healthy and unhealthy food. Ask students:</p> <ul style="list-style-type: none"> <li>-What does unhealthy food contain that makes us sick?</li> <li>-Do you eat fruits and exercise daily. And what are the benefits of eating fruits daily.</li> <li>-What would happen if we don't exercise and eat junk food?</li> <li>-Do you know what is obesity? How does it happen? What are some precautionary measures we can take to avoid obesity?</li> </ul> <p>Once done, divide the class into groups and ask students to read questions in Exercise A page 32 and discuss answers. Give students 5 minutes to discuss answers. (20 mins)</p> <p><b>Writing:</b></p> <p>Encourage students to answer questions 1-5 given in Exercise A, page 32. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in answering questions. While others are busy writing answers, give struggling students a bit of special attention. Help them find answers in the comprehension passage. Alternatively, you can ask them to do selected questions from Exercise A.</p> <p>Fast learners can assist struggling students in their written work.</p>
05 mins	<b>Wrap up:</b>

	Briefly discuss questions given in Exercise B with the students.
02 mins	<b>Homework assignment:</b> Discuss questions given in Exercise B with your family members.

**Lesson Plan 27**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 27

Textbook Page/s: 32-33

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Consult a dictionary to check the correct meaning and synonyms of difficult words.
- Learn appropriate vocabulary words for different objects, feelings and expressions. Using vocabulary words in written and oral communication.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionary, chart papers.

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask students if they remember what they learnt in the last lesson.</p> <p>Ask them questions like:</p> <ul style="list-style-type: none"> <li>-Why was Maaz taken to the doctor?</li> <li>-Should we exercise daily? Give at least 2 reasons why.</li> <li>-Should Maaz have eaten the chicken burger from roadside without telling his parents? Why? Why not?</li> </ul>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will find meanings of difficult words in today's lesson and use them in their own sentences.</p> <p><b>Reading, Writing: (Ex C)</b></p>

	<p>Divide the class into groups. Each group should have four students at least. Encourage students to read words from the comprehension passage (Exercise C) and use a dictionary to find their meanings. Give each group chart papers on which they should write down the meanings.</p> <p><b>Presentation</b></p> <p><b>Listening and Speaking:</b></p> <p>Once done, ask each group to present at least three words and their meanings to the entire class. (15 mins)</p> <p><b>Reading and Writing (Ex D)</b></p> <p>Next, ask students to read words given in Exercise D and sample sentences given on page 33. They need to find their meanings and use these words in their own sentences.</p> <p><b>Presentation:</b></p> <p>Once done, ask different students to share their sentences with the class. Try to give as many students a chance to read their sentences as possible, and appreciate students for making good sentences.</p> <p>(15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to make sentences in Exercise D. Help them by making a few sample sentences for them. You can also encourage fast learners to help struggling students make sentences.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>In groups, ask students to tell each other their favourite word/s and their sentence/s.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review Exercises C and D done in class.</p>



**Lesson Plan 28**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 28

Textbook Page/s: 33-35

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Demonstrate the use of 'has', 'have' and 'had' according to the pronoun and singular/plural nouns. (For example: She has a blue pen; they have many blue pens.)

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Flashcards of has, have and had, entrance slips, small chart papers

05 mins	<p><b>Warm up:</b></p> <p>Enter the class and greet students cheerfully. Ask them how they are doing. Stick the flashcards of has, have and had on board and ask students to read them. Ask them if they know where to use these words.</p> <p>Distribute entrance slips and ask students to write a sentence using has, have and had each. Don't collect the slips, rather let them be with the students for now.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study the use of has, have and had in today's session.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write the following sentences on board:</p> <p>I have two extra blankets.</p> <p>Sana has to go to her friend's house.</p> <p>We had to inform her of our decision.</p> <p>Ask students to identify the use of have, has and had in the sentences given above. Discuss the situations where has, have</p>

and had are used frequently. Discuss the use of pronouns with has, have and had. Encourage students to describe situations where the three helping verbs are used, instead of telling them. Prompt students to make sentences of the three helping verbs.

If you feel students are confused about the use of has, have and had, then explain them in detail the difference between three helping verbs by using examples. You can also prompt students to read example sentences of has, have and had from the textbook pages 33-35.

(15 mins)

**Writing:**

Divide the class into groups. Assign each group to make 2 sentences of has, have and had each.

**Presentation (listening and speaking):**

Once done, ask students to present their sentences to the class. Encourage their classmates to give them constructive feedback on the sentences. (15 mins)

**Differentiated Plan:**

Some students might face difficulty in understanding the three helping verbs. While others busy making sample sentences in groups, give struggling students extra attention. You might have to explain them the concept once again using sample sentences. Encourage them to tell you where to use has, have and had sentences using example fill in the blanks like the ones given below:

- I \_\_\_\_\_ to go to market yesterday, but I couldn't.
- She \_\_\_\_\_ to submit the assignment tomorrow.
- We \_\_\_\_\_ to go together.
- He \_\_\_\_\_ to take a nap now.
- They \_\_\_\_\_ made the plan together.
- We \_\_\_ a test last week.
- She \_\_\_\_\_ to a kitten as a pet last year.

Correct the answers for them and explain them why their answer was incorrect.

03 mins	<b>Wrap up:</b> Encourage students to read Exercise E in groups and discuss answers.
02 mins	<b>Homework assignment:</b> Complete Exercise E as homework.

**Lesson Plan 29**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 29

Textbook Page/s: 33-34

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Correctly using has, have and had in sentences

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Worksheet
- Flashcards of 'has' and 'have'

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask students if they remember what they did in the last lesson. Stick the flash cards of has, have and had on the board and ask them where to use has, have and had.</p> <p>Encourage students to make a couple of sentences containing has, have and had.</p> <p>Write one sentence of each (has, had and have) on the board for students' reference.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice helping verbs - has, have and had- more in today's lesson.</p> <p><b>Reading, Writing:</b></p>

	<p>Tell students it is very important for them to practice the correct usage of has, had and have, without which they cannot get their sentence structure correct. Explain ‘has’ and ‘have’ are mainly used to show possession. Explain had is the past tense. ‘Has’ is used for singular object, while ‘have’ is used for plural.</p> <p>Divide students into pairs. Ask them to solve the worksheet on has, have and had.</p> <p>Worksheet is attached. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students have completed their worksheet, quickly discuss the answers. Give all students a chance to answer questions, especially struggling learners. In case their answer is wrong, explain with reasons the correct answer.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in using has, had and have correctly in sentences. While other pairs are busy doing their work, explain the concept once again to these learners.</p> <p>Do an example sentence for them so they get the idea. Also, use textbook to explain the helping verbs once again. These students might take time to understand this grammar concept.</p> <p>Monitor their work closely.</p>
05 mins	<p><b>Wrap up (Discussion Time):</b></p> <p>Ask students if they have any questions about the use of has, have and had. Answer their questions.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review worksheet on has, have and had done as class assignment.</p>

**Lesson Plan 30**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 30

Textbook Page/s: 35-36

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Recognize and illustrate the use of apostrophes to show possession.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Worksheet with apostrophe sentences

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them if they managed to complete Exercise E as homework and if they faced any problems. Discuss any problems that they had in completing their homework.</p> <p>Next, ask them if they know where apostrophes are used?</p> <p>Draw an apostrophe, write a few example words on the board – Mother's, Saad's, children's - and ask students if they can differentiate between the use of apostrophes in these examples.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about apostrophes in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write these sentences on board:</p>

	<p>-My mother’s purse was lying on the table.</p> <p>-Sana’s doll was very pretty.</p> <p>-The children’s toys were very colourful.</p> <p>Ask students to tell the use of apostrophes in these sentences. Discuss that apostrophes are used to show possession. Discuss three rules of apostrophes mentioned in the textbook pages 35-36.</p> <p>Clarify rules 2 and 3 of possession – plural nouns ending on s and plural nouns not ending on s – as students might find these two rules a bit confusing.</p> <p>(15 mins)</p> <p><b>Writing:</b></p> <p>Divide the class into groups. Ask them to add apostrophes in appropriate places in the sentences. Give the worksheet to each group.</p> <p>Worksheet is attached.</p> <p>Once students have completed the worksheet, discuss the answers as a whole class. Encourage struggling students to give answers.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to use apostrophes in correct places. While others are busy solving the worksheet, pay special attention to the struggling students. You can explain them the sentences from the worksheet. Alternatively, make a separate group of these students and use examples given in the textbook to explain the use of apostrophes.</p> <p>Ask fast learners (if they have completed their work) to make two sentences using apostrophes as possession.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Encourage students to solve Exercise F given on page 36.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review pages 35-36 about apostrophes.</p>

**Lesson Plan 31**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 31

Textbook Page/s: 36-38

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Define, identify and illustrating the use of personal, demonstrative, interrogative and relative pronouns

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Entrance slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 how they are doing. Ask them if they managed to complete Exercise F as homework and if they faced any difficulty. Discuss any difficulties they had.</p> <p>Distribute entrance slips to students and ask them to write as many pronouns they can think of. Ask them to share their entrance slips with their pair mate.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study types of pronouns in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Tell students there are four types of pronouns. Mention the types on board. Ask them to guess pronouns that come under each type.</p>



	<p>Start with personal pronouns. Ask students to guess all personal pronouns. If they suggest wrong, politely correct them.</p> <p>Mention all personal pronouns on the board.</p> <p>Next, ask students to guess all demonstrative pronouns. Discuss the definition of demonstrative pronouns and ask them to guess all types of demonstrative pronouns. Mention all demonstrative pronouns on board.</p> <p>Next, discuss all interrogative and relative pronouns with the students and mention all of them on the board. (15 mins)</p> <p><b>Writing:</b></p> <p>Divide students into different groups. Ask them to use at least 2 pronouns from each type into sentences of their own. Give them a small chart paper to write their sentence and tell them they will present their sentences to the class. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in differentiating between the types of pronouns. While the rest of the class is busy making sentences, explain the four types again to these struggling students. Use examples given in the textbook to help them understand different types of pronouns. Review their sentences and change if needed and explain why you've made the changes.</p> <p>Encourage fast learners to help struggling students make sentences using pronouns.</p>
05 mins	<p><b>Wrap up (Class discussion)</b></p> <p>Ask each group to present their sentences to the rest of the class. Encourage the class to give them constructive feedback. Stick their chart papers on the class softboard.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read pages 36-38 Pronouns once again.</p>

**Lesson Plan 32**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 32

Textbook Page/s: 38-39

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Define, identify and illustrate the use of personal, demonstrative, interrogative and relative pronouns

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Charts with sentences students made in the previous lesson

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask students if they remember what they did in the previous lesson. Ask them types and examples of pronouns through mind mapping activity. Encourage students to share their knowledge and understanding with you.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do more exercises about pronouns in today's lesson.</p> <p><b>Reading and Writing:</b></p> <p>Divide the class into groups and ask them to underline all pronouns and identify their type in Exercise G on page 38. Give them a white sheet to write their answers. Instruct students to discuss in groups but write answers individually as they will have to stick the sheets in their notebooks. Students</p>

	<p>can refer to the sentences they made in the last lesson about the type of pronouns for assistance. (10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once done, ask students representing different groups to tell which pronouns they've underlined and their type. Ask the class if they agree with the group's answer. Appreciate them if the answer is correct. If it's wrong, then rectify it for them.</p> <p>(10 mins)</p> <p><b>Reading and Writing:</b></p> <p>Next, encourage students to do Exercise H individually in their notebooks. Ask them to write the answers only. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in identifying the types of pronouns. While others are busy with Exercise G, briefly revise the types of pronouns with the struggling students. Show them examples from the textbook to help them recall the types.</p> <p>Encourage these students to do Exercise H on their own, but keep monitoring them, if needed and possible.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Quickly discuss answers of Exercise H with the students. Appreciate those who give correct answers, and encourage others to do better next time.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercises G and H as homework.</p>

**Lesson Plan 33**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 33

Textbook Page/s: 39-40

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Recognize silent letters in different words.
- Identify the importance of Silent E in different words (e.g., goose, above, grace, time, etc.)

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Flashcards of letters showing B, D, G, H, K, L and E, a tape recorder/computer/mobile/laptop (anyone)

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they have any questions about pronouns and their types, apostrophes, and the use of have, had and has.</p> <p>Answer any questions they might have.</p> <p>Stick the flashcards on board.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice pronouncing different words with silent letters today.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write these words on the board and ask students to pronounce them one by one:</p> <p>Comb, debt, lamb, numb.</p>

	<p>Ask them to identify the silent letter/s in these words. Encourage them to pronounce these words in pairs. Now, play these words on a tape recorder, laptop or your mobile phone. Prompt students to repeat these words and recognize the silent letter correctly. (Do have a brief discussion of what are silent letters and how they affect a word's pronunciation.)</p> <p>Stick the relevant flashcard of the silent letter (told by students) on board.</p> <p>Next, write the following words on the board:</p> <p>Handkerchief, handsome, sandwich, Wednesday.</p> <p>Ask students to pronounce these words in pairs. Play the words for them on a device (laptop, mobile, tape recorder, computer - ICT integration) and ask them to repeat these words to recognise the silent letter.</p> <p>Stick the flashcard of the correct silent letter on the board.</p> <p>Repeat this exercise to go through all silent letters words (especially silent E) given in the textbook on pages 39 and 40. Ask students to pronounce words in pairs. Then, play the pronunciation of those words on a device for students to listen and repeat after to correct their pronunciation. Stick the flashcard of the silent letter on the board.</p> <p>(20 mins)</p> <p><b>Writing:</b></p> <p>Encourage students to write answers of Exercise I in pairs in their notebooks. Help students think of words with silent E by doing a few examples with them. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in pronouncing the words or recognizing silent letters. Play the words once more for them and help them identify the silent letters. Explain them why a certain letter is silent and how they do not pronounce that letter in the word.</p> <p>Encourage fast learners to think and write 3 more words with silent E when they get done with their class assignment.</p>
05 mins	<b>Wrap up (Class discussion):</b>

	Ask students to tell words with silent E. Take answers from different students and encourage struggling students to participate. Write the words (With silent E) on the board.
05 mins	<b>Homework assignment:</b> Pronounce silent letters words given on page 39. Read Exercise J on page 40-41.

**Lesson Plan 34**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 34

Textbook Page/s: 40-41

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Read dialogues for comprehension and pleasure
- Listen and speak to ask and answer questions, perform a dialogue, engage in a conversation and hold a discussion

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Props like stethoscope, lab coat for doctor, and pictures of healthy/unhealthy food, small chart papers

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask students if they have any questions about silent letters and grammar they did previously. Ask them if they've read Exercise J as homework.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Instructions:</p> <p>Tell students they will perform a role play in today's lesson.</p> <p><b>Reading, Listening and Speaking (Performance):</b></p> <p>Ask three students to come forward to perform the dialogues given in Exercise J with expression. Students can read from the book if they want, else they can deliver dialogues in their own words.</p>

	<p>Prompt students to perform the dialogues with expressions. Appreciate their performance and encourage their classmates to give them positive feedback.</p> <p>Do a discussion about the moral of the role play.</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> <li>-Had you been in Asad's place, would you have eaten the chicken burger? Why or why not?</li> <li>-Do you think doctor is correct in advising Asad to eat healthy food? Why or why not?</li> <li>-What is food poisoning? Why does one get it?</li> <li>-How will Asad get back better now?</li> <li>-What lesson have you learnt from this role play? (20 mins)</li> </ul> <p><b>Writing:</b></p> <p>Ask students to make a list of healthy and unhealthy foods in groups. Give each group a chart. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might feel shy in participating in the presentation. Encourage these students to do the roleplay so their confidence develops. Always choose different students to do the roleplay so everyone gets a chance.</p>
05 mins	<p><b>Wrap up (Presentation):</b></p> <p>Ask different groups to present their list of healthy and unhealthy foods to the entire class.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read dialogues given in Exercise J (role play) on page 40-41 once again. Bring magazines, newspapers which have articles about healthy lifestyles for pictures. Or you can bring pictures of healthy lifestyle for poster making activity.</p>



**Lesson Plan 35**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 35

Textbook Page/s: 33

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Design and present a poster on ‘how to live a healthy life’.

**Teaching Aids/Materials/Resources:**

- Textbook

- Board & Marker

-Chart paper, stationery items.

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them if they remember the benefits of eating healthy food. Do a quick mind map around healthy life style and its benefits.</p>
35 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will make a poster about ‘how to live a healthy life’ in today’s class.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Divide students into different groups. Give them each a chart paper. Encourage to design a poster about a healthy lifestyle. They can take pictures from the magazines/newspapers or draw them. Instruct students to write a few sentences about the items they show in their posters. (25 mins)</p> <p><b>Wrap up Presentation:</b></p> <p>Ask students to come in front of the class and present their posters to their classmates. Your students can also use these</p>

	<p>posters during morning assembly presentation. They can stick their posters on the noticeboards in the hallway of the school. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage shy students to present their posters to the class. Their classmates could ask them questions and give constructive feedback. Give all students a chance to present their work in front of the class at different occasions so their confidence develops.</p> <p>Allow fast learners to add their opinion at some places, only if their opinion would prove valuable.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review posters designed in class again.</p>

**Lesson Plan 36**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 36

Textbook Page/s: 29-31

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Discuss a problem and find its solution together.
- Hone their analytical and problem-solving skills.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 what do they think should be done about the vendors who sell unhealthy snack on roadsides?</p> <p>Take opinions from different students, but give struggling students a special chance to answer your question.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will discuss this problem: roadside vendors are selling unhealthy food to people, and try to find its solution.</p> <p><b>Listening and Speaking (Finding solution to health problem):</b></p> <p>Divide the class into different group. Assign different role to the group. Then ask students to acknowledge the problem of vendors selling unhealthy food to people on roadside, and find its solution.</p> <p>Encourage students to think that roadside vendors are merchants who need to earn a living for their families. But</p>

	<p>how can the problem of selling unhealthy food be solved? Are there any alternatives to unhealthy food? Would masses enjoy healthy food, instead of tasty cheesy chicken burgers, just like Maaz?</p> <p>Encourage students to find a solution that suits the vendors as well as the masses. (15 mins)</p> <p><b>Writing, Listening and Speaking (Class Discussion):</b></p> <p>Now, ask each group of the solution they have found to the problem. Ask other students to critically evaluate the solution and analyse if it is suitable for both stakeholders – vendors and the masses.</p> <p>Next, unanimously choose one solution. Everyone must agree to it.</p> <p>Tell students they will write a letter and take it to the principal in the next lesson so he/she can forward it to the local municipal authorities, and an appropriate action can be taken against selling junk food on roadside. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might not enthusiastically participate in class discussion. Ask them to present their opinions to the groups. Those who overshadow struggling students must give everyone a chance to speak up.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Towards the end of the lesson, agree that students will write and take a letter to the principal to share it with the local municipal authorities about junk food selling.</p>
00 mins	<p><b>Homework assignment:</b></p> <p>Use this time in class discussion.</p>

**Lesson Plan 37**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 37

Textbook Page/s: 29-31

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Write a letter for local municipal authorities again roadside vendors – offering a solution to the problem of roadside junk food selling.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- A 4 sheets

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they remember the solution, they devised for the problem of roadside junk food selling.</p> <p>Ask them:</p> <ul style="list-style-type: none"> <li>-How was your experience of finding a solution to a huge problem?</li> <li>-Did everyone agree to one solution or did all the members in a group have different ideas?</li> <li>-How did all the members arrive at one solution?</li> <li>-How did you resolve difference of opinions?</li> </ul>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will write a letter to the local municipal authorities telling them about the solution they have found for roadside food vendors.</p>

	<p><b>Reading, Writing (Finding solution to a health-related problem):</b></p> <p>Form two groups. Assign different roles to the members like: leader, time keeper, goal/objective setter, writer/s, spelling and grammar checkers, etc.</p> <p>Now ask the two groups to write a letter for the local municipal authorities. Give them 20 mins to quickly write it. Then tell them that one letter would be chosen to present to the principal, who would in turn give it to the local authorities. (20 mins)</p> <p><b>Listening and Speaking (Presenting the solution):</b></p> <p>Ask both the groups to read the letter. Choose one that is better. Ask the others to suggest any edits if needed.</p> <p>Tell the students they will now go to the principal to present the letter. They need to be ready as principal would surely them a lot of questions! (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage shy students to participate in group discussions whole heartedly. Encourage all members of the two groups to listen to the ideas presented by struggling students.</p> <p>Perhaps, these students could be writers, spell checkers and even time keepers.</p>
00 mins	<p><b>Wrap up:</b></p> <p>Consume this time in listening and speaking activity.</p>
05 mins	<p><b>Going to principal’s office:</b></p> <p>Please make an appointment with the principal before taking the students to his/her office. Also, talk to the teacher who has next period in the class as the conversation might take longer than expected.</p>

**Lesson Plan 38– Review of the Unit 3**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: Health is Precious

Lesson Plan: 38

Textbook Page/s: 29-41

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Use has, have and had in sentences
- Use apostrophes correctly
- Identify and use different types of pronouns

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## **Unit 4 – I am a Tree**

### **Unit Overview**

Unit 4 is about learning the importance of trees and their role in protecting our environment. It states the fact that plants, trees and greenery is essential to keep the environment of a city clean and pleasant. Plants absorb carbon dioxide and exhale oxygen which is important for human beings to survive. Gardens, bushes, hedges and roadside plants make the city look fresh and beautiful. Colourful flowers in the plants and bushes spread smiles and people rejoice seeing such a pretty sight.

### **Modal Answers**

#### **Exercise A**

**Answer the following questions.**

- The tree was unhappy, because the mayor of the city, had issued orders to cut it down along with all its family standing on the roadside.
- Trees are very useful being. They provide us oxygen and take in carbon dioxide. Trees provide us fruits such as mangoes, apples, coconuts, oranges, etc. Farmers sell these fruits and earn their living. Besides this, trees provide us other edibles, such as coconut oil, cinnamon, walnuts and almonds. Trees are used for building purposes and garments are made from their fibre. Beautiful furniture is made from wood. Trees and plants can beautify any place. They provide shade to the travellers and are home to many birds and other species, such as bats, would-boring beetles, owls and woodpeckers.
- Trees take in carbon dioxide and exhale oxygen, which is needed by human beings to survive. That's how they clean the air.
- If we clear away all the forests, it will not rain often and gradually all other living beings on our planet will die. Birds will lose their home and the land would become dry which might result in a severe famine.

#### **Exercise B**

##### **Questions for Discussion**

- Plants have a very soothing effect. They are beautiful to look at and clean the air around us. Their beautiful green colour brightens up any space. Hence, they make the environment look calm.
- Yes, the five things contributed by the trees are as following: Table, chairs, cupboards, paper, fruits.
- Some commonly found trees in Pakistan are: Kair, Karir, Babul, Deodar, Juniper, Pine, Chinar, Peepul, Mulberry, Neem.



**Exercise C**

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

**Exercise D**

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

**Exercise E**

**Change the positive degree of adjectives into comparative and superlative degrees.**

- Sana thought the dress in the shop looked **prettier** than the one she saw in a big shop.
- Ahmed is the **tallest** boy in his class.
- 'We just ate the **tastiest** steak in town,' Imran told his friend.
- Hina's drawing was **more beautiful** than her brothers.
- Rehan is **more careless** than Saad.
- Can the situation get **worse**?
- Would you like to have a **bigger** teddy bear than this one?
- Asad is **more powerful** than Akram in this kingdom.

**Exercise G**

Tell students to perform the dialogues with expressions. Encourage them to perform these dialogues without reading them from the book. Tell students they are more than welcome to make their own dialogues. Slowly and gradually, enable them to write their own script. Facilitate students in performing their own role plays, with expressions and props.

**Lesson Plan 39**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 39

Textbook Page/s: 42-44

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will know that:

- Greenery, plants, trees are essential to keep the environment of a city clean and pleasant.
- Plants absorb carbon dioxide and exhale oxygen which is important for human beings to survive.
- Gardens, bushes, hedges and roadside plants make the city look fresh and beautiful. Colourful flowers in the plants and bushes spread smiles and people rejoice seeing such a pretty sight.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart explaining how carbon dioxide is absorbed by plants, dictionaries

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Stick the chart of carbon dioxide absorption cycle on the board and ask students what they understand from it.</p> <p>Ask students questions like:</p> <ul style="list-style-type: none"> <li>-Why should we plant more trees?</li> <li>-Where does extra carbon dioxide go from air and how oxygen comes in the atmosphere?</li> </ul>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read chapter 4 – ‘I am a tree’ in today’s class.</p>

**Reading:**

Take students out into a garden. Ask them to carry their dictionaries with them. Tell students to observe their surroundings? Ask them how does the greenery make them feel? Ask if they can tell you the importance of planting trees?

Divide the students into groups. Make them sit in shade and encourage them to read chapter 4 pages 42-44. Encourage them to find meanings of any difficult words.

**Listening and Speaking:**

Once they've read the chapter, ask them to tell you what they've understood from it. Ask if questions like:

- What if all trees and plants were wiped out from the city?
- Why is it recommended to take up gardening as a hobby/
- Have you planted a tree? Would you like to plant a tree?
- What is deforestation? How does it affect our environment?
- Why was the mayor cutting down all the trees?
- How do the trees try to convince him not to cut the rest of the trees down? (15 mins)

**Presentation (Writing):**

Now, assign each group a task. Ask students to take 5-7 mins and prepare a small presentation about these tasks.

Task 1 – Write all the benefits of planting trees mentioned in the chapter.

Task 2 – How trees beautify the surrounding and help wild life flourish?

Task 3 – Which products are made from wood? How do we use wood in our daily lives?

Task 4- What is deforestation? How does it affect the atmosphere, wild life and human beings?

Ask each group to present their finding to the entire class. (15 mins)

**Differentiated Plan:**

Some students might be shy in presenting their work to the class. Encourage them to speak up. Also, ask a few of the

	<p>questions mentioned above from these students so you can evaluate how much they've understood. While groups are busy in preparing presentations, ask struggling students if they have understood the meanings of all difficult words. Clarify any questions they might have. Explain them the chapter briefly if needed.</p> <p>Encourage fast learners to write one or two sentences about each presentation in their notebooks to keep them busy from creating trouble in class.</p>
00 mins	<p><b>Wrap up (Presentation):</b></p> <p>You can take wrap up time to complete the presentations.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 4 'I am a tree' once again.</p>

**Lesson Plan 40**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 3

Unit Title: I am a tree

Lesson Plan: 40

Textbook Page/s: 45

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will know that:

- Greenery, plants, and trees are essential to keep the environment of a city clean and pleasant.
- Plants absorb carbon dioxide and exhale oxygen which is important for human beings to survive.
- Gardens, bushes, hedges and roadside plants make the city look fresh and beautiful. Colourful flowers in the plants and bushes spread smiles and people rejoice seeing such a pretty sight.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Charts prepared by students in the last class, entrance slips, exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they enjoyed last class outdoors and how their experience had been.</p> <p>Distribute entrance slips and ask them to answer this question:</p> <p>-What did you learn from the chapter 'I am a tree'?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will answer questions from the comprehension passage in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p>

	<p>Divide the class into groups. Ask them to read and discuss questions in Exercise A and B.</p> <p>Once done, ask students the answers. Encourage them to use their own words and opinions to answer the questions. (10 mins)</p> <p><b>Writing:</b></p> <p>Encourage students to write answers in their own words. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to answer questions. While others are busy doing their written work, ask these struggling where precisely they are facing difficulty. Explain them the questions and help them find answers in the comprehension passage. You might have to explain the comprehension passage a bit to these students. Explain meanings of the difficult words.</p> <p>You might want to ask these students to solve questions 1-3, if you think all 4 would be difficult for them. Use the chart of carbon dioxide to help them understand how trees inhale it and exhale oxygen.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to students and ask them to answer this question:</p> <p>-Would you like to plant a tree in school’s garden?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Discuss questions in Exercise B with your family.</p>

**Lesson Plan 41**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 41

Textbook Page/s: 45-46

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Consult a dictionary to check the correct meaning and synonyms of difficult words.
- Learn appropriate vocabulary words for different objects, feelings and expressions. Use vocabulary words in written and oral communication.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries, exit slips, entrance slips.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask them if they remember what they learnt in the previous lesson. Do a quick recap of the moral of the lesson.</p> <p>Distribute entrance slips and ask them to answer this question:</p> <p>-What would you do to conserve greenery in your surroundings?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn new vocabulary words in today's lesson.</p> <p><b>Reading, Writing:</b></p>

	<p>In pairs, ask students to find the meanings of words given in red colour in the colour (Exercise C) and in Exercise D. Encourage them to use dictionaries and also make sentences of the words given in Exercise D. Encourage students to refer to page 46 for sample sentences. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once the entire class is done finding meanings, choose different pairs to share meanings and sentences of different words with the entire class.</p> <p>Encourage others in the class to give constructive feedback to their classmates. Appreciate students for making correct sentences. Ask students to use these vocabulary words in their compositions and essays. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some student might face difficulty in making sentences. Assist them by making an example sentence. Explain them the meanings and tell them how to use the word in their own sentences. Check the sentences they make and correct them if required. You can give words other than the ones mentioned in the textbook exercise but from the chapter to the struggling students, if needed.</p> <p>You can also ask fast learners to help them make sentences of difficult words.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips to students and ask them to write one difficult word, its meaning and its sentence (other than the one they made in their notebooks earlier).</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review vocabulary words and their meanings.</p>



**Lesson Plan 42**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 42

Textbook Page/s: 46-48

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Differentiate between the three degrees of adjectives: Positive, Comparative and Superlative.
- Practice the three degrees of adjectives for better understanding

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Adjective degree chart, small chart papers.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Write these words on the board and ask students to identify the difference between these three.</p> <p>Hot</p> <p>Hotter</p> <p>Hottest</p> <p>Appreciate students if they give the correct answer. In case they aren't able to identify the difference, tell them these three words represent three degrees of adjectives.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study the three degrees of adjectives in today's lesson.</p>

**Reading, Listening and Speaking:**

Using the example given in warm-up, inform students that adjectives have three degree- positive, comparative and superlative. Positive is the simple adjective form describing a quality of a noun, comparative degree compares same quality in two things and superlative compares one quality with many others. Explain them that comparative sentences usually have 'than' to make comparison clear.

Give students more examples like:

Smart, smarter, smartest

Big, bigger, biggest

Short, shorter, shortest

Help students understand that most of the times, degrees are formed by adding –er and –est, however there are times when one needs to add more and most in front of the words to form different degrees. But see that students don't get confused. Just make these distinctions very clear. For now, only touch upon the usual degrees of adjectives. Explain more and most forms in the next class. Ask students to park questions related to more and most till the next class.

Refer to pages 46-48 of the textbook while explaining the concept of degrees of adjectives.

Show students the chart of adjective degrees. Use the one given here if needed. Ask students to read the chart in pairs.

Students are always required to learn the three degrees of adjectives. (15 mins)

## Degrees of Adjective

Happy	Happier	Happiest
Hard	Harder	Hardest
Harsh	Harsher	Harshes
Healthy	Healthier	Healthiest
Heavy	Heavier	Heaviest
High	Higher	Highest
Hip	Hipper	Hippest
Hot	Hotter	Hottest
Humble	Humbler	Humblest
Hungry	Hungrier	Hungriest
Icy	Icier	Iciest
Itchy	Itchier	Itchiest
Juicy	Juicier	Juiciest
Kind	Kinder	Kindest
Large	Larger	Largest
Late	Later	Latest
Lazy	Lazier	Laziest
Light	Lighter	Lightest
Likely	Likelier	Likeliest
Little	Littler	Littlest

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### Writing:

Give the following worksheet to the students to solve looking at degrees of adjectives chart. Divide students into groups and ask them to solve it in groups. (10 mins)

Worksheet is attached.

### Differentiated Plan:

Some students find it difficult to understand the degrees of adjectives. While others are busy solving the worksheet in groups, explain them the three degrees again. Tell them what positive, comparative and superlative degrees mean. Tell them in comparative form 'than' is usually used while superlative is used to compare one thing with the rest. Take them near the board and explain degrees of adjective using the chart.

Do a few examples with them – ask questions from them and encourage them to give answers.

Then, encourage them to attempt the worksheet.

If fast learners get done with their work quickly, ask them to use positive, comparative and superlative degree of 'good' in their own sentences (3 sentences, 1 for each degree).

05 mins

### Wrap up (Class discussion):

	Once students have completed the worksheet, ask each group to tell one answer. Ask other groups if the answer is correct or not. Correct the answer if it isn't.
05 mins	<b>Homework assignment:</b> Review pages 46-48 once again for better understanding of the degrees of adjectives.

**Lesson Plan 43**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 43

Textbook Page/s: 46-48

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Differentiate between the three degrees of adjectives: Positive, Comparative and Superlative.
- Practice forming degrees of adjectives by adding more and most.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of degrees of adjectives with more/ most forms and word change forms, entrance slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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're doing. Ask them if they remember what they did in the class last. Encourage students to tell what are the three degrees of adjectives.</p> <p>Distribute entrance slips and ask students to write any one adjective and its three degrees.</p> <p>Encourage students to share their entrance slips with their classmates.</p>
25 mins e	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study how to form comparative and superlative degrees of adjective by adding more and most.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write these adjectives on the board and ask students to guess their comparative and superlative forms.</p>

- beautiful
- popular
- talkative
- careful

Inform students that some adjectives take more and most to form comparative and superlative forms of adjectives. These adjectives cannot form degrees using -er and -est. Show students a chart of adjectives with more and most forms and ask them to read it in pairs.

You can use this chart, if you want:

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
faithful	more faithful	most faithful
beautiful	more beautiful	most beautiful
industrious	more industrious	most industrious
courageous	more courageous	most courageous
active	more active	most active
attractive	more attractive	most attractive
brilliant	more brilliant	most brilliant
careful	more careful	most careful
cunning	more cunning	most cunning
difficult	more difficult	most difficult
famous	more famous	most famous
proper	more proper	most proper
popular	more popular	most popular
splendid	more splendid	most splendid

Next, write these adjectives on board and ask students to guess their comparative and superlative forms.

- bad
- good
- little

Inform students that some adjectives do not take -er/-est and more/most to form degrees of adjectives. The entire word changes in the comparative and superlative form. Such adjectives and degrees will have to be learnt. Show them the

chart of degrees of adjectives and ask students to read it in pairs. Use this chart, if you want:

Positive	Comparative	Superlative
good/well	better	best
little	less	least
much	more	most
old	older	oldest
	elder	eldest
bad	worse	worst
evil/ill	worse	worst
ill	worse	worst
far	farther	farthest
well	better	best
late	later	latest
many	more	most
near	nearer	nearest
in	inner	inmost/inner most
out	outer/utter	utmost/utter most

Ask them to refer to pages 48-49 for more examples and guidance. (10 mins)

**Writing:**

Divide students into groups and ask them to solve the following worksheet. Stick all charts of adjectives – er,-est, more and most forms on the board to their reference. (15 mins)

Worksheet is attached.

**Differentiated Plan:**

Some students might find it difficult to understand where to use more/most and where the entire word changes. While others are busy solving their worksheet, explain to the difference between formation of degrees of adjectives to the struggling students. You might want to refer them to pages 48 – 49 and show them the difference between the degrees of adjectives.

Encourage them to solve the worksheet with their groups, else ask them to write the forms of adjectives given below using their textbook:

	<ul style="list-style-type: none"> <li>• Enjoyable</li> <li>• Much</li> <li>• Colourful</li> <li>• Comfortable</li> <li>• Good</li> <li>• Bad</li> <li>• Brilliant</li> <li>• Wonderful.</li> </ul>
08 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Discuss the answers of the worksheet with the students.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review the worksheet (given as classwork) for better understanding.</p>



**Lesson Plan 44**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 44

Textbook Page/s: 50

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Differentiate between the three degrees of adjectives: Positive, Comparative and Superlative.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Charts of degrees of adjectives, entrance slips.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them to quickly recall what they've learnt about adjective degrees in the previous lessons. Stick the degree charts on the board for students to read again and recall the degrees. Distribute entrance slips and ask them to mention adjectives degrees.</p> <ul style="list-style-type: none"> <li>-Strong</li> <li>-Less</li> <li>-Careful</li> <li>-Bad</li> <li>-Sweet</li> <li>-Interesting</li> </ul>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p>

	<p>Tell students they will do a practice exercise about adjectives in today’s lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask students to read Exercise E individually and think of answers. Give them 10 mins.</p> <p>Next divide them into pairs and ask students to share their answers with each other. Ask them to give reasons for their answers. Give students 5 mins for this. (15 mins)</p> <p><b>Writing:</b></p> <p>Now encourage students to write their answers in their notebooks.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to answer questions correctly. While others are busy thinking/discussing their answers in pairs, help struggling students recall the concept of degrees of adjectives again. Refer to the chart and briefly explain the positive, comparative and superlative degrees again. Ask them to read pages 47-49 again to recall the concept.</p> <p>Then ask fast learners to help them answer questions correctly. Encourage struggling students to refer to the charts stuck on board for assistance.</p>
05 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Discuss answers of Exercise E with reasons.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review degrees of adjectives from textbook again.</p>

**Lesson Plan 45**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 45

Textbook Page/s: 48-50

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 the degrees of adjectives in sentences

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Charts of Degrees of Adjectives

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 how they are doing. Ask them if they remember the three degrees of adjectives. Ask them to give an example of an adjective with its three degrees.</p> <p>Write this adjective on the board:</p> <p>Comfortable</p> <p>Ask students to tell the comparative and superlative form of it. Similarly, quickly do the following words:</p> <p>Happy</p> <p>Easy</p> <p>Bad</p> <p>Many</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p>

Tell students they will practice identifying and using the degrees of adjectives in various sentences in today's lesson.

**Reading, Writing:**

Instruct students they need to:

**Q1- Fill in the given sentences with most appropriate degree of adjectives.**

1-Ali thinks English class assignment is \_\_\_\_\_ than Maths assignment, but he finds Science assignment to be the \_\_\_\_\_ of all. (easy)

2- The \_\_\_\_\_ boy in the class stood at the end of the line while the \_\_\_\_\_ boy stood right in front. (tall, short)

3- This chair is \_\_\_\_\_ comfortable than that one. (comfortable)

4- Sana is \_\_\_\_\_ than Sara, but Alina is the \_\_\_\_\_ girl in the whole class. (clever)

5-Exercise B is \_\_\_\_\_ than exercise A, but exercise C is the \_\_\_\_\_ of all. (difficult)

6-Is this material \_\_\_\_\_ than that one? Which is the \_\_\_\_\_ material of all? (good)

7-This path is \_\_\_\_\_ than that one, but the alley is the \_\_\_\_\_. (narrow)

8- The first piece of cloth is \_\_\_\_\_, the second is \_\_\_\_\_ as compared to the first one, but the third one is the \_\_\_\_\_ of all.

9-Sumair is \_\_\_\_\_ than Danish, but Faraz is the \_\_\_\_\_ boy in the class.

10- Mangoes are \_\_\_\_\_, chocolates are \_\_\_\_\_ than mangoes but honey is the \_\_\_\_\_ of all. (sweet)

(10 mins)

**Q2- Make degrees of the following adjectives, then use each degree in your own sentences.**

1-big

	<p>2-important</p> <p>3-strange (10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students have completed their class assignment, ask them to share their answers with the rest of the class. Give each student a chance to give an answer, especially the struggling students.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulties in attempting the exercises given above. While others are busy doing their written work, quickly recap the degrees of adjectives. Explain them sentence 1 with answer. Now, ask them to attempt the rest of the sentences themselves. They can refer the charts of degrees of adjectives, if they want.</p> <p>Monitor their work closely.</p>
03 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Ask students if they think they are comfortable in using the three degrees of adjectives easily. Encourage them to ask questions.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review two exercises done as class assignment.</p>

**Lesson Plan 46**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 46

Textbook Page/s: 50

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Play a crossword that contains long E words

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Write the following words on the board and ask students to pronounce them:</p> <p>Feel</p> <p>Reel</p> <p>Peek</p> <p>Bee</p> <p>Ask them to pronounce in pairs and notice the common sound in all the words. After they've discussed, ask them the common sound in all words. Pronounce the words again with students and help them understand that long E sound is common in all the words.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will play a game about Long E sound in today's lesson.</p>

	<p><b>Game time</b></p> <p><b>Reading, Writing, Listening and Speaking:</b></p> <p>Divide the class into groups. Ask students to turn to page 50 of the textbook and solve the crossword. The group that solves it first will be declared as winner. Keep a small winning prize like a stationery item or a book.</p> <p>Once students have completed the crossword, discuss answers.</p> <p>(25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in solving the crossword. Ask fast learners to assist them. Also, explain them to see hints given on the crossword to guess the word.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slip and ask students to write the degrees of adjectives of the following adjectives:</p> <ul style="list-style-type: none"> <li>-Talkative</li> <li>-Happy</li> <li>-Slow</li> <li>-Lucky</li> <li>-Less</li> <li>-Bad</li> <li>-Good</li> </ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Read page 51 Exercise G for role play in the next lesson.</p>

**Lesson Plan 47**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 47

Textbook Page/s: 51

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Read the comprehension for lesson, pleasure and better grasp on English language
- Listen and speak to ask and answer questions, perform a dialogue, engage in a conversation and hold a discussion.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Props like of things a teacher carries like books, markers, etc

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 students if they have read page 51 of the textbook, Exercise G. Ask if they are excited for the role play today.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a role play performance in today's lesson.</p> <p><b>Performance</b></p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask two students to come in front of the class and perform the dialogues with expressions. They can read the dialogues from the book or make their own. Do encourage students to speak the dialogues with actions.</p>



	<p>Once the performance is complete, have a discussion with the class as to what they learnt from it. Generate a discussion on the moral of the exercise and how they will follow the advices given by the doctor in their own lives. (25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy. Encourage them to perform the dialogues with expressions. Help students gain confidence to speak in front of a large crowd as most student suffer from stage fright.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips and ask students to write what they liked best about today’s lesson and performance.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read Exercise G once again and review pages 46-49 Grammar, Degrees of Adjectives.</p> <p>Bring pictures of different types of plants for example, trees, herbs, climbers, creepers, shrubs, etc. (you can take pictures in the garden and get a print out) and do some research about them.</p>

**Lesson Plan 48**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 48

Textbook Page/s: 45

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Learn more about different types of plants (Project Work).

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- ICT integration in the lesson

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask students if they have any questions about the degrees of adjectives. Ask them to give you a few examples of adjectives and their degrees.</p> <p>Now, ask them if they've collected pictures of different plants and have done some research about them. Take students to computer lab so they can do more research about different types of plants for example, trees, herbs, climbers, creepers, shrubs, etc.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will go to computer lab in today's lesson and do research about different types of plants.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Make pairs and ask students to do research about the plants they've taken pictures of together. Some students might find</p>

	<p>it difficult to decipher the types of plants so specify: Climbers, Creepers, Shrubs, Herbs and Trees.</p> <p>Instruct the students that they will share their findings with the rest of the class. (15 mins)</p> <p><b>Presentation (Writing):</b></p> <p>Once students have completed their research, ask them to come forward in pairs and present their pictures and research to the rest of the class. Ask as many pairs to present their findings as time permits. Encourage their classmates to ask informative questions from the presenting pairs. Encourage students to avoid negative feedback and criticism.</p> <p>You can ask the presenting pair some of these questions:</p> <ul style="list-style-type: none"> <li>-What is your plant/s called?</li> <li>-Where do they grow?</li> <li>-Do they give flowers and fruits?</li> <li>-Which season does your plant (climber, creeper, shrub, herb, tree) blossom in?</li> </ul> <p>You can consume wrap up’s time as well here. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Give students who are shy to present their findings to the class. Appreciate their presentation and encourage them for future performances.</p>
00 mins	<p><b>Wrap up (Presentation):</b></p> <p>You can take wrap up’s time for presentation.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read question 2 of project work on page 45, chapter 4.</p>

**Lesson Plan 49**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 49

Textbook Page/s: 45

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Complete their project work

**Teaching Aids/Materials/Resources:**

- Textbook

- Board &amp; Marker

-ICT integration in lesson

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 students if they were able to do research on question 2 as home work.</p> <p>Ask students if forests do catch fire naturally? How and where does this happen usually? Take their guesses. And inform them they will do more research on this topic in today's lesson.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do research on question 2 in today's lesson.</p> <p><b>Reading, Writing:</b></p> <p>Take the students to the computer lab and divide them in pairs. Ask them to do research about whether or not forests catch natural fire and where? Tell students they will present their findings to the rest of the class. (15 mins)</p>

	<p><b>Listening and Speaking (Presentation):</b></p> <p>Once students have completed their research, ask them to come forward in pairs and present their findings to the class. Encourage their classmates to ask them informative questions. Ask the presenting pair questions like:</p> <ul style="list-style-type: none"> <li>-Why do forests catch fire naturally?</li> <li>-Where does it happen usually?</li> <li>-How do natives overcome fire?</li> <li>-What damage do these fires cause?</li> <li>-How does wildlife get affected due to this fire?</li> <li>-How can such incidents be prevented, if possible?</li> <li>-How should natives prepare themselves for such incidents?</li> </ul> <p>You can consume wrap up's time as well here. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage students who are shy to present their findings to the class. Appreciate their presentation and ask them to come forward for future performances as well.</p> <p>Ask the class to appreciate shy students as well so they gain confidence.</p>
00 mins	<p><b>Wrap up:</b></p> <p>You can take wrap up's time for presentation.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 4 - I am a tree once again and review research done in today's lesson.</p> <p>Bring tape recorders, camera and mobile phones to prepare a digital news.</p>

**Lesson Plan 50**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 50

Textbook Page/s: 52-54

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Make a digital video news report on the global issue of deforestation

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- tape recorder/mobile phones (for recording)

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 their opinions on deforestation. Ask them questions like:</p> <ul style="list-style-type: none"> <li>-What is deforestation?</li> <li>-How does deforestation affect our climate?</li> <li>-What steps can we take to counter deforestation?</li> </ul> <p>Take answers from different students. Encourage struggling learners to participate in the discussion more.</p>
33 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will prepare a digital video news report on the adverse effects of deforestation and how we can stop it.</p> <p><b>Instructions for Research:</b></p>

Divide students into different groups. Try to make groups of four students only. Assign each member a role – leader, time keeper, two reporters.

Now, ask each group to take a round of the school and look for content that can help them make a report on the adverse effects of deforestations. Encourage students that if they want, they can look for material from the internet as well. Alternatively, refer to different books in the library about deforestation. They can watch documentaries and conferences on deforestation. Ask them to answer questions like:

- What are the causes of deforestation?
- How does it affect the wild life and humans?
- How does deforestation affect our climate?
- What can we do to stop deforestation?
- What will happen if we don't stop deforestation?

(10 mins)

#### **Digital News Report Making:**

Guide students that once they have decided on the content, the reporters need to make a digital video news report on the adverse effects of deforestation.

Explain students that this news report needs to be recorded. The reporter must start by saying salutations, introducing himself/herself and then presenting the news report. Tell them that the reporter needs to be confident and must know his/her fact properly.

Tell students they can stand in the garden or library or anywhere they want to record their news reports. Its duration should not be more than 2-3 minutes.

Guide the students while they make the news report. Answer all their questions. Tell them to get back in classrooms when there are 5 minutes for period to get over. (23 mins)

#### **Differentiated Plan:**

Encourage the shy students to participate in this activity whole-heartedly. Give them important roles like reporter and leader so their participation gets noticed.

	To fast learners, give roles like time keeper and content developer so the activity gets done on time and quality content is present in each report.
00 mins	<b>Wrap up (Quiz Time):</b> Consume this time in activity.
02 mins	<b>Homework assignment:</b> Ask students to represent their report in the next lesson.



**Lesson Plan 51**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 51

Textbook Page/s: 52-54

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Presentation of the digital news report

**Teaching Aids/Materials/Resources:**

- Textbook

- Board &amp; Marker

-Computer lab for viewing the news report

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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? Ask students if they've had a chance to complete the news report. Now ask students to line up and go to the computer lab where they will see each group's news report.</p>
22 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will present their digital news reports in today's lesson.</p> <p><b>Reading, Listening and Speaking (Presentation):</b></p> <p>In computer lab, ask each group to come forward one by one and present their news report. The rest of the class would comment on the news report. Ensure that students give constructive remarks to the presenting group.</p> <p>Ask each group questions like:</p>

	<p>-What are the effects of deforestation on wild life and humans?</p> <p>-What would happen to the climate if we don't stop deforestation?</p> <p>-How can we stop deforestation?</p> <p>-What role can you (students) play to stop deforestation?</p> <p>-Would you like to plant more trees in the school?</p> <p>Encourage the groups to answer these questions.</p> <p>Do appreciate each group's reporting skills of speaking in a camera.</p> <p>(22 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in presenting the report. Encourage them to present the report to the class. In case any group doesn't have extremely strong content, then be a bit lenient with them. This is the probably the first time that students have made a digital news report so go easy on them.</p>
08 mins	<p><b>Wrap up:</b></p> <p>Ask students how was their experience on making a digital news report? What did they learn from it? How was the experience of working in a team with a strict deadline?</p> <p>What they could have done differently?</p> <p>Ask students if they'd like to plant a tree as the step towards curbing deforestation?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Bring a small plant from home or seeds or money to purchase a plant from a nearby nursery.</p>

**Lesson Plan 52**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a tree

Lesson Plan: 52

Textbook Page/s: 42-44

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Realize that plants are extremely important for all the living beings.
- Plant trees in their school and neighbourhood and take care of them so this world becomes a better and greener place to live in.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Plants, seeds, water, shovel, garden gloves, garden trowel (if required)

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask them if they are excited for the tree plantation drive? Ask them if they know the importance of this drive?</p> <p>Take answers from different students, especially struggling students.</p> <p>Next, ask what would happen to the planet Earth of deforestation becomes rampant?</p> <p>Take answers from different students.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will plant seeds and plants in the school's garden in today's lesson,</p> <p><b>Activity: Tree Plantation Drive</b></p>

	<p><b>Listening, Speaking and Performing:</b></p> <p>Take the students out in the garden. Try to have the gardener present for this lesson. Encourage students to use trowel to displace sand and their plant trees. Have students water their plants.</p> <p>Discuss the importance of planting trees again. Ask the gardener to give students some tips on how to take care of their plants. Tell students now that they have planted their trees, they must take care of them as well.</p> <p>(25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage all students to participate in the activity. Help Those who are shy or uninterested as this activity can help change the students’ perception on the importance of plants.</p>
05 mins	<p><b>Wrap up (Writing):</b></p> <p>If you want, you can distribute the exit slips in the garden only. Alternatively, get students back in their class and then distribute them.</p> <p>Ask them to answer this question:</p> <p>How do you feel about today’s activity? Did you enjoy it? Why or why not?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 5 as home assignment.</p>

**Lesson Plan 53– Review of Unit 4**

Subject: English

Grade: 4

Term: 1st

Week:

Unit: 4

Unit Title: I am a Tree

Lesson Plan: 53

Textbook Page/s: 42-51

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Identify and use the degrees of adjectives in different sentences

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

**Unit 3 – Health is Precious — Worksheet 1****Lesson Plan 29****Q1- Fill in the blanks given below using has, have and had.**

- Usually we \_\_\_\_\_ dinner at 9 o'clock but today we got late. (had, has, have).
- February only \_\_\_\_\_ 28 days.
- Do you \_\_\_\_\_ an extra pencil, please? (Has, had, have)
- May I \_\_\_\_\_ a glass of water? (has, have, had)
- We \_\_\_\_\_ have an extra pair of gloves, do you want?
- Sana \_\_\_\_\_ three pens, but she gave one to her friend.
- Aliya \_\_\_\_\_ really long hair.
- We \_\_\_\_\_ our last exam yesterday. We are free now. Can we \_\_\_\_\_ an extra hour to play, please?
- They \_\_\_\_\_ four lessons yesterday so they were tired.
- I \_\_\_\_\_ a nightmare last night, so I was up all night.

## **Unit 3 – Health is Precious — Worksheet 2**

### **Lesson Plan 30**

**Insert apostrophes in the following sentences.**

1- My uncles phone was ringing constantly.

2- Her guests shoes were lying in the porch.

3- The students books were collected by the teacher.

4- The cars engines were out of order.

5- The boys bags were quite heavy.

6- Our teachers lunchboxes have just arrived.

7- The mices burrow are in the garden.

8- The babys toys were in the drawing room.

9 – The womens clothes are in that section, please.

10 – You will find our mens clothes collection here.

## **Unit 4 – I am a Tree — Worksheet 1**

### **Lesson Plan 42**

#### **Q1- Choose the most appropriate degree of adjectives.**

a- Salma is \_\_\_\_\_ than Alina. (tallest, taller)

b- This is the smallest car that we have in the shop.(smaller, smallest)

c- Mount Everest is the \_\_\_\_\_ mountain in the world. (highest, higher)

d- I am sure you can do \_\_\_\_\_ than this. (best, better)

e- It is warmer today than it was yesterday. (warmest, warmer)

f- She ran out of the room \_\_\_\_\_ than I did. (faster, fastest)

g- This is the \_\_\_\_\_ rope I have at home. (longer, longest)

h- This room is the \_\_\_\_\_ because it has many lights. (brighter, brightest)

i- Mrs Ali is the \_\_\_\_\_ teacher I've ever met. (nicer, nicest)

j- The fox is \_\_\_\_\_ than the cat. (cleverer, cleverest)



**Unit 4 – I am a Tree — Worksheet 2****Lesson Plan 43****Q1- Fill in the blanks with the right form of adjectives.**

a- Is your lunch box \_\_\_\_\_ than mine? (light)

b- This dress is more beautiful than that one. (beautiful)

c- Women are \_\_\_\_\_ while driving vehicles on the road. (careful)

d- I find these sums to be \_\_\_\_\_ than the ones we solved earlier. (difficult)

e- The \_\_\_\_\_ women tend to save more money than the \_\_\_\_\_ ones. (old, young)

f- The soldier's wound keeps getting \_\_\_\_\_ day by day. (bad)

g- The thin housekeeper is \_\_\_\_\_ than the stout one. (active)

h- This is the \_\_\_\_\_ house on the street. (old)

i- This path is \_\_\_\_\_ than the one we took yesterday. (narrow)

j- Faraz is stronger than Ali. (strong)

k- Sam is the \_\_\_\_\_ boy in the class. (tall)

## **Unit 1 – The Fire That Did Not Burn**

### **Unit Wise Assessment**

#### **Q1- Answer the following questions.**

- Why did Hazrat Ibrahim not believe in the worship of idol like his ancestors? Give reasons for your answer. (2)
- How did he try to prove to his elders that idols are mere stone, non-living thing, worth nothings? (2)
- Did Hazrat Ibrahim’s way of proving his point that idols shouldn’t be worshipped work? Explain what happened instead? (2)
- How did Allah save Hazrat Ibrahim from the fire? What does this incident prove to us, as Muslims? (2)
- Do you think Namrud was trying to show when he killed one prisoner? (2)

#### **Q2- Write the meanings of the following words and use them in your own sentences. (5)**

- Perform
- Miracle
- Submitted
- Spared
- Carve

#### **Q3- Identify and change the singulars into plurals and plurals into singulars in the following passage. (5)**

Ali was excited about his first day at school. He wanted to meet his friends and play with them. His mother had packed him a healthy lunch. It contained a tomato sandwich, fish and a piece of chicken. He liked to eat fruits too, so his mother gave him a banana, an apple and a bunch of grapes. She packed his lunch in a box. He packed a plastic knife, a spoon and fork too.

**Q4- Write the feminine of the following.****(2)**

- Master
- Butler
- Drake
- Emperor

**Q5 – Use the correct articles in the following sentences.****(3)**

a – Stay quiet, Ali is reading \_\_\_\_\_ book.

b- What \_\_\_\_\_ lovely dress you are wearing.

c- \_\_\_\_\_ table was laid for three guests.

d- Let's call \_\_\_\_\_ principal. This is \_\_\_\_\_ emergency situation.

e- This is \_\_\_\_\_ excellent idea.

**Unit 2 – A Case of Rs 750****Unit Wise Assessment****Q1- Answer the following questions.**

- Quaid-e-Azam was an honest man. Prove this statement using an example from the chapter 'A case of Rs 750.' (2)
- Should Quaid-e-Azam have returned Rs 750 to the client? Why or why not? (2)
- Why was Quaid-e-Azam disturbed when he saw the bill of Rs 38? (2)
- How would you apply Quaid's three golden principles in your life? Explain in detail. (2)
- How can we make Pakistan a better place to live in? (2)

**Q2 – Write the meanings of the following words and use them in your own sentences. (5)**

A-pleasant

B- productive

C- convincing

D- discipline

E-profession

**Q3 – Contract or expand the following. (2)**

- Can't
- Wouldn't
- Couldn't
- Have not

**Q4- Identify types of sentences given (declarative, imperative, interrogative, exclamatory) (3)**

- I have three new dresses.

- Are you eating my sandwich?
- Clean your kitchen, now.
- Yay, we have won the game.
- I will go to the carnival tomorrow.
- Remain silent.

**Q5- Make sentences of the following modal verbs. (2)**

- Must
- Have to
- May
- Shall

**Q6- Identify homophones in the following sentences. (3)**

- This is the first edition of the book.
- Have you solved all additions problems, Ali?
- There's water on the flour, be careful
- We're out of flour, how do I make pasta?
- Did you buy me these flowers?

## **Unit 3 – Health is Precious**

### **Unit Wise Assessment**

#### **Q1- Answer the following questions.**

- What had happened to Maaz? (2)
- What is unhealthy food? (2)
- Should you have eaten the chicken burger had you been in Maaz’s place? (2)
- What consists of a healthy lifestyle? (2)
- Why should we wash our hands before eating? (2)

#### **Q2 – Write the meanings of the words given below and use them in your own sentences. (5)**

- Healthy
- Unhealthy
- Delicious
- Variety
- Junk food

#### **Q3 – Use has, had and have in the sentences given below. (2)**

- I \_\_\_\_\_ a set of markers.
- I \_\_\_\_\_ to go to the mart yesterday afternoon.
- She \_\_\_\_\_ come first in race.
- Would you \_\_\_\_\_ a second helping of the dish, please?

#### **Q4- Insert apostrophes correctly in the sentences given below. (4)**

- The childrens toys were quite expensive.

- The princesses crowns were stolen.
- The mices burrow were found in the garden.
- My boss's office is big.

**Q5-Identify the pronouns in the following passages/sentences. (4)**

Alina and I are good friends. We study in the same school and we play together in evenings. She is a good person. She likes to help people and animals who are in trouble. Yesterday, she fed a kitten, who was very thirsty, some milk. Then, once she also helped a small boy, who was lost, find his home.

These chairs were removed from those classrooms. This table was kept in the classroom, and that board was also removed. This classroom looks much better now.

The man whom we met yesterday was my uncle's friend. He has returned from New York lately.

## **Unit 4 – I am a Tree**

### **Unit Wise Assessment**

#### **Q1- Answer the following questions.**

A- Why should we plant more trees? Give reasons for your answer. (3)

B-What do trees breathe in and give out? How does it help human beings? (2)

C- What other products do trees give us apart from oxygen? Name them. (2)

D- What is deforestation? How is it harmful for living beings? (3)

#### **Q2 – Write the meanings of the words given below and use them in your own sentences. (5)**

A- Habitation

B- Opportunities

C-Surround

D-Massive

E-Automobiles

#### **Q3- Write the comparative and superlative degrees of the following words. (5)**

A- Important

B-Fascinating

C-Quiet

D-Proud

E-Fierce



**Q4- Fill in the blanks with the appropriate degrees of adjectives. (5)**

- Apples are \_\_\_\_\_ than French fries. (Healthy)
- My pencil is \_\_\_\_\_ than yours. (Big)
- I think science is the \_\_\_\_\_ subject of all. (Difficult)
- The girls are \_\_\_\_\_ than the boys. (Tall)
- My dress is \_\_\_\_\_ than yours. (Pretty)
- This silver car is \_\_\_\_\_ than that black car. (Expensive)
- Yesterday, it was \_\_\_\_\_ than today. (Cold)
- Give me the \_\_\_\_\_ chocolate piece, please. (Big)
- She is the \_\_\_\_\_ person I've ever met. (Nice)
- This novel is \_\_\_\_\_ than the one I read last. (Interesting)

## **Terminal Assessment Paper**

### **First Term**

### **Objectives**

**Total Marks: 50**

### **Students should be able to:**

1. Learn about the regular and irregular singular and plural, masculine and feminine
2. Demonstrate the use of 'has', 'have' and 'had' according to the pronoun and singular/plural nouns. (For example: She has a blue pen; they have many blue pens.)
3. Recognize and illustrate the use of apostrophes to show possession.
4. Defining, identifying and illustrating the use of personal, demonstrative, interrogative and relative pronouns
5. Differentiating between the three degrees of adjectives: Positive, Comparative and Superlative.

### **1- Answer the following questions.**

**(16)**

- a- What did Hazrat Ibrahim think of the idols made by the sculptors of his town? (2)
- b- How did Hazrat Ibrahim make King Namrud speechless? (2)
- c- What did Quaid-e-Azam study in London and was was his profession? (2)
- d- Why did Quaid return Rs 750? (2)
- e- Why did Maz'az fell ill? (2)
- f- What are the things that Dr Shoaib advised Ma'az to do? (2)
- g- Why was the tree unhappy? (2)
- h- What will happen if we clear away all the forest? (2)

### **2- Write meanings of the following words and make sentences.**

**(10)**

- a- Crucial
- b- Massive
- c- Barren
- d- Contaminated
- e- Hygienic
- f- Decay
- g- Flourish
- h- Popularity

- i- Emerge
- j- Distressed

**3- Write plurals of the following: (2)**

- a- Pony
- b- Penny
- c- Dish
- d- Brush

**4- Write Masculine or Feminine of the following: (2)**

- a- Sister-in-law
- b- Drake
- c- Knight
- d- King

**5- Insert Has, Have or Had in the following sentences: (5)**

- a- I \_\_\_\_\_ three pennies in my pocket right now.
- b- The girl \_\_\_\_\_ taken the test yesterday.
- c- They \_\_\_\_\_ gone to their brother's house.
- d- Sara \_\_\_\_\_ completed her homework and she wants to play.
- e- I \_\_\_\_\_ taken a leave earlier this month.

**6- Insert the correct pronouns in the blanks. (5)**

- a- \_\_\_\_\_ water bottle belong to the girl who is sitting there.
- b- \_\_\_\_\_ and I are going to London next month.
- c- \_\_\_\_\_ all are going to our grandmother's house now.
- d- The man \_\_\_\_\_ is talking to my father is my Math teacher.
- e- The book \_\_\_\_\_ you recommended was good.

**7- Write the comparative and superlative degrees of the following and use each in your own sentences. (10)**

- a- Happy
- b- Attractive
- c- Sunny
- d- Clever
- e- Colourful

Complimentary Copy–Not For Sale

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

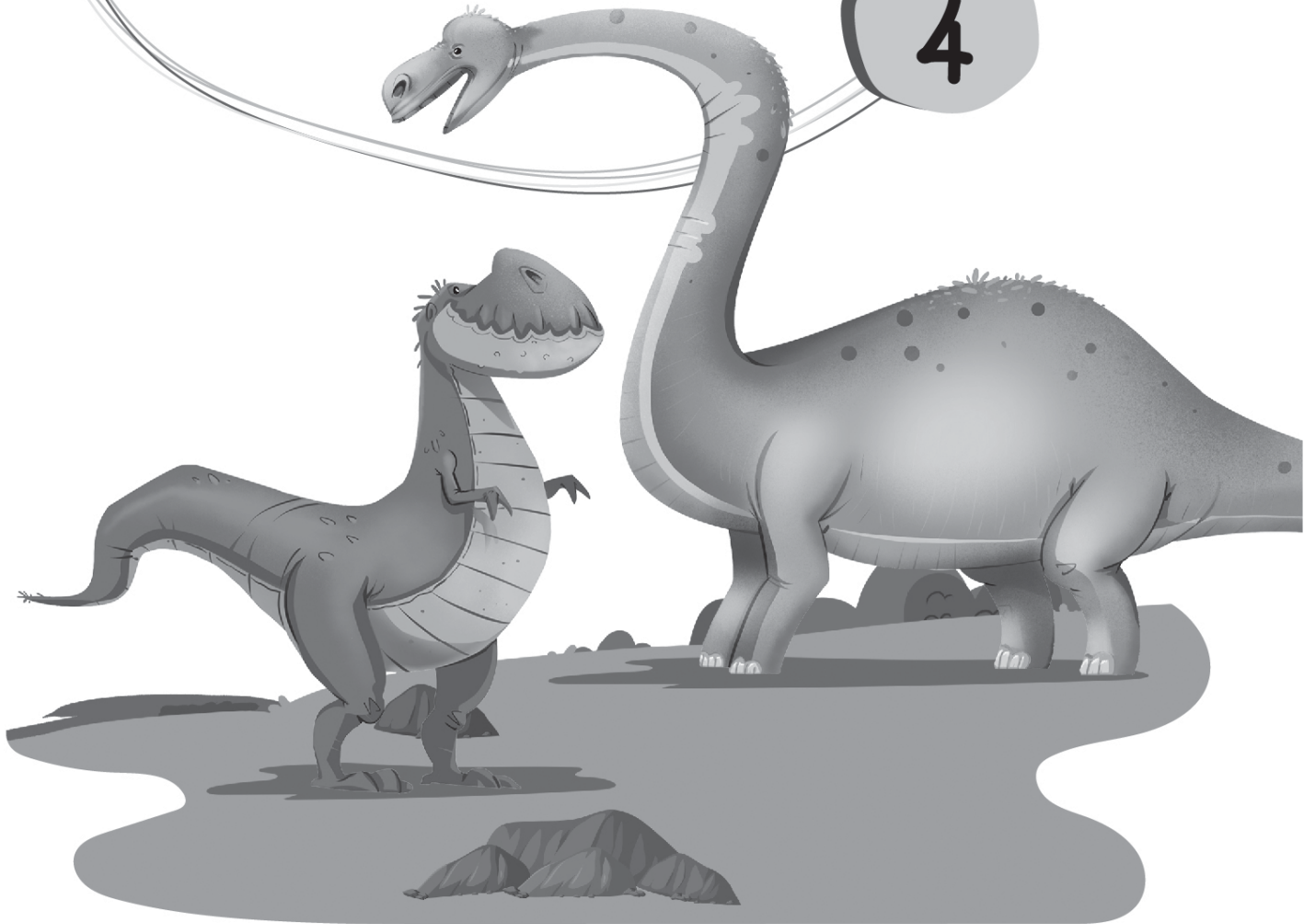
In the Name of Allah, the Most Gracious, the Most Merciful

# SPECTRUM ENGLISH

## SECOND TERM

TEACHING GUIDE

4



**Prepared by:**  
Mariam Naeem Khan

**Reviewer:**  
Sharjeel Ahmed Khan

  
**Spectrum**  
Enlightening Generations

# Spectrum English Grade 4

## 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 - Planning is the Key to Success**

### **Unit Overview**

Unit 5 is about organizing and participating in games helps one become social and active in their community. It revolves around the fact that games develop leadership and team working qualities amongst the players. It also establishes that playing keeps one healthy and alert.

Parents must encourage their children to participate in different games and physical activities like competitions, festivals and carnivals.

### **Modal Answers**

#### **Exercise A**

**Answer the following questions.**

- Usman and Hassan wanted to organize a cricket match because they never had one in their town. Also, it would provide a productive entertainment to the people and they wouldn't have to go to the nearby town to watch a cricket match.
- The headmaster advised the boys to first seek permission from their parents to organize a cricket match.
- Mr Saleem and Mr Yahya gave the idea of how to form teams for the cricket match. They advised the boys to ask their friends, cousins and other boys to join the teams for cricket match.
- The community people surely like the game. The playground was full of spectators. The audience sang national songs and waved Pakistan's flags.
- The Eagles won the match.

#### **Exercise B**

**Questions for Discussion.**

- Yes, I have planned an event. I first carefully thought about the purpose of the program and made a to-do list of the tasks. Then I made a team and divides the tasks amongst them. I took follow-ups from the members regularly.

**Or**

- No, I haven't planned an event yet, but I surely will, after reading this chapter.

Note: There could be a variety of answers to this question. It depends on the individual answering it. We have given two sample answers. It is an opinion-based answer.

- Yes, it is. It reduces the workload on one individual and makes the overall event easier to organize.

- Yes, it is. If you don't plan, then we won't know which tasks have to be performed in order to organize any event. As a result, the event would not go well.

### Exercise C

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

### Exercise D

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

### Exercise E

**Underline simple present tense in the paragraph given below.**

Asad is ten years old and in Turkey, where he attends a local community school. He has lots of friends. Asad and his friends love basketball, but they enjoy a good game of cricket too. Asad believes in eating healthy food only. And so, he eats apples and bananas daily and drinks milk in the morning before going to a nearby gymnasium.

Asad is good at maths and likes to learn about fractions and decimals. His teacher, Mr Ahmed, encourages him to practise fractions more. Asad goes to the school library every Friday and borrows books to read.

### Exercise F

**Insert correct form of verbs in the sentences.**

- I **watched** TV loudly last night and then my parents **scolded** me.
- It **rained** heavily yesterday.
- Jibran **wanted** to go to the museum but he had some work.
- The teacher **knew** that the students **wanted** to go home.
- My mother **cooked** me a delicious meal last night.
- Khalid **woke** up in the middle of the night thinking it was morning.
- I **met** Ahmed at the mall last night. He **seemed** happy.
- Aliya **wanted** a new toy so she **requested** her father for one.
- My aunt **flew** from Lahore at 1.30 pm this afternoon.
- 'Did you enjoy the cricket match last night,' my friend **asked**.

### Exercise G



**Identify and write the tenses in front of the sentences.**

- The train will be here in an hour. (Future Tense)
- Every day at 1 o'clock, the boy waits for his mother to pick him from school. (Present Tense)
- The committee will give their final decision on Tuesday. (Future Tense)
- Please wait here while I get you some coffee. (Present Tense)
- Asim hid under the desk and waited for Zaid to find him. (Past Tense)
- I lost my keys somewhere. (Past Tense)
- My aunt will come to see us this weekend. (Future Tense)
- Ali always helps his friends. (Present Tense)

**Exercise I**

Tell students to perform the dialogues with expressions. Encourage them to perform these dialogues without reading them from the book. Tell students they are more than welcome to make their own dialogues. Slowly and gradually, enable them to write their own script. Facilitate students in performing their own role plays, with expressions and props.

**Lesson Plan 54**

Subject: English                      Grade: 4                      Term: 2nd  
 Week:                                      Unit: 5                                      Unit Title: Planning is the key to success  
 Lesson Plan: 54                      Textbook Page/s: 52-54                      Duration: 40 minutes  
 Teacher:                                      School:                                      Date:

**Student Learning Outcomes (SLOs)**

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

- Organize and participate in games helps one become social and active in their community.
- Learn that games develop leadership and team working qualities amongst the players
- Learn that playing keeps one healthy and alert.
- Realize that parents must encourage their children to participate in different games and physical activities like competitions, festivals and carnivals.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips, dictionaries

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 feeling today. Ask students if they have ever planned a match, game or a party at home or school?</p> <p>Or have they helped their parents or older sibling plan and execute an event?</p> <p>What steps were required in planning it?</p> <p>Was it difficult to plan the event?</p> <p>How did the event turn out?</p> <p>If you want, you can make a mind map on board and note student's replies.</p>
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28 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read how two young boys manage to plan a cricket match on their own in chapter 5 – Planning is the key to success.</p> <p><b>Reading:</b></p> <p>Divide the class in pairs and ask them to read chapter 5 together. Give them 10 minutes to read the chapter and encourage them to use dictionaries to find meanings of difficult words.</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Discuss the chapter with students. Ask what they've learnt from it. How did the two boys plan the cricket match?</p> <p>What difficulties did they face?</p> <p>Do you think the boys enjoyed planning the match? Why or why not?</p> <p>Who helped them plan the match?</p> <p>How did the match go?</p> <p>Was the match successful or not? What makes you think so?</p> <p>What is your opinion about their planning? Did they plan well or not? Give reasons?</p> <p>Had you been in the boys' place, how would you have planned the match?</p> <p>Do a thorough discussion about the chapter. Do not explain it dialogue by dialogue but give an overall review of the chapter.</p> <p>(18 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be very quiet during the lesson. Ask them if they've understood the chapter. Ask them different questions from the ones given above to check if they've understood it. You can also ask them the following questions to evaluate their understanding:</p>
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	<p>What were Hassan and Usman to do in their town?</p> <p>Whose help did they seek?</p> <p>How did the headmaster help them?</p> <p>Who else helped them?</p> <p>What problems did they face while planning the match?</p> <p>How did the match go?</p> <p>Struggling students might face difficulty in answering these questions. While discussing the chapter with the entire class, address the struggling students and explain them the chapter in story form.</p>
05 mins	<p><b>Wrap up (Writing):</b></p> <p>Distribute exit slips to students and ask them to write what they liked about Hassan and Usman’s match plan?</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Reach chapter 5 – Planning is the key to success pages 52-54 again for performance.</p>

**Lesson Plan 55**

Subject: English                      Grade: 4                      Term: 2nd  
 Week:                                      Unit: 5                                      Unit Title: Planning is the key to success  
 Lesson Plan: 55                      Textbook Page/s: 52-54                      Duration: 40 minutes  
 Teacher:                                      School:                                      Date:

**Outcomes (SLOs)**

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

- Organize and participate in games helps one become social and active in their community.
- Learn that games develop leadership and team working qualities amongst the players
- Learn that playing keeps one healthy and alert.
- Realize that parents must encourage their children to participate in different games and physical activities like competitions, festivals and carnivals.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Props like bat, ball, headmaster's gown

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask them they remember what they did in the previous class and if they've read the chapter at home.</p> <p>Ask students to quickly review it in pairs.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a role play in today's lesson.</p> <p><b>Reading, Listening and Speaking (Performance)</b></p> <p>Ask 5 students to volunteer and come forward to perform the role play. They can read chapter 5 from the book or make</p>

	<p>their own dialogues if they want. Encourage students to make their own dialogues as it would unleash their creativity.</p> <p>Ask students to help the group in their performance and comment.</p> <p>Encourage students to ask any questions they might have and answer them.</p> <p>Ask other 5 volunteers to come up and perform the role play if time allows. (25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy. Encourage them to participate in the role play to increase their confidence. Ask struggling students if they have any questions about the chapter. Ask these questions to know if they've actually understood the chapter.</p> <ul style="list-style-type: none"> <li>-How did the two boys plan the match?</li> <li>-Mention two difficulties they faced while planning the match?</li> <li>-How do we know the match was a success or not?</li> </ul> <p>Allow fast learners to add their comments to these questions if you feel that is needed.</p>
05 mins	<p><b>Wrap up (Writing):</b></p> <p>Distribute exit slips to students and ask them to answer this question:</p> <ul style="list-style-type: none"> <li>-What did you like the best about today's role play?</li> </ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 5 to answers in the next lesson.</p>

**Lesson Plan 56**

Subject: English                      Grade: 4                      Term: 2nd  
 Week:                                      Unit: 5                      Unit Title: Planning is the key to success  
 Lesson Plan: 56                      Textbook Page/s: 55                      Duration: 40 minutes  
 Teacher:                                  School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- Organize and participate in games helps one become social and active in their community.
- Learn that games develop leadership and team working qualities amongst the players
- Learn that playing keeps one healthy and alert.
- Realize that parents must encourage their children to participate in different games and physical activities like competitions, festivals and carnivals.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Entrance slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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've been? Ask if they enjoyed the performance in last lesson.</p> <p>Distribute entrance slips and ask students to answer this question:</p> <p>What lesson have you learnt from the chapter - Planning is the key to success?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will answer questions from Exercise A and B from chapter 5 in today's lesson.</p>

	<p><b>Reading, Listening and Speaking:</b></p> <p>Divide students in groups. Each group could have four members. Ask students to read questions given in Exercise A, B and discuss the answers amongst themselves. Give them 10 mins to discuss the answers.</p> <p>Once they're done with the discussion amongst themselves, ask them to tell you the answers. Give each group a chance to answer one question and ask others if the answer is correct. (15 mins)</p> <p><b>Writing:</b></p> <p>Now ask students to write answers in their notebooks. Encourage them to write answers in their own words and note to copy from the textbook. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in answering the questions. While others are busy in their written work, guide the struggling students a bit more. Sit with them and explain them questions in Exercise A. Help them look for answers in the lesson, if need be.</p> <p>If there's time, discuss answers in Exercise B as well.</p> <p>Also, if you think struggling students are facing a hard time, then reduce the number of questions for them. Ask them to answer 1-3 or 1-4 questions, instead of all.</p>
05 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Discuss question 3 from Exercise B in detail here. Touch upon the importance of planning and how it saves time and resources.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Discuss questions 1-3 in Exercise B with your parents.</p>



**Lesson Plan 57**

Subject: English	Grade: 4	Term: 2nd
Week:	Unit: 5	Unit Title: Planning is the key to success
Lesson Plan: 57	Textbook Page/s: 55-56	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Consult a dictionary to check the correct meaning and synonyms of difficult words.
- Learn appropriate vocabulary words for different objects, feelings and expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they've discussed questions in Exercise B with their parents and what their thoughts about them.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will use dictionaries to find meanings of difficult words (Exercise C and D) and use them in their own words.</p> <p><b>Reading, Writing, Listening and Speaking:</b></p> <p>Encourage students to find meanings of all the words given in red colour in the chapter. They should use dictionaries and learn the meanings as well. (10 mins)</p>

	<p>Once students are done with Exercise C, ask them to find meanings of the words in Exercise D and use them in their own sentences. Help students make sentences. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in using the dictionary to find meanings. Show them how to find words in a dictionary quickly. They might face problems in using difficult words in their own sentences, so make a few sample sentences for them. Encourage them to refer to example sentences given on page 56 for assistance.</p> <p>Give fast learners the following words to make sentences if they finish their work quickly:</p> <p>Prepare</p> <p>Plan</p> <p>Referee</p>
05 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Encourage students to read their sentences to their classmates. Appreciate students for making good sentences.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review words, meanings and sentences formed in class (Exercise C and D)</p>

**Lesson Plan 58**

Subject: English                      Grade: 4                      Term: 2nd  
 Week:                                      Unit: 5                                      Unit Title: Planning is the key to success  
 Lesson Plan: 58                      Textbook Page/s: 56-57                      Duration: 40 minutes  
 Teacher:                                      School:                                      Date:

**Student Learning Outcomes (SLOs)**

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

- Understand and use the present tense in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Present tense chart

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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're doing. Write this sentence on the board and ask if they can tell the tense of the sentence:</p> <p>Asad wakes up at 7 o'clock every morning.</p> <p>Take guesses from students; appreciate if they give right answers, else tell them the sentence is in present tense.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about present tense in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Show the present tense chart to the students. Ask them to read the sentences written in the chart in groups. Then discuss the structure of present tense in detail. Tell students the structure of present tense and the use of 's' in present tense. Discuss the use of present tense in different situations.</p>

In groups, ask students to identify words that make the sentences given in the chart follow present tense. Once students are done discussing, ask them to tell you words that show a sentence is in present tense.

Use can use this present tense chart if you want:

**PRESENT SIMPLE**

TO BE	VERBS
<b>+</b> S + am/is/are + predicate...	S + verb + object...
<b>-</b> S + am/is/are + not + predicate...	S + don't/doesn't + verb + object...
<b>?</b> Am/Is/ Are + S + predicate?	Do/ Does + S + verb + object?

Usage	Example
Express general truth	The sun rises in the east.
Habits	I play badminton every Tuesday.
Future timetables	Our train leaves at 9 am.
Future after "when", "until" ...	I won't go out until it stops raining.
Permanent situations	He works in a bank.
For newspaper headlines	Man enters space.
With non-progressive	I believe that you are innocent.
When telling stories	Suddenly, the window opens and a masked man enters.
For giving directions and instructions	First of all, you break the eggs and whisk with sugar.

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(15 mins)

**Reading:**

Now, encourage students to turn to pages 56-57 and read the explanation of present tense mentioned in the textbook. Discuss the examples given in the book with the students.

(5 mins)

**Writing:**

Next, once the present tense is clear to students, ask them to write two sentences in present tense individually.

Ask them to exchange the slips with their pair and read their sentences. Ask a few students to read their sentences out loud to the class.

Then, in pairs, ask students to attempt Exercise E. (10 mins)

**Differentiated Plan:**

	<p>Some students might find the present tenses difficult to understand. While others are busy making sentences, explain the present tense again to these struggling students. You can use the chart or examples given in the book. Also, you can use their sentences and correct them while explaining the present tense again. Discuss the structure and use of -s again with these students. Help them attempt Exercise E.</p> <p>Identify one or two present tenses for them and then encourage them to attempt the rest themselves.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Discuss Exercise E with students.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Complete Exercise E as homework.</p>

**Lesson Plan 59**

Subject: English	Grade: 4	Term: 2nd
Week:	Unit: 5	Unit Title: Planning is the key to success.
Lesson Plan: 59	Textbook Page/s: 57-59	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Understand and use the past tense in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Past tense chart

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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're doing. Ask them if they remember present tense structure.</p> <p>Then, write this sentence on the board and ask if they can tell the tense of the sentence:</p> <p>Asad woke up at 7 o'clock yesterday.</p> <p>Take guesses from students; appreciate if they give right answers, else tell them the sentence is in past tense.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about past tense in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Show the past tense chart to the students. Ask them to read the sentences written in the chart in groups. Then discuss the structure of past tense in detail. Tell students the structure of past tense and the use of '-ed' in past tense. Next discuss the</p>

past tenses of irregular verbs with the students in detail. Ask them to read the chart of irregular verbs given on pages 58-59.

Discuss the use of past tenses in different situations.

In groups, ask students to identify words that make the sentences in the chart follow past tense. Once students are discussing, ask them to tell you words that show a sentence is in past tense.

Use can use this past tense chart if you want:

**PAST SIMPLE TENSE**

	TO BE	VERBS
+	S + Was/were They were friends.	S + V-ed She worked yesterday.
-	S + was not/were not + ... They weren't friends.	S + did not + verb (base form) She didn't work yesterday.
?	Was/Were + S + ...? They weren't friends.	Did + S + verb (in base form)? Did she work yesterday?

Usage	Example
To express completed action in the past	I saw a ghost last Friday.
To describe a series of completed actions in the past	I finished work, walked to the beach, and found a nice place to swim.
To express habits in the past	When I was young, I watched lots of television every day after school.
For stative verbs (have (own), be, think (believe), know, dislike, need, owe, wish	He had a small cottage in the woods.

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(15 mins)

### Reading:

Now, encourage students to turn to pages 57-58 and read the explanation of past tense mentioned in the textbook. Discuss the examples given in the book with the students.

(5 mins)

### Writing:

Next, once the past tense is clear to students, ask them to write two sentences in past tense individually.

Ask them to exchange the slips with their pair and read their sentences. Ask a few students to read their sentences out loud to the class.

	<p>Then, in pairs, ask students to attempt Exercise F. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find the past tenses difficult to understand. While others are busy making sentences, explain the past tense again to these struggling students. You can use the chart or examples given in the book. Also, you can use their sentences and correct them while explaining the past tense again. Discuss the structure and use of –ed again with these students. Discuss irregular verbs and their past tenses specifically. Struggling students might be confused here. Encourage them to learn past tenses of irregular verbs.</p> <p>Help them attempt Exercise F. Change one or two words into past tenses for them and then encourage them to attempt the rest themselves.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Discuss Exercise F with students.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Solve Exercise F in notebooks.</p>



**Lesson Plan 60**

Subject: English                      Grade: 4                                      Term: 2nd  
 Week:                                      Unit: 5    Unit Title: Planning is the key to success.  
 Lesson Plan: 60                      Textbook Page/s: 57-59                      Duration: 40 minutes  
 Teacher:                                      School:    Date:

**Student Learning Outcomes (SLOs)**

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

- Understand and use the future tense in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Future tense chart

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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're doing. Write this sentence on the board and ask if they can tell the tense of the sentence:</p> <p>Asad will wake up at 7 o'clock tomorrow morning.</p> <p>Take guesses from students; appreciate if they give right answers, else tell them the sentence is in future tense.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about future tense in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Show the future tense chart to the students. Ask them to read the sentences written in the chart in groups. Then discuss the structure of future tense in detail. Tell students the structure of future tense and the use of 'will' in future tense. Discuss the use of future tense in different situations.</p>

In groups, ask students to identify words that make the sentences given in the chart follow future tense. Once students are done discussing, ask them to tell you words that show a sentence is in future tense.

Use can use this future tense chart if you want:

## SIMPLE FUTURE TENSE

**POSITIVE** ... Subject + will + V<sub>1</sub> + ...

**NEGATIVE** ... Subject + will not + V<sub>1</sub> + ...

**QUESTION** ... Will + Subject + V<sub>1</sub> + ... ?

- > You will win the exam.
- > I will see you later.
- > She will help him tomorrow.
- > He will be there soon.
- > He will not (won't) call us.
- > I will not (won't) stay this hotel.
- > Your mother will love you forever.
- > Will you wait for me?
- > Will she do it again?
- > We will see better days.



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(15 mins)

### Reading:

Now, encourage students to turn to pages 59-60 and read the explanation of future tense mentioned in the textbook. Discuss the examples given in the book with the students.

(5 mins)

### Writing:

Next, once the future tense is clear to students, ask them to write two sentences in future tense individually.

Ask them to exchange the slips with their pair and read their sentences. Ask a few students to read their sentences out loud to the class.

Then, in pairs, ask students to attempt Exercise G. (10 mins)

### Differentiated Plan:

	<p>Some students might find the future tenses difficult to understand. While others are busy making sentences, explain the future tense again to these struggling students. You can use the chart or examples given in the book. Also, you can use their sentences and correct them while explaining the future tense again. Discuss the structure and use of 'will' again with these students. Help them attempt Exercise G.</p> <p>Identify one or two future tenses for them and then encourage them to attempt the rest themselves.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Discuss Exercise G with students.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Complete Exercise G as homework.</p>

**Lesson Plan 61**

Subject: English	Grade: 4	Term: 2nd
Week:	Unit: 5	Unit Title: Planning is the key to success
Lesson Plan: 61	Textbook Page/s: 56-60	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 present, past and future tenses in sentences

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Worksheet, entrance slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they remember the present, past and future tenses. Distribute entrance slips to students and ask them to make a sentence of present, past and future sentence.</p> <p>Ask them to exchange slips with their pair mates and read each other's sentences.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice using present, past and future tenses in sentences.</p> <p><b>Reading and Writing:</b></p> <p>Do a quick recap of present, past and future tenses with students. Discuss the use of 's' in present tense, 'ed' and change of verbs in past tense of irregular verbs and the use of 'will' in future tenses.</p>

	<p>Form pairs and distribute the following worksheet to students, ask them to solve it. (15 mins)</p> <p>Worksheet is attached.</p> <p><b>Listening and Speaking:</b></p> <p>Discuss the worksheet with whole class. Appreciate correct answers. If students' understanding about tenses is not correct, then guide them in the right direction. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to solve the worksheet. Help them understand the sentences and the tenses while others are busy in the written work. You might have to explain them the three tenses again. Then, solve one or two sentences for them so they get the hang of the exercise. Help them understand the difference between different options given in the worksheet.</p> <p>You can also give selected sentences to the struggling students to solve instead of the entire worksheet.</p> <p>Encourage fast learners to review their work if they get done earlier.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask students to tell you the present, past or future tenses of the following words:</p> <p>Make</p> <p>Brought</p> <p>Bought</p> <p>read</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review past tenses of irregular verbs chart once again.</p>

**Lesson Plan 62**

Subject: English                      Grade: 4                      Term: 2nd  
 Week:                                      Unit: 5                                      Unit Title: Planning is the key to success  
 Lesson Plan: 62                      Textbook Page/s: 60-61                      Duration: 40 minutes  
 Teacher:                                      School:                                      Date:

**Student Learning Outcomes (SLOs)**

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

- Identify basic sounds of the digraphs ch, sh, th, wh, ph and ng as in words like chair, shoes, three, that and phone

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Tape recorder or laptop with speakers

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask them to quickly think of one sentence in future sentence individually and tell you. Take answers from different students.</p> <p>Next, tell them they will practice pronouncing different word (digraphs).</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice pronunciation of of ch, gh, ph, sh, th, wh, kn.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write the following ch, gh, ph, sh, th, wh and kn digraphs on the board and ask students to pronounce them in pairs.</p> <p>Character, chorus</p> <p>Bought, daughter</p>

	<p>Phone, phonics</p> <p>Cash, fashion</p> <p>Mother, than, that, thus, together</p> <p>What, when</p> <p>Knife, knight, know</p> <p>Ask different students to pronounce these words.</p> <p>Now, tell students that you will play the pronunciation of the words given above on the tape/laptop. They should listen and decide whether their pronunciation was correct or not. Ask students how many words they pronounced correctly.</p> <p>Now play the sounds made by each digraph given in the textbook. Encourage students to look at the spelling of all the words in the textbook on pages 60-61 while listening to the sounds. Ask them repeat each word's pronunciation after listening to the tape.</p> <p>(20 mins)</p> <p><b>Note: Please play sounds of all the words (of every digraph) mentioned in the textbook and ask students to repeat after.</b></p> <p><b>Writing:</b></p> <p>Once students have practiced pronunciation enough, ask them to attempt the word maze given on page 62. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to pronounce these words. Listen to struggling students' pronunciation specifically when they repeat the words played on the tape. If you find any problem with their pronunciation, ask them to re-pronounce the word till they get it correct.</p>
05 mins	<p><b>Wrap up (Pronunciation):</b></p> <p>Ask different students to pronounce the following words:</p> <ul style="list-style-type: none"> <li>• Chronological</li> <li>• Shelter</li> <li>• Cough</li> </ul>

	<ul style="list-style-type: none"> <li>• Enough</li> <li>• Height</li> <li>• Why</li> <li>• Which</li> <li>• Weather</li> <li>• Knife</li> <li>• Knew</li> <li>• Knee</li> </ul> <p>If they don't give the correct answer, ask someone to correctly pronounce the word for them.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Complete Exercise H given on page 62.</p> <p>Read Exercise I on pages 62-63 for role play in class.</p>



**Lesson Plan 63**

Subject: English                      Grade: 4                      Term: 2nd  
 Week:                                      Unit: 5                      Unit Title: Planning is the key to success  
 Lesson Plan: 63                      Textbook Page/s: 62-63                      Duration: 40 minutes  
 Teacher:                                  School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- Read the comprehension for lesson, pleasure and better grasp on English language
- Listen and speak to ask and answer questions, perform a dialogue, engage in a conversation and hold a discussion.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Props like of things a teacher carries like books, markers, etc.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 students if they have read pages 62-63 of the textbook, Exercise I. Ask if they are excited for the role play today.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a role play performance in today's lesson.</p> <p><b>Performance</b></p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask four students to come in front of the class and perform the dialogues with expressions. They will play roles of teacher, Obaid, Haris, and Yasir. They can read the dialogues from the</p>

	<p>book or make their own. Do encourage students to speak the dialogues with actions.</p> <p>Once the performance is complete, have a discussion with the class as to what they learnt from it. Generate a discussion on the moral of the exercise and how they will follow the advices given by the teacher while planning an event of their own. (25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy. Encourage them to perform the dialogues with expressions. Help students gain confidence to speak in front of a large crowd as most student suffer from stage fright.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips and ask students to write what they liked best about:</p> <ul style="list-style-type: none"> <li>-chapter 5</li> <li>-today's role play performance.</li> </ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Read Exercise I once again and review pages 56-60, Grammar, Present, Past and Future tenses.</p> <p>Review pronunciation of digraphs mentioned in chapter 5.</p>

**Lesson Plan 64**

Subject: English                      Grade: 4                      Term: 2nd  
 Week:                                      Unit: 5                                      Unit Title: Planning is the key to success  
 Lesson Plan: 64                      Textbook Page/s: 52-54                      Duration: 40 minutes  
 Teacher:                                      School:                                      Date:

**Student Learning Outcomes (SLOs)**

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

-Participate actively in planning a school event like a carnival or a bake sale.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them if they know that annual carnival or bake sale is right round the corner. Ask them if they would like to take the lead on planning it with the management, since they've already learnt about planning events?</p> <p><b>Note for the teacher: You can also ask students of grade 4 to plan a bake sale or a sport event (cricket match, basketball match) on their own for the entire school to participate.</b></p> <p><b>Alternatively, you can also plan a voting campaign with your students for the positions in student council. The idea here is to help students plan an event on their own because they've learnt about it. Plus, it will inculcate skills like accountability, responsibility-taking, etc.</b></p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p>

	<p>Tell students they will do planning for an upcoming carnival or bake sale at school.</p> <p><b>Reading, Writing:</b></p> <p>Divide students into groups. Assign different roles to the member: leader, time keeper, writer and goal setter. Now ask them which things they will require for the upcoming bake sale or carnival. Decide on the date and venue (if not already done). (10 mins)</p> <p>Brainstorm things with the students and make a list on the board. Now ask groups to volunteer and take up different responsibilities.</p> <p><b>Listening and Speaking:</b></p> <p>Write each group’s responsibility on the board. Now in groups, ask students to discuss how they would fulfil these responsibilities. Let student brainstorm and write ideas and come up with strategies. Move around the room and listen to their conversations. Add on to ideas or ask questions that would compel students to rethink their plan.</p> <p>(15 mins)</p> <p>Note: dedicate this period to planning for an event so students get a flair of how planning is done. Keep doing follow ups and oversee the execution of the plan as well.</p> <p><b>Differentiated Plan:</b></p> <p>Encourage all students to participate in brainstorming ideas. Tell all students to listen to every member’s idea and let every member participate. Encourage shy students to give ideas.</p>
05 mins	<p><b>Wrap up (Writing):</b></p> <p>Distribute exit slips and ask students to answer these questions:</p> <ul style="list-style-type: none"> <li>-What did you learn by planning for an event in this lesson?</li> <li>-What are the next steps that you’d take after planning the event this much?</li> </ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Think about the execution stage of the event. Discuss with your team mates.</p>

	<p>Note: Do take follow-up about the further planning of the event till it (the event takes place). This would be a practical application of chapter 5, in which students learnt about planning and executing an event.</p>
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**Lesson Plan 65– Review of Unit 5**

Subject: English	Grade: 1	Term: 2nd
Week:	Unit: 5	Unit Title: Planning is the key to success
Lesson Plan: 65	Textbook Page/s: 52-63	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 tenses in sentences correctly

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## **Unit 6 - The Rainbow**

### **Unit Overview**

Unit 6 tells us that there are many pretty sights in this world, some of which are manmade, but nothing compares to the beauty found in nature. The beauty of clouds and rainbows cannot be replicated by human hands. Rainbows are pretty sights which are to be enjoyed. The rhyming words make a poem more fun to read.

### **Modal Answers**

#### **Exercise A**

**Answer the following questions.**

- The poet is explaining the beauty of rainbow to us in the poem. She explains to young children how glorious and magnificent this colourful arch is, which looks like a bridge in the sky.
- The poet says so because clouds appear to be lighter and freer than the boats and ships. She is comparing the two and though both float, clouds seem to have a more soothing effect on people.
- There are seven colours in rainbow: Red, Orange, Yellow, Green, Blue, Indigo and Violet.
- She is calling it a road from earth to sky because the arch gives it such an appearance. To the onlookers, a rainbow looks like an arch stretching from road to sky.

#### **Exercise B**

##### **Questions for Discussion**

- No, I haven't seen a rainbow in real life.

Or

- Yes, I have seen it. It looks beautiful. It appears briefly after rain in the sky. The colours are pleasant to look it.

Note: There could be a variety of answers for this question. It is an opinion-based question, so accept all answers.

- It appears after rain usually as a result of refraction of sunlight from within the clouds.

#### **Exercise C**

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

#### **Exercise D**

Encourage students to do research on their own. This question can be given as a home assignment; however, it makes an ideal question for an ICT integrated lesson. Please the lesson plan given for this question.

### Exercise E

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

### Exercise F

**Underline present continuous tense in the sentences given below.**

- The tourists are waiting for the water fountain show to begin.
- I am reading my favourite book at the moment.
- My father is going to Turkey tomorrow for some work.
- I am going to speak to him about this situation soon.
- The monthly supply of ration is going to end tomorrow.
- The children are looking forward to their summer vacations.

### Exercise G

**Underline the past tenses and past continuous tenses in the paragraph given below.**

The children were getting bored. They **wanted** to go outside and play, but it was raining heavily. Their grandmother wouldn't allow them to play in the rain, for it **was** dangerous. The children could fall ill.

It **seemed** the heavy downpour wouldn't end anytime soon. Therefore, the grandmother **had** to find an interesting activity to keep the children from getting bored. She **had** an idea!

Grandmother **went** into the store room and **pulled** out some old toys she **had** once **bought** for her grandchildren. She was dusting them when little Asad, the youngest of the three children, **came** into the store room. He **helped** his grandmother clean them and the two lay them in the living room.

The children **got** excited when they saw the toys. They immediately began playing with them.

The thunder was rumbling loudly but the children were too busy in playing to get frightened. Just then, the phone rang. The children's mother was calling to check on them. She **told** the grandmother she'd come by once the thunderstorm **had** passed away.

The grandmother **smiled**. She was glad to see the children who **were enjoying** playing with their toys.

**Note: Highlighted words are past tenses, underlined words are past continuous tenses**

### Exercise H



**Change the sentences in past continuous tenses**

- Ahmed **was reading** a book in the library when his teacher called him.
- While our captain **was thinking** about the next move, our opponents struck another goal.
- My father **was reading** the newspaper when he heard someone enter the house.
- Yesterday in history class, Sonia **was trying** to focus on her assignment, but Nadia kept bothering her.
- My parents **were drinking** coffee when I arrived.

**Exercise I****Punctuate the sentences given below.**

- There is a lot of water in the jug. May I please drink it in this glass?
- Wow! What a lovely gift you have brought for me. Thank you.
- There are a few things you need to do: call the parents, buy stationery, wrap gifts and write names on the gift cards.
- The shirts are available in three colours: red, blue and green.
- Have you seen our new car? It is black in colour.
- I'm so glad you came. Please come and sit in the drawing room.

**Exercise K**

Tell students to perform the dialogues with expressions. Encourage them to perform these dialogues without reading them from the book. Tell students they are more than welcome to make their own dialogues. Slowly and gradually, enable them to write their own script. Facilitate students in performing their own role plays, with expressions and props.

**Lesson Plan 66**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 6

Unit Title: The Rainbow

Lesson Plan: 66

Textbook Page/s: 64-65

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Analyse that rainbows are pretty sights which are to be enjoyed.
- Learn the rhyming words make a poem more fun to read.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- A beautiful picture of rainbow showing all the colours.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they've seen rainbow in real life? Ask students if they can tell all the colours in rainbow? Now, stick the picture on the board and ask students to tell if the colours they told were correct or not. Ask students if they can tell you how rainbows are formed?</p> <p>Ask them if it looks pretty and if they'd like to see it in real life?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read a poem about rainbow in today's lesson.</p> <p><b>Reading:</b></p> <p>Divide students into groups and ask them to read the poem 'The Rainbow'. Give them 05 minutes to read the poem.</p>

Encourage them to use dictionaries to find meanings of difficult words. (05 mins)

**Listening and Speaking:**

Once they are done reading the poem, ask them what they've understood from it. Ask them questions like:

-Why does the poet call the clouds prettier than the ships and boats?

-What bridges the tree tops with heaven? Why has the poet given this reference?

-What does the poet mean by the road from earth to sky? What thing is she referring to?

-Is rainbow really a bridge? Why is the poet calling it a bridge?

-What do you understand by this poem?

-What have you learnt from this poem?

(10 mins)

Encourage students to understand the poem on their own. Tweak their understanding where required, but do not explain the poem line by line.

**Writing:**

In pairs, ask students to identify and write any rhyming words they can find in the poem. Encourage students to find any rhyming scheme/pattern in the poem. (05 mins)

**Listening and Speaking:**

Discuss the rhyming words and pattern with the students. Ask them if they have any questions about the poem. (05 mins)

**Differentiated Plan:**

Some students might find it hard to understand the poem on their own. Encourage them to find meanings of difficult words and then try to understand the meaning of each line of the poem.

Change your instruction style here. Encourage struggling students to decipher the meaning of each line and share it with you. You will then tell whether their comprehension is correct or not. Tweak it if needed. You might have to do this with first stanza, but struggling students gain confidence that

	<p>they can read and understand the poem on their own, they'll do better with second stanza.</p> <p>Encourage fast learners to add their comments to the explanation of the poem, The Rainbow. If they finish their work earlier, then ask them to help struggling learners find rhyming words in the poem.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips and ask students to answer these questions:</p> <ul style="list-style-type: none"> <li>-What do you like about this poem?</li> <li>-Had you been the poet, what changes would you made in this poem and why?</li> </ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 7 (poem) – The Rainbow on page 64 once again.</p>

**Lesson Plan 67**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 6

Unit Title: The Rainbow

Lesson Plan: 67

Textbook Page/s: 64-65

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Analyse that rainbows are pretty sights which are to be enjoyed.
- Learn the rhyming words make a poem more fun to read.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Picture of a rainbow

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they remember what they did in the previous lesson. Ask them these questions about the poem:</p> <ul style="list-style-type: none"> <li>-Who wrote the poem ‘The Rainbow’?</li> <li>-What is the rainbow being compared to and why?</li> <li>-Why do you think the poet says that clouds are prettier than the boats and ships?</li> <li>-Why is rainbow being called a bridge between earth and sky?</li> </ul> <p>Encourage struggling learners to answer these questions.</p>
25/30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will answer questions about the poem in today’s lesson.</p>

	<p><b>Reading:</b></p> <p>Tell students to read questions 1-4 on page 65 Exercise A and think about the answers. Give them 10 mins to think about the answer. (10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Next, pair them with their classmates and ask them to share their answers with each other. Take rounds and listen to their conversation.</p> <p>Give them 5 minutes to do this. (5 mins)</p> <p>Then, discuss answers as a whole class. Appreciate their answers if they are correct. Else, tweak their understanding. (5 minutes)</p> <p><b>Writing:</b></p> <p>Ask students to write answers in their notebooks. You can give them time from wrap up session if they require it. (5/10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in answering questions. Focus on them when you pair them with a classmate. Firstly, pair them with a fast learner and ask him/her to explain the answers to their struggling classmate. Keep taking rounds and listen to the conversation that struggling students are engaged in. Tweak their understanding if required.</p> <p>If you feel struggling learners still need extra guidance, then explain them the poem while others are busy in answering questions.</p> <p>If fast learners finish earlier, ask them to imagine and draw the scene painted in the poem, The Rainbow (with different colours) in their notebooks.</p>
05 mins	<p><b>Wrap up (Writing):</b></p> <p>Consume wrap up time in writing activity.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Think of answers to questions given in Exercise B on page 65.</p>

**Lesson Plan 68**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 6

Unit Title: The Rainbow

Lesson Plan: 68

Textbook Page/s: 65

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Identify the rhyming words/scheme in a poem that makes it more fun to read.
- Consult a dictionary to check the correct meaning and synonyms of difficult words and use them in their own sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they've pondered over questions given in Exercise B page 65. Ask them if they know what a rainbow looks like.</p> <p>Next, ask them if they know of the scientific process due to which a rainbow occurs? Explain the process very briefly.</p>
28 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will note the rhyming scheme in the poem and make sentences of the difficult words.</p> <p><b>Reading, Writing:</b></p> <p>Students have already identified the rhyming scheme in the poem (Exercise C) In pairs, ask students to recall it and note the scheme in their notebooks. (5 mins)</p>

	<p><b>Writing:</b></p> <p>Next ask them to find the meanings of difficult words (Exercise E) and use them in their own sentences. You can give them the following words if required:</p> <ul style="list-style-type: none"> <li>-Bridge</li> <li>-Prettier</li> <li>-Difference between ships/boats</li> <li>-Sail</li> <li>-Across</li> <li>-Difference between rivers and seas (15 mins)</li> </ul> <p><b>Listening and Speaking:</b></p> <p>Once they have completed their work, ask different students to share the meanings of the difficult words and their sentences with the entire class. Encourage the classmates to give constructive feedback on the sentences. Encourage struggling students to participate more in the activity. (8 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might feel hesitant in sharing their sentences with the entire class. Encourage them to overcome their hesitance and explain that this exercise will help them gain confidence.</p> <p>If their sentences are incorrect, tweak them in a positive, appreciative manner.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips and ask students to answer this question:</p> <ul style="list-style-type: none"> <li>-Find the positive and comparative degree of an adjective given in the poem.</li> </ul>
02 mins	<p><b>Homework assignment:</b></p> <p>Review rhyming words (Exercise C) and meanings of difficult words and sentences (Exercise E) made in the class.</p>



**Lesson Plan 69**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 6

Unit Title: The Rainbow

Lesson Plan: 69

Textbook Page/s: 66

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**


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

- Understand the present continuous tenses in detail.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Present continuous chart

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Write this sentence on the board and ask students if they can identify the tense:</p> <p>They are playing in the ground.</p> <p>If students recognise the present continuous tense, then appreciate them, else tell them the sentence is in present continuous tense. Explain the use of is/am/are in present continuous tense along with verb + ing. At times, not is added to make the sentence negative.</p> <p>Now, stick the chart on the board and tell students to read a few sentences from it.</p>
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	<p>You can use this chart if you want.</p>  <p><b>Present Continuous Tense</b></p> <p><b>Present Continuous Tense</b> indicate an action which is in progress at the time of speaking or at the present time.</p> <table border="1"> <thead> <tr> <th>POSITIVE (+)</th> <th>NEGATIVE (-)</th> <th>QUESTION (?)</th> </tr> </thead> <tbody> <tr> <td>I am starting</td> <td>I am not (I'm not) starting</td> <td>Am I starting</td> </tr> <tr> <td>You are starting</td> <td>You are not (aren't) starting</td> <td>Are you starting</td> </tr> <tr> <td>He is starting</td> <td>He is not (isn't) starting</td> <td>Is he starting</td> </tr> <tr> <td>She is starting</td> <td>She is not (isn't) starting</td> <td>Is she starting</td> </tr> <tr> <td>It is starting</td> <td>It is not (isn't) starting</td> <td>Is it starting</td> </tr> <tr> <td>We are starting</td> <td>We are not (aren't) starting</td> <td>Are we starting</td> </tr> <tr> <td>You are starting</td> <td>You are not (aren't) starting</td> <td>Are you starting</td> </tr> <tr> <td>They are starting</td> <td>They are not (aren't) starting</td> <td>Are they starting</td> </tr> </tbody> </table> <p><a href="http://www.englishgrammarhere.com">www.englishgrammarhere.com</a></p>	POSITIVE (+)	NEGATIVE (-)	QUESTION (?)	I am starting	I am not (I'm not) starting	Am I starting	You are starting	You are not (aren't) starting	Are you starting	He is starting	He is not (isn't) starting	Is he starting	She is starting	She is not (isn't) starting	Is she starting	It is starting	It is not (isn't) starting	Is it starting	We are starting	We are not (aren't) starting	Are we starting	You are starting	You are not (aren't) starting	Are you starting	They are starting	They are not (aren't) starting	Are they starting
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They are starting	They are not (aren't) starting	Are they starting																										
<p>30 mins</p>	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about present continuous tenses in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Divide students into groups. Now, discuss the present continuous in detail with the students. Discuss the structure and the use of -ing in present continuous sentences along with verb + ing. Tell students what present continuous show and where it is used. (10 mins)</p> <p><b>Listening, Speaking and Writing:</b></p> <p>Now, in groups, ask students to read the sentences from the chart and make 3 sentences of their own.</p> <p><b>Discussion:</b></p> <p>Once students are done with the task, ask each group to come forward in the class and share their sentences with the rest of the class. Class could give constructive feedback to the presenting group. (15 mins)</p> <p>Next, in groups, ask students to read Exercise F and identify the present continuous tense. (5 mins)</p> <p><b>Differentiated Plan:</b></p>																											

	<p>Some students might face difficulty in identifying the present continuous tenses. While others are busy making 3 sentences, help struggling students understand the concept of present continuous tenses. You might have to explain them the structure and use of these tenses again. You can use examples from the chart to help them identify the structure of present continuous tense. Explain struggling students the use of is/am/are + -ing in present continuous tenses.</p>
03 mins	<p><b>Wrap up (Discussion):</b></p> <p>Discuss the answers to Exercise F – Present Continuous Tenses.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Do Exercise F in notebooks.</p>

**Lesson Plan 70**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 6

Unit Title: The Rainbow

Lesson Plan: 70

Textbook Page/s: 67-68

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Understand the past continuous tenses in detail.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Past continuous tense chart, entrance slips.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 how they are doing and if they remember what they did in the last lesson. Distribute entrance slips to the students and ask them to write one sentence of Present Continuous Tense on the slip. Next, tell them to exchange slips with their classmate and read their sentence.</p>
28 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about past continuous tenses in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Now show the past continuous chart to the students. Ask them to read it once and then discuss the structure as well as the uses of past continuous tense in detail with the students. Explain the use of was/ were with verb + ing in the past continuous tense. At times, when the sentence is in negative, we need to add not.</p>

Use this chart if you want.

## Past Continuous Tense



### Positive Sentences

- You **were watching** television last night.
- They **were studying** math yesterday.
- I **was washing** the dishes when the phone rang.
- As she **was reading** the book, Alice came.
- It **was raining** yesterday evening.

### Negative Sentences

- You **were not watching** television last night.
- They **were not studying** math yesterday.
- I **was not washing** the dishes when the phone rang.
- As she **was not reading** the book, Alice came.
- It **was not raining** yesterday evening.

### Question Sentences

- **Were you watching** television last night?
- **Were they studying** math yesterday?
- **Was I washing** the dishes when the phone rang?
- **Was she reading** the book when they came?
- **Was it raining** yesterday evening?

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(10 mins)

### Writing:

In groups, ask students to make 2 sentences of past continuous tenses and attempt Exercise G. (10 mins)

### Presentation:

Once done, ask each group to come forward in the class and present their past continuous tense sentences to the rest of the class. Encourage their classmates to give constructive feedback to presenting students. (8 mins)

### Differentiated Plan:

Some students might face difficulty in identifying the past continuous tenses. While others are busy making 2 sentences, help the struggling students understand the concept of past continuous tenses. You might have to explain them the structure and use of these tenses again. You can use examples from the chart to help them identify the structure of past continuous tense. Explain struggling students the use of was/were + -ing in past continuous tenses.

If fast learners get done with their work earlier, encourage them to help struggling learners.

05 mins

### Wrap up (Class Discussion):

	Discuss Exercise G with the whole class.
02 mins	<b>Homework assignment:</b> Do Exercise G page 67-68 in your notebooks.

**Lesson Plan 71**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 6

Unit Title: The Rainbow

Lesson Plan: 71

Textbook Page/s: 66-68

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 present and past continuous tense in different sentences and paragraphs

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them if they remember what they did in the last lesson.</p> <p>Distribute entrance slips and tell students to write two sentences of past continuous tense.</p>
28 mins	<p><b>Lesson structure</b></p> <p><b>Topic:</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice identifying and using present/past continuous tenses in sentences and paragraphs.</p> <p><b>Reading, Writing:</b></p> <p>Ask students to quickly solve Exercise H on page 68 individually.</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Discuss Exercise H with the students. Ask them to put a tick mark in front of the sentences they changed correctly. Else,</p>

	<p>explain to students how to change the sentence into past continuous tense.</p> <p>(8 mins)</p> <p><b>FURTHER PRACTICE:</b></p> <p>Ask students to attempt the following sentences to gain more practice in using present and past continuous tenses.</p> <p><b>Q1 – Identify if the tense is present continuous or past or both. Underline and identify.</b></p> <p>1-Asad is talking to his on the phone.</p> <p>2-The boys were talking about the cricket match they watched yesterday.</p> <p>3-Their favourite team was winning but then something incredible happened.</p> <p>4-Clouds were approaching from the south and it was getting dark.</p> <p>5-Talha is agreeing with Asad about the incident. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to identify the present and past continuous tenses. While others are attempting further practice questions, help them revise the two concepts again. Use textbook examples for this purpose. Do sentence 1 from further practice to help them understand the concept better.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Discuss further practice questions with reasons.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review further practice questions and present/past continuous tenses given in the textbook.</p>



**Lesson Plan 72**

Subject: English	Grade: 4	Term: 2nd
Week:	Unit: 6	Unit Title: The Rainbow
Lesson Plan: 72	Textbook Page/s: 68-69	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Understand the past continuous tenses in detail
- Learn about punctuation: capitalization (and the title case), full stop, comma in different sentences

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Past continuous flash cards, flash cards of punctuation marks – capitalization, full stop and comma, entrance slips.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم [Note: Always remember to say بسم الله رحمان الرحيم out 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. Make punctuation signs (full stop, comma, question mark, exclamation mark) on board and ask students to identify them.</p> <p>Next ask them if they know the function of these punctuation marks. Give different students a chance to tell their answers.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about different punctuation marks (full stop, comma and capitalization) in today's lesson.</p> <p><b>Listening and Speaking:</b></p> <p>Now, discuss the use of full stop, capital letters and commas in different sentences. Each punctuation mark has different uses. Refer to textbook pages 68-69 for uses of punctuation marks.</p>

	<p>Focus on the use of commas especially as students tend to get confused as to where to use commas. (15 mins)</p> <p><b>Reading and Writing:</b></p> <p>Give the following worksheet to be solved in groups. (10 mins)</p> <p>Worksheet is attached.</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in understanding the use of punctuation marks. Use the worksheet given about to help them understand where to use which punctuation marks.</p> <p>You might have to make a separate group of struggling students while explaining them the use of punctuation marks so as not to disturb the rest of the class.</p> <p>Fast learners might finish their work earlier. Give them these sentences so they don't disturb the class.</p> <p>1- what is your name?</p> <p>2- you need to put many different items in the trolley, like shampoo soap deodorant toothpaste etc.</p> <p>3- will you please read this book for me?</p> <p>4- my name is Sarah I am studying grade 1 i studying great one and will soon be promoted to grade 2</p> <p>5- let's go make a snowman. it's snowing outside.</p>
05 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Discuss the worksheet with the class.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review the punctuation worksheet once again at home.</p>

**Lesson Plan 73**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 6

Unit Title: The Rainbow

Lesson Plan: 73

Textbook Page/s: 70-72

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn about punctuation: question mark, exclamation mark, hyphen and colon in different sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Flash cards of question mark, hyphen, colon and exclamation mark

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them if they can recall the punctuation marks, they learnt in the last lesson.</p> <p>Encourage students to tell you one example sentence of each punctuation mark. Write the sentence on board and punctuate it as students tell. Then tell them if their punctuation is correct or not.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study more punctuation marks (question mark, exclamation mark, hyphen and colon) in today's lesson.</p> <p><b>Listening and Speaking:</b></p> <p>Stick the flashcards of punctuation marks on the board and ask students to identify the symbols. Then discuss the use of each punctuation mark in detail. Refer to pages 70-72 to learn about the use of these four punctuation marks in detail.</p>

	<p>Discuss hyphen and colon in detail specifically as students might not have learnt about these punctuation marks in earlier classes.</p> <p>(15 mins)</p> <p><b>Reading and Writing:</b></p> <p>Give the following worksheet to practice the application of punctuation marks in pairs. (10 mins)</p> <p>Worksheet is attached.</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in understanding the use of punctuation marks (question mark, exclamation mark, hyphen and colon).</p> <p>Use the worksheet given about to help them understand where to use which punctuation marks.</p> <p>You might have to make a separate group of struggling students while explaining them the use of punctuation marks so as not to disturb the rest of the class.</p> <p>Fast learners might complete their work earlier. Give the following sentences to punctuate correctly (with all punctuation marks they have learnt so far) so they don't disturb the class.</p> <p>1- Would you like to see my new toy car</p> <p>2- Oh no It has started raining.</p> <p>3- There is going to be a holiday tomorrow</p> <p>4- the ready made clothes never fit me.</p> <p>5- the good looking lady offered us a ride home</p>
05 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Discuss the worksheet with the class. Discuss fast learners' worksheet too if there's time.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review the worksheet once again at home.</p>

**Lesson Plan 74**

Subject: English	Grade: 4	Term: 2nd
Week:	Unit: 6	Unit Title: The Rainbow
Lesson Plan: 74	Textbook Page/s: 72-74	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Learn about punctuation: capitalization (and the title case), full stop, comma, question mark, exclamation mark, hyphen and colon in different sentences.
- Learn AI, EI and OA sounds.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Flashcards of punctuation marks

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask students if they remember what they did in the previous lesson. Quickly review the 7 punctuation marks students studied in previous classes.</p> <p>Now make groups and ask students to solve Exercise I.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice pronouncing different sounds – AI, EI, AO, EE.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Encourage students to read long vowel sound words given on page 73 in pairs. Encourage them to practice pronouncing the words and listen to the sounds produced.</p>

	<p>Then discuss how different sounds are produced in different words – AI, EI and OA sounds. Pronounce words with students. (10 mins)</p> <p><b>Writing:</b></p> <p>Encourage students to solve Exercise J in pairs. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to solve Exercise J. Help the struggling students decode AI words by giving them clues.</p> <p>If fast learners decode the exercise earlier, then ask them to think of words that contain AI, EI and OA sounds. They look at examples from the textbook page 73.</p>
05 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Ask students to pronounce AI, EI, OA words once again on page 73.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise J once again.</p>

**Lesson Plan 75**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 6

Unit Title: The Rainbow

Lesson Plan: 75

Textbook Page/s: 74-75

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Listen and speak to ask and answer questions, perform a dialogue, engage in a conversation and hold a discussion.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Different pictures of rainbow.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they have reviewed the decoding activity Exercise J. Show them different pictures of rainbow and ask them what they remember of the poem, The Rainbow.</p> <p>Probe them with questions like:</p> <ul style="list-style-type: none"> <li>-Why is rainbow being compared to bridges?</li> <li>-What is rainbow prettier than on the earth?</li> <li>- Why is rainbow being compared to road?</li> </ul>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a role play in today's lesson.</p> <p><b>Reading:</b></p>

	<p>Divide students into groups and ask them to read dialogues given in Exercise K. Give them 5 minutes to read the dialogues. (5 mins)</p> <p><b>Listening and Speaking (Performance):</b></p> <p>Ask three students to come forward and perform a small role play in the class. Encourage other students in the class to give constructive feedback on the performance. Have brief discussion about the content of the role play. Ask students if they know all the colours of a rainbow.</p> <p>(15 mins)</p> <p><b>Writing:</b></p> <p>Ask students to answer this question in their notebooks: What do you like the poem, The Rainbow? Why or why not? Give at least two reasons. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in performing the play. Encourage them to participate in the role play and learn to deliver dialogues confidently in front of a crowd.</p> <p>Struggling students might face difficulty in answering the question given above. Explain them the questions again. Encourage them to read the poem and find reason why they like or don't like the poem.</p>
05 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Discuss answers to the question given above. Encourage struggling students to share their answers with the class.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review dialogues given in Exercise K on pages 74-75.</p>



**Lesson Plan 76**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 6

Unit Title: The Rainbow

Lesson Plan: 75

Textbook Page/s: 65

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Rainbows are pretty sights which are to be enjoyed.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Art stationery items mentioned in project work

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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're doing today and if they have brought all the stationery for project work.</p> <p>Ask them if they're excited for project work?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will make a project in today's lesson.</p> <p><b>Reading, Listening and Speaking (Project work):</b></p> <p>Ask students to read Project work Exercise D given on page 65. Divide them into groups and ask them to work on the project together. Tell them to first plan how to make a rainbow and a bridge and then execute it.</p> <p>Encourage students to work as a team and collaborate with each other to make good rainbow models.</p> <p>While groups are busy working on the rainbow model, ask them refer to the poem given on the page 64 and read it aloud</p>

	<p>to know its rhyming scheme. Encourage them to enjoy reading the poem with rhyming scheme.</p> <p>(20 mins)</p> <p><b>Presentation:</b></p> <p>Towards the end of the lesson, if any group has completed the rainbow model, then ask them to come forward and present it to the entire class. Ask the presenting group to say a few lines about their rainbow project. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage all students to participate in rainbow model preparation activity. This would inculcate the spirit of team work amongst students.</p>
05 mins	<p><b>Wrap up (Writing)</b></p> <p>Distribute exit slips to the students and ask them to write what they liked best about today's lesson.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review present and past continuous tenses once again.</p>

**Lesson Plan 77– Review of Unit 6**

Subject: English	Grade: 4	Term: 2nd
Week:	Unit: 6	Unit Title: The Rainbow
Lesson Plan: 77	Textbook Page/s: 64-75	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Use present and past continuous tenses in sentences correctly.
- Punctuate sentences correctly using full stops, comma, capital letters, question marks, exclamation marks, hyphen and colons.

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## **Unit 7 - Our Love for Rasoolullah**

### **Unit Overview**

Unit 7 is an episode from the life of the Holy Prophet ﷺ related to his kindness, forgiveness and mercifulness. Our Holy Prophet ﷺ used to forgive those who had been unkind to him. We should follow in his footsteps and learn to forgive people.

Unit 7 encourages us to forgive as forgiveness will lead to feelings of understanding, empathy and compassion for the one who hurt you. Forgiveness doesn't mean forgetting or excusing the harm done to you. It means being mature enough to not let the hurtful feelings get you down.

Forgiveness brings peace that helps you go on with life.

### **Modal Answers**

#### **Exercise A**

**Answer the following questions.**

- Muslims learned that we should always follow the advice is given to us by the Holy Prophet (Peace be upon him). We must never disobey him under any condition, otherwise we will suffer heavy losses.
- Nasiba was the daughter of Ka'b, who gave her allegiance to the Holy Prophet (Peace be upon him). She put herself in danger to protect the Holy Prophet (Peace be upon him). She fought so bravely that the Holy Prophet (Peace be upon him) said, 'Whenever I would look to my right or left, I would find the Nasibah fighting.'
- The date palm was weeping badly because the Sahabah had built a pulpit for the Holy Prophet (Peace be upon him) to deliver his sermon from and the Holy Prophet left the date palm.

#### **Exercise B**

##### **Questions for Discussion**

- We can show our love to the Holy Prophet, peace be upon him by following the path of Allah he showed us. We must believe in Oneness of Allah, pray five times a day, give zakat, offer Hajj and firmly believe in the Day of Judgement.
- Encourage students to refer to library books which have stories about the Holy Prophet. Alternatively, they can also look for different stories on the internet.

#### **Exercise C**

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

#### **Exercise D**

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

### Exercise E

Identify future continuous tense in the following sentences.

- I **will be helping** Rehan at the library tomorrow.
- Who **will be waiting** for me when I arrive in Karachi?
- My mother **will be sleeping** in the afternoon.
- I **will not be helping** you solve the questions.
- The Principal **will be expecting** good behaviour from you.

### Exercise F

Circle conjunctions in each sentence.

- My favourite colours are green **and** brown.
- I ate it **because** I was hungry.
- Would you like to have some juice **or** tea?
- The shop was closed, **so** I went home.
- I didn't bring the bag **because** it was too heavy.
- He'll come here **if** we invite him.
- I like bananas **but** my mother likes apples.
- I'd love to go to the park right now, **but** I have homework to do.

### Exercise G

Make more sentences using the following words.

Otherwise:

- Please eat your soup while it is still warm **otherwise** it will lose its taste.

Then:

- Both straight. For a while, **then** take a right turn. Your destination will be on the left.

Next:

- First, boil the water, **next** for some tea and sugar and let the mixture boil for at least 15 minutes.

**Exercise H****Fill in the blanks**

- Sprinkle.
- Shred.
- Splits.
- Strong.
- Scrub.

**Exercise I****Anagrams**

- State – Estate
- Dusty – Study
- Thing – Night
- Race – Care
- Heart - Earth

**Exercise J**

Tell students to perform the dialogues with expressions. Encourage them to perform these dialogues without reading them from the book. Tell students they are more than welcome to make their own dialogues. Slowly and gradually, enable them to write their own script. Facilitate students in performing their own role plays, with expressions and props.

**Lesson Plan 78**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

Lesson Plan: 78

Textbook Page/s: 76-79

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn that:

- Our Holy Prophet ﷺ used to forgive those who had been unkind to him. We should follow in his footsteps and learn to forgive people.
- Forgiveness will lead to feelings of understanding, empathy for the one who hurt you. --Forgiveness doesn't mean forgetting or excusing the harm done to you. It means being mature enough to not let the hurtful feelings get you down.
- Forgiveness brings peace that helps you go on with life

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 know about battle of Uhad?</p> <p>Do a brainstorming session with them. Make a mind map and note all information given by the students on the board.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read about the incidents that occurred in Battle of Uhad and how Muslims expressed their love for Rasoolullah صلى الله عليه وسلم</p>

**Reading:**

Divide the class into groups. Now ask them to read the chapter – Our love for Rasoolullah صلى الله عليه وسلم thoroughly and find the meanings of any words they find difficult. (10 mins)

**Listening and Speaking:**

Now ask students what they have understood from the chapter. Generate a discussion around the chapter by asking these questions:

- What happened in the battle of Uhad?
- What were the consequences of the battle?
- What many Muslims got martyred?
- How did a woman from al-Ansar react when she heard the news about the Holy Prophet صلى الله عليه وسلم ?
- Who was Nasibah and how did she show her allegiance with the Holy Prophet صلى الله عليه وسلم ?
- What was Bilal al-Habshi's reaction when he was on his death bed?
- Why was the date tree crying and how did the Holy Prophet صلى الله عليه وسلم calm it down?
- What do all these stories tell us?
- What is the lesson that we learn from this chapter?

Encourage students to find answers of these questions in the chapter. Do not explain them the entire chapter but encourage them to understand it on their own. (15 mins)

**Differentiated Plan:**

Some students might face difficulty in understanding the chapter. Do ask them all the questions given above specifically. If they are unable to answer, ask a fast learner to answer it on their behalf and then explain it to them in detail. You might have to provide struggling learners some details about the chapter, but do not even explain them the entire chapter. Let students develop their comprehension skills.

Ask fast learners to help struggling learners understand the lesson.



05 mins	<b>Wrap up (Writing):</b> Distribute exit slips to students. Ask them to answer these questions:  -Which incident (out of all given in the chapter) inspired you the most and why?  - What lesson do we learn from the battle of Uhad?
05 mins	<b>Homework assignment:</b>  Read chapter 7 once again thoroughly.

**Lesson Plan 79**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

Lesson Plan: 79

Textbook Page/s: 80

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn that:

- Our Holy Prophet صلى الله عليه وسلم used to forgive those who had been unkind to him. We should follow in his footsteps and learn to forgive people.
- Forgiveness will lead to feelings of understanding, empathy and compassion for the one who hurt you. -
- Forgiveness doesn't mean forgetting or excusing the harm done to you. It means being mature enough to not let the hurtful feelings get you down.
- Forgiveness brings peace that helps you go on with life

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask students if they remember what they did in the last lesson. Ask these questions to evaluate if they have understood the chapter clearly:</p> <ul style="list-style-type: none"> <li>-Who was Nasibah?</li> <li>-How did Bilal Habshi react on his death bed?</li> <li>-Why did Muslims lose the battle of Uhad?</li> <li>-How did Holy Prophet صلى الله عليه وسلم console the crying date tree?</li> </ul>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p>

	<p>Tell students they will solve question answers related to chapter 7 in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask students to read questions 1-3 of Exercise A in pairs, think of answers and then discuss their respective answers with each other.</p> <p>Once done, ask students to read questions 1-2 Exercise B in pairs, think and discuss answers with each other.</p> <p>Once students have discussed answers, encourage them to share their answers of Exercise A and B with you. Appreciate if their answers are correct, else tweak their understanding. If students can't think of any stories for question 2 Exercise B answer, then ask them to do Q2 as homework. (15 mins)</p> <p><b>Writing:</b></p> <p>Now, ask students to write answers of Exercise A in their notebooks. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to answer questions. While others are doing their written work, explain them the chapter once again briefly. Encourage struggling students to find answers in the chapter themselves and write it in their own words.</p> <p>If fast learners complete their work earlier, ask them to answer the following questions so they don't disturb the class:</p> <ul style="list-style-type: none"> <li>-How did the woman from al-Ansar react when she heard about the defeat of Muslims in the battle of Uhad?</li> <li>-Why did the archers leave their positions at the top of Jabal Rumah?</li> </ul>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask students what they liked about chapter 7?</p> <p>Also, ask them if they think Muslims of today sincerely follow in the footsteps of the Holy Prophet صلى الله عليه وسلم or not?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Look for stories in Q2 Exercise B.</p>

**Lesson Plan 80**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

Lesson Plan: 80

Textbook Page/s: 80

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Consult a dictionary to check the correct meaning and synonyms of difficult words.
- Learn appropriate vocabulary words for different objects, feelings and expressions. Use vocabulary words in written and oral communication.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries, small chart papers

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask students if they are doing well. Ask them if they remember the incident of battle of Uhad – chapter 7? Ask them if they think Muslim should have left their place? Ask students how should one show their love and respect for Rasoolullah صلى الله عليه وسلم ?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will find meanings of difficult words and use them in their own sentences.</p> <p><b>Reading, Writing:</b></p> <p>Divide students into groups. Distribute small chart papers to students. Ask them to read the chapter and find meanings of the words written in red in the chapter, Exercise C as well of</p>

	<p>meanings of words given in Exercise D. Tell them to write the meanings of words on the chart paper. (10 mins)</p> <p><b>Listening and Speaking (Presentation):</b></p> <p>Now ask students to present their chart (meanings written on it) to the rest of the class. Different groups can present different meanings. The idea is to let students share meanings of different words amongst themselves.</p> <p>(5 mins)</p> <p><b>Writing:</b></p> <p>Now ask students to make sentences of words given in Exercise D.</p> <p>Once done, encourage students to share their sentences with the rest of the class. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in finding meanings. Help them use a dictionary. Encourage them to find meanings of as many words as they can. Don't force to find meanings of all the words for they might be a bit slow in following instructions. Show them how to use a dictionary.</p> <p>Also, tell them to refer to example sentences given on pages 80 while doing Exercise D.</p> <p>If fast learners manage to complete Exercise C and D earlier, ask them to find meanings of the following words:</p> <ul style="list-style-type: none"> <li>• Conquest</li> <li>• Life-threatening</li> <li>• Embrace</li> <li>• Obedient</li> </ul>
<p>05 mins</p>	<p><b>Wrap up:</b></p> <p>Distribute exit slips to the students. Ask them to choose any two words from the chapter and make their sentences (these words should be different from the ones given in Exercise D.)</p>
<p>05 mins</p>	<p><b>Homework assignment:</b></p> <p>Review words, meaning and sentences (Ex C and D).</p>

**Lesson Plan 81**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

الله عليه وسلم صلى الله عليه وسلم

Lesson Plan: 81

Textbook Page/s: 81

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Understand the future continuous tense in detail

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of Future Continuous Tense.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them if they remember the present and past continuous tenses. Ask them to make one sentence of present and one of past continuous tense. Write them on the board and ask students to identify the structure of both continuous tenses.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study future continuous tense in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write this sentence on the board and ask students to identify its structure:</p> <p>I will be sharing the list very soon.</p> <p>Discuss the structure of future continuous tense in detail with the students. Tell them the use of will + be + ing in this tense.</p>

Make a few examples sentences for students to understand the structure of future continuous tense clearly. Use this chart if you want:

**Future Continuous Tense**

Future Continuous Tense indicate an action which will be in progress at some definite time in the future.

POSITIVE (+)	NEGATIVE (-)	QUESTION (?)
I will be starting	I will not be starting	Will I be starting
You will be starting	You will not be starting	Will you be starting
He will be starting	He will not be starting	Will he be starting
She will be starting	She will not be starting	Will she be starting
It will be starting	It will not be starting	Will it be starting
We will be starting	We will not be starting	Will we be starting
You will be starting	You will not be starting	Will you be starting
They will be starting	They will not be starting	Will they be starting

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(15 mins)

Next, in pairs, ask students to read sentences given in Exercise E on page 81 and identify the future continuous tenses in sentences.

(5 mins)

Once students have identified the structure of future continuous tenses, discuss each sentence in detail.

(5 mins)

**Writing:**

Ask students to write answers of Exercise E in their notebooks.

(5 mins)

**Differentiated Plan:**

Some students might have difficulty in understanding the future continuous tense. Explain them the structure clearly and as many times as they want. Use examples given in the chart to help them understand the structure of F.C.T. Encourage them to make a few sentences so they become well-versed with F.C.T.

If fast learners complete their work earlier, ask them to assist struggling learners in identifying the F.C.T in sentences given in Exercise E.

03 mins	<b>Wrap up:</b> Quickly review Future Continuous Tense and its structure.
02 mins	<b>Homework assignment:</b> Review Exercise E on page 81.



**Lesson Plan 82**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

Lesson Plan: 82

Textbook Page/s: 81

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 future continuous tense in sentences of their own

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them what they remember about future continuous tenses from previous lessons. Ask them the structure of future continuous tenses and its uses.</p> <p>Next, ask students to make a few sentences (orally) containing future continuous tense. Write one or two sentences on the board.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do more practice of future continuous tense in today's lesson.</p> <p><b>Reading, Listening and Speaking, Writing:</b></p> <p><b>Practice questions</b></p> <p>Tell students to:</p> <p><b>Q1- Identify the future continuous tense in the following sentences.</b></p>

	<p>1-He will be sleeping in the afternoon.</p> <p>2-I will be visiting you next summer.</p> <p>3-Won't we be doing some gardening tomorrow morning?</p> <p>4-The baby will be eating porridge for breakfast.</p> <p>5-Saad said he will not be playing football this weekend.</p> <p>6-Sonia will be washing clothes this evening.</p> <p>7-I think it will be raining tonight.</p> <p>8-She will be reading at least three books during summer vacations.</p> <p>9-Ali will be doing the dishes today.</p> <p>10-I will be writing an essay on 'My Country'.</p> <p><b>Q2- Write at least three sentences containing future continuous tense.</b></p> <p>(25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in identifying the future continuous tense in sentences given above. While others are busy doing their written work, explain the concept again to these students.</p> <p>Do sentence 1 as a sample for them to understand F.C.T.</p> <p>Now, encourage them to do practice questions on their own. Monitor their work closely.</p>
08 mins	<p><b>Wrap up</b></p> <p>Discuss answers to question 1 with the class. Ask different students to give answers, especially the struggling students. If their answer/s is wrong, then correct them and explain the reason.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review FCT question 1 and 2 as homework.</p>

**Lesson Plan 83**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

Lesson Plan: 83

Textbook Page/s: 81-83

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn about conjunctions in detail

**Teaching Aids/Materials/Resources:**

- Textbook

- Board &amp; Marker

-Conjunctions chart (and, or, but, so, because, if)

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Write 'conjunctions' on the board and ask students if they know what conjunctions are and what they do? Do a mind mapping session about conjunctions with the students. Write all conjunctions that students can think of on the board esp. and, or, but, so, because, if.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study about conjunctions in detail in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask students if they can identify the most common conjunctions from the mind mapping activity they just did. Make a list of common conjunctions on another side of the board (and, or, but, so, because, if).</p>

Ask students to discuss situations where conjunctions (and, or, but, so, because, if) are used. Tweak their understanding if required. Discuss the use of each conjunction clearly.

Use this chart if you want:

**COORDINATING CONJUNCTIONS**

**CONJUNCTIONS • MEANINGS • EXAMPLES**

- **FOR** • **Because** • I have to find a new job, for I am unemployed.
- **AND** • In addition to • Please calm down, Let's wait and see.
- **NOR** • **And not** • Neither my parents, nor my friends supported me.
- **BUT** • **However** • I have got a home, but I haven't got a car.
- **OR** • **Either** • Does Clark have any brothers or sisters?
- **YET** • **But** • He says nice words, yet you don't trust him.
- **SO** • **Therefore** • My daughter is very smart, so everybody likes her.

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### Conjunctions

<b>Because</b>	<b>Because</b> is used to show reason.	She usually eats at home, <b>because</b> she likes cooking.
<b>Although</b>	<b>Although</b> is used to show two opposite statements.	<b>Although</b> he speaks seldom, he says meaningful words.
<b>Whereas</b>	<b>Whereas</b> is used to show contrast.	She is very funny <b>whereas</b> he is boring.
<b>But</b>	<b>But</b> is used to join two ideas that are opposites.	I am very hungry, <b>but</b> the fridge is empty.
<b>Besides</b>	<b>Besides</b> means in addition to, also. It is a preposition.	She speaks three languages <b>besides</b> Spanish.
<b>Unlike</b>	<b>Unlike</b> means different from, not similar to.	Jack is completely <b>unlike</b> his father.
<b>Therefore</b>	<b>Therefore</b> is used to show the result /effect of an action.	She came first. <b>Therefore</b> she got a good seat.
<b>Provided</b>	<b>Provided</b> means if or only if.	They can listen to music <b>provided</b> they disturb nobody.
<b>Unless</b>	<b>Unless</b> means; except on the condition that	You don't need to go <b>unless</b> you want to.
<b>Since</b>	<b>Since</b> is used to show result.	<b>Since</b> I see you, I am better.
<b>So</b>	<b>So</b> is used to show result.	Whoever says <b>so</b> is a liar.
<b>If</b>	<b>If</b> is used to show condition.	Let me know <b>if</b> you go to the school.
<b>Yet</b>	<b>Yet</b> shows contrast or joins opposites.	We haven't finished eating the watermelon <b>yet</b> .
<b>After</b>	<b>After</b> tells us about order, sequence.	I can pass <b>after</b> the green light is on.

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Use because and if from this list)

Now encourage pupils to think of different sentences in which these conjunctions could be used. Write a few sentences made by the students on board and underline the relevant conjunction.

Ask students to read the exercise on conjunctions given on pages 81-82 in pairs. (20 mins)

**Writing:**

In pairs, ask students to circle conjunctions in the sentences given in Exercise F.

	<p>(5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in understanding the conjunctions (and, or, but, so, because, if). While others are busy in their written work, make a separate group of those students who haven't understood conjunctions. Use the chart of conjunctions to explain them where and how to use each conjunction. Do example sentences from the chart or make a few example sentences for their reference.</p> <p>You can also encourage students to make sentences using conjunctions (and, or, but, so, because, if).</p> <p>If fast learners get done with their work earlier, ask them to make a sentence using these conjunctions:</p> <p>and, or, but, so, because, if.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Ask students to make a sentence of any one conjunction.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review pages 81-82 and Exercise F again.</p>

**Lesson Plan 84**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our love for Rasoolullah صلى

Lesson Plan: 84

Textbook Page/s: 83

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn about transitional devices in detail

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips, chart papers

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them what they remember learning about conjunctions from the previous lesson. Encourage students to make sentences of each conjunction orally.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about transitional devices in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write the following sentence on board and ask students to identify the words that are connecting/linking one part of the sentence with the other part.</p> <p>Sentence: I will call you, then you tell me the details.</p> <p>Discuss with students that at times when sentences have two parts where different ideas are discussed, they are joined by</p>

words called transitional devices. Tell students transitional devices are used to connect paragraphs as well.

Use this chart to help them understand transitional devices better.

**TRANSITION WORDS & PHRASES**

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**ORDER TRANSITION WORDS**

- **First**  
First, I'll explain the rules of the game.
- **Second**  
Second, wish you will love English and make progress every day!
- **Third**  
Third, they accused the West of dumping out-of-date medicines on Third World countries.
- **Next**  
Next, We have overspent. We'll have to let up our expenditures.
- **Then**  
Since you left crushing the dream with, then I choose in perishing in addition.
- **Finally**  
Finally, he returned to the official line from which he had swerved.
- **Lastly**  
Lastly, I would like to thank my parents for all their support.
- **Moreover**  
They knew the painting was a forgery. Moreover, they knew who had painted it.
- **In addition**  
In addition, there are six other applicants.

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(15 mins)

### Writing:

Divide students into groups. Distribute them chart papers and ask them to make sentences of the following transitional devices:

Then

Next

Lastly

Otherwise

(10 mins)

### Differentiated Plan:

Some students might face difficulty in understanding the transitional devices. While others are busy in making sentences, explain struggling students that transitional also connect two parts of a sentence just like conjunctions. Use examples given in the chart to explain better. You can also make a few sentences to help them understand the concept of transitional devices.

	If fast learners manage to sentences earlier, encourage them to make sentences of more transitional devices such as: finally, moreover and in addition as mentioned in the chart.
05 mins	<b>Wrap up (Class Discussion):</b> Ask students to read their sentences out loud to their classmates. Encourage the class to give constructive feedback to the student presenting his/her sentences.
05 mins	<b>Homework assignment:</b> Review transitional devices sentences made in class again at home.



**Lesson Plan 85**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

Lesson Plan: 85

Textbook Page/s: 83-84

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn about trigraphs

**Teaching Aids/Materials/Resources:**

- Textbook

- Board &amp; Marker

-Tape recorder/laptop/desktop

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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're doing. Write these words on the board and ask students to pronounce them:</p> <ul style="list-style-type: none"> <li>• Sphere</li> <li>• Three</li> <li>• Pure</li> <li>• Fridge</li> </ul> <p>While pronouncing, ask students to notice the sound made by three letters together. Ask them to make that sound of each word one by one.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn to produce the sounds of trigraphs in today's lesson.</p>

	<p><b>Reading, Listening and Speaking:</b></p> <p>Play the pronunciation of the following words for students and encourage them to repeat after.</p> <ul style="list-style-type: none"> <li>• Repair</li> <li>• Screen</li> <li>• Batch</li> <li>• Pure</li> <li>• Three</li> <li>• Strawberry</li> <li>• Square</li> <li>• Sphere</li> <li>• Beard</li> <li>• Fridge</li> <li>• Night</li> </ul> <p>Discuss with them the sounds made by three letters together. These are called trigraphs. (15 mins)</p> <p><b>Writing:</b></p> <p>Now ask students to do Exercise H in pairs.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to pronounce words correctly. While others are busy with their written exercise, play the pronunciation one again for these students and encourage them to repeat after it. Help them recognize that three letters have the same sound hence they are trigraphs.</p> <p>If fast learners get done earlier, ask them to think of a word with the following trigraphs:</p> <p>-Shr</p> <p>-Scr</p> <p>-Spl</p>
05 mins	<b>Wrap up:</b>

	Encourage students to think and write one with the following trigraphs:  -Spr  -Str
05 mins	<b>Homework assignment:</b>  Review trigraphs on pages 83-84 once again.

**Lesson Plan 86**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

Lesson Plan: 86

Textbook Page/s: 84

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn about anagrams.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Write this word on the board and encourage students to make another word (anagram) from it by shuffling letters.</p> <p>Silent</p> <p>Encourage students to work in groups if they want.</p> <p>Now tell students that 'listen' is another word we can make from silent. Tell them that other words which are made from the original word by shuffling letters are called <b>anagrams</b>.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about anagrams in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write the following words on the board and ask students to think of their anagrams individually.</p>

	<p>-Elbow</p> <p>-Cat</p> <p>-Save</p> <p>-Inch</p> <p>Discuss the anagrams once students are done. (15 mins)</p> <p><b>Writing:</b></p> <p>Now, divide students into groups and ask them to think of anagrams of the words given in Exercise I. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to make anagrams. Encourage fast learners to help them think of anagrams. Or ask fast learners to make anagrams of the following words:</p> <p>Tap</p> <p>Rats</p> <p>Buys</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to the students. Ask them to write anagram of these words:</p> <p>Trap</p> <p>Knee</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review anagrams on page 84 again.</p> <p>Find differences between fact and opinion and write them on a chart.</p> <p>Read Exercise J on page 85.</p>

**Lesson Plan 87**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

Lesson Plan: 87

Textbook Page/s: 85

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Listen and speak to ask and answer questions, perform a dialogue, engage in a conversation and hold a discussion.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Props like school bag, chart with difference between fact and opinion mentioned on it, exit slip

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them if they have found and written the difference between fact and opinion on a chart. See their charts and tell them to get ready for the role play.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a role play in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Divide students into groups and ask them to read dialogues given in Exercise J.</p> <p>Then invite two students to come forward in class and perform the role play. They can read from the book or make their own dialogues. Encourage them to improvise so they know how to communicate smoothly.</p>

	<p>Once the role play is over, ask students what they've learnt from Exercise J. Ask them the difference between fact and opinion. Ask them if they like tomatoes in their curry. Ask students how pollution threatens life on earth and what can we do to curb it?</p> <p>Generate a discussion around the difference between fact and opinion by probing students.</p> <p>(25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in performing the play. Encourage them to participate in the role play and learn to deliver dialogues confidently in front of a crowd.</p>
05 mins	<p><b>Wrap up (Writing):</b></p> <p>Distribute exit slips to students. Ask them to write the difference between fact and opinion on the slip.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read Exercise J on page 85 again.</p>

**Lesson Plan 88**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

Lesson Plan: 88

Textbook Page/s: 81-83

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Understand the future continuous tense in detail.
- Learn the difference between conjunctions and transitional devices in detail.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Worksheet of future continuous tense and conjunction

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them if they remember the structure of future continuous tense and conjunctions. Do a quick revision of the two concepts: Conjunctions join two words or two parts of a sentence</p> <p>Future continuous tense describes an action which will take place in future and continue in future.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a worksheet on conjunctions and future continuous tense for practice in today's lesson</p> <p><b>Reading and Writing:</b></p> <p>Distribute the following worksheet on future continuous tense and ask students to attempt it in groups. Allow them to refer</p>



to the structure given in the textbook on page 81 for reference. (10 mins)

Worksheet is attached.

**Listening and Speaking:**

Once students are done, discuss the answers. Ask each group to fill in at least one blank of the worksheet. Don't tell the answers, encourage students to do it on their own.

(5 mins)

**Reading and Writing:**

Next, give students the following worksheet on conjunctions to solve.

Worksheet is attached.

(10 mins)

**Differentiated Plan:**

Some students might find it difficult to solve both the worksheets. While others are doing their written work, help them with revise the two concepts again using the textbook. You can use sample sentences like, 'I will be taking a test tomorrow', 'She will be playing with the dolls when I reach home' to explain future continuous tense again.

Similarly, refer to example sentences given in the textbook to review the conjunctions.

If fast learners get done with both the worksheets earlier, then ask them to solve the following F.C.T. sentences.

- They \_\_\_\_\_ for the membership of the club. (apply)
- \_\_\_\_\_ your mother \_\_\_\_\_ a cake for us tomorrow? (bake)
- My grandfather \_\_\_\_\_ to Multan tomorrow. (travel)
- The students \_\_\_\_\_ their graduation ceremony on Thursday. (have)
- I \_\_\_\_\_ for Karachi next month. (leave)

05 mins	<b>Wrap (Class Discussion):</b>  Once students are done with conjunctions worksheet, discuss the answers. Ask each group to fill in at least one blank of the worksheet. Don't tell the answers, encourage students to do it on their own.
05 mins	<b>Homework assignment:</b>  Review worksheets on conjunctions and future continuous tense again.

**Lesson Plan 89– Review of Unit 7**

Subject: English

Grade: 4

Term: 2nd

Week:  
الله عليه وسلم

Unit: 7

Unit Title: Our Love for Rasoolullah صلى

Lesson Plan: 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:

- Use future continuous tense in sentences correctly
- Identify and use conjunctions

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## Unit 8 – Friends

### Unit Overview

Unit 8 establishes that Nature is beautiful. One must observe, enjoy and feel the beauty of nature. It is always around us. Nature is very serene and soothing. We must not be afraid of it, rather we should enjoy its beauty. We must thank Allah for granting us beautiful, bright, sunny days, clear, blue skies and gentle breezes. These all are His blessing for His beings. And that we must be thankful to Him.

### Modal Answers

#### Exercise A

Answer the following questions.

- The poetess is talking about the Mother Nature and her relationship with us in the poem. She is telling us how Mother Nature is always around us and never abandons us no matter what.
- The friends are the forces of Nature: Sky, Sunshine, Wind.
- She is comparing because sunshine takes care of the boy and nurture him, just the way a mother takes care of her baby.
- She says so because a child must remember that Mother Nature is always around us. We might not be able to see her, but we can surely feel her love and care.

#### Exercise B

##### Questions for Discussion

- Nature is vital because it provides us all the essential elements, we need to stay alive and grow. For example, it provides us warmth, food, shelter, freshness and calmness, which are important for our survival.
- Yes, I enjoy the breeze. It feels soft as a feather and cool as a cucumber. I feel relaxed, fresh and calm. A sunny day feels bright and warm. I want to go out and play on a sunny day. A rainy day feels joyful. There's water everywhere and we get to jump in the rain.

#### Exercise C

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

#### Exercise D

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a

few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

### Exercise E

**Change the following sentences into present perfect tense.**

- 1- I **have lived** in Karachi all my life.
- 2- 'I **have finished** all the household work. May I read a book now?' asked the girl.
- 3- Saima **has taken** this test already. You should take it too.
- 4- Danish **has worked** in this bank for five years.
- 5- He just **has walked** out of my office.
- 6- Bina **has completed** her medical education successfully earlier this year.
- 7- The parents **have allowed** their children to go on an excursion trip.
- 8- The teacher **has explained** this chapter a few times before.

### Exercise F

**Identify the types of adverbs in the sentences given below.**

- I usually lock the door at night myself. (Adverb of frequency.)
- Hamid's daughter ran towards him and gave him a warm hug. (Adverb of place.)
- My friends and I visit the museum quite often. (Adverb of frequency.)
- Why are you sitting here? Go sit there. (Adverb of place.)
- The assignment is due tomorrow. Don't forget to submit it. (Adverb of time.)
- My grandfather regularly goes for a walk. (Adverb of frequency.)
- We should read the Holy Quran daily. (Adverb of frequency.)
- Would I find jam in the first row please asked the customer. (Adverb of place.)
- I must visit my village at least twice a year. (Adverb of time.)
- I kept my notebook right here. I don't know who took it, said the boy. (Adverb of place.)

### Exercise G

**Underline all the adverbs in the sentences given below.**

- I always brush my teeth before going to bed. (Adverb of frequency)
- My aunt usually bakes a large pizza on Saturdays. (Adverb of frequency)

- Let's talk about this problem calmly, and find a solution. (Adverb of manner)
- The boy carefully picked up all the books from the table. (Adverb of manner)
- Let's have lunch here. It's a nice restaurant. (Adverb of place)
- The milkman arrives at 9 am every day. (Adverb of frequency)
- My grandmother is terribly upset with me. (Adverb of degree)
- I have looked for my keys everywhere, but I can't find them anywhere. (Adverb of place)
- He always apologizes for his mistakes. (Adverb of frequency)
- I'm absolutely excited about moving back to Karachi. (Adverb of place)

### Exercise H

Use any five similes in your own sentences.

- During the fight, Ali stayed as calm as a cucumber.
- The manager hardly has any time; he is as busy as a bee.
- This pillow is soft like velvet. Sleep on it.
- This tea is as sweet as honey.
- The test was as easy as ABC.

### Exercise I

Tell students to perform the dialogues with expressions. Encourage them to perform these dialogues without reading them from the book. Tell students they are more than welcome to make their own dialogues. Slowly and gradually, enable them to write their own script. Facilitate students in performing their own role plays, with expressions and props.

**Lesson Plan 90**

Subject: English	Grade: 4	Term: 2nd
Week:	Unit: 8	Unit Title: Friends
Lesson Plan: 90	Textbook Page/s: 86	Duration: 40 minutes
Teacher	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Interpret that Nature is very serene and soothing. We must not be afraid of it, rather we should enjoy its beauty.
- Learn that we must thank Allah for granting us beautiful, bright, sunny days, clear, blue skies and gentle breezes. These all are His blessing for His beings. And that we must be thankful to Him.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask students how many friends do they have? Encourage them to name some of their friends.</p> <p>Now ask them if they think there could some friends in their natural surrounding as well? Students will get puzzled. Ask them if wind, sun and rain could be their friends? Probe them if they answer yes or no.</p> <p>Ask students to form a line as they'd be going outdoors to read a poem, 'Friends'.</p>
30 mins	<b>Lesson structure</b>

**Instructions:**

Tell students they will read a poem, 'Friends' in today's lesson.

**Reading:**

Ask students to turn to page 86 in their textbooks and read the poem 'Friends' in groups. Ask them to find the meaning of any difficult words using a dictionary. Give students enough time to read and discuss the poem on their own.

(10 mins)

**Listening and Speaking:**

Now ask them what they've understood from the poem. Ask the following questions to see what they've understood from the poem. Steak their understanding where required.

-Why have the poet given Sky, Sunshine and Wind human like feel in the poem?

-What is the Sky doing to the poetess?

-What are Sunshine and Wind doing to her?

-Why is the poet comparing Sunshine to mother?

-What can the poetess and child feel about the Wind?

-Why is the poetess calling the three her friends?

-Why should a child never feel fearful?

-What do the three friends do for the child?

-Who protects the child?

-How are three nature friends, Sunshine, Wind and Sky able to protect the child?

Do not explain the poem stanza by stanza, instead develop a general understanding of the poem so students are able to read and understand poems on their own.

(15 mins)

**Writing:**

Encourage students to write the meanings of difficult words in their notebooks.

(5 mins)



	<p><b>Differentiated Plan:</b></p> <p>Some students might not have understood the poem at all. While asking questions, focus on the struggling students and briefly explain each answer. Then, once others are busy finding the meanings of difficult words, form a separate group of these students and start asking them the same questions given above, to enhance their understanding of the poem.</p> <p>If fast learners get done with their written work quickly, ask them to help struggling students understand the poem better.</p>
04 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips and ask students to answer this question:</p> <p>-How can the three friends protect the child?</p>
01 min	<p><b>Homework assignment:</b></p> <p>Read the poem 'Friends' on page 86 again.</p>

**Lesson Plan 91**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friends

Lesson Plan: 91

Textbook Page/s: 86-87

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Realize that Nature is very serene and soothing. We must not be afraid of it, rather we should enjoy its beauty.
- Learn that We must thank Allah for granting us beautiful, bright, sunny days, clear, blue skies and gentle breezes. These all are His blessing for His beings. And that we must be thankful to Him.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask them if they remember what they learnt in the previous lesson about the poem, Friends? Ask them following questions to recall the poem:</p> <ul style="list-style-type: none"> <li>-Who were the friends that the child had?</li> <li>-How do they protect him?</li> <li>-What was Sunshine doing to the child?</li> <li>-What did the child feel about the wind?</li> <li>-What was the sky doing to the child?</li> </ul>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do questions and answers related to the poem in this lesson.</p>

	<p><b>Reading, Listening and Speaking:</b></p> <p>Divide students into groups and ask them to discuss question 1-4 of Exercise A and questions 1-2 of Exercise B. (10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students are done discussing the answers amongst themselves, ask each group to tell you the answer. Appreciate if their answer is correct, else tweak their understanding. (5 mins)</p> <p><b>Writing:</b></p> <p>Ask students to write answers of Exercise A in their notebooks. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to answer questions in Exercise A and B. During group discussion go over to these struggling students and help them understand the question. Probe them so they can get to the correct answer themselves. These students might be slow in understanding the question.</p> <p>Alternatively, you can ask struggling students to answer questions 1-3 instead of all four as they might be a bit overwhelming for these students.</p> <p>If fast learners get done with their work earlier, ask them to answer the following question:</p> <p>-Write the gist of the poem ‘Friends’ in your own words.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips and encourage students to answer the following question individually.</p> <p>-Do you think we can call Nature our friend? Why or why not? Give at least one reason for your answer.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Answer questions 1-2 of Exercise B on page 87 once again with your family and siblings.</p>

**Lesson Plan 92**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friends

Lesson Plan: 92

Textbook Page/s: 87-88

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Consult a dictionary to check the correct meaning and synonyms of difficult words.
- Learn appropriate vocabulary words for different objects, feelings and expressions. Use vocabulary words in written and oral communication.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries, exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask students what they've learnt from the poem Friends. Discuss the moral a bit with the students. Now, ask them to take out the meanings of the difficult words they wrote in the first in their notebooks. Encourage students to quickly review the meanings of the difficult words.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will use difficult words in their own sentences.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Encourage students to review and discuss the meanings of difficult words in their notebooks in pairs. Take rounds of the</p>

	<p>class and monitor students’ conversations about the meanings of difficult words. (10 mins)</p> <p><b>Writing:</b></p> <p>Now ask students to use the difficult words in their own sentences. Encourage them to discuss their sentences with their pair before writing it in their notebooks. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to use words in their own sentences. Assist these students by explaining them the meanings again and making one or two example sentences for them.</p> <p>Also, encourage these students to refer to sample sentences given on page 88.</p> <p>Fast learners might complete their work earlier. Ask them to answer these questions so they don’t disturb the class:</p> <p>-Why, in your opinion, the poet/child rarely sees her three Nature friends?</p> <p>-Why do you think Sky was bent sweetly over the poet?</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips and ask students to write any one difficult word from the poem on it and make its sentence (different from the one they’ve written in their notebooks).</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review the meanings of all the difficult words and their meanings.</p>

**Lesson Plan 93**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friends

Lesson Plan: 93

Textbook Page/s: 88-89

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Understand present perfect tense and its usage

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of present perfect tenses

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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're doing. Ask them to tell you one difficult word they've learnt from the poem. Take answers from different students and mention them on the board.</p> <p>Now, write this sentence on the board and ask students to tell you the tense of it:</p> <p>The child has finished his work.</p> <p>If students identify the tense correctly, appreciate them, else tell them the sentence is in present perfect tense.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about present perfect tenses in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Using the example sentence above, explain students the structure of present perfect tense. Now, show them a chart of</p>

present perfect tenses and explain that present perfect tenses take has/have + past participle. For example, has completed, have worked, have lived, etc. Ask students to read the chart of present perfect tenses and identify the structure. \

You can use this chart:

### 20 Example of Present Perfect Tense

1. We **have played** football on the ground.
  2. He **has written** a letter to her friend.
  3. They **have worked** in the field.
  4. She **has sung** a song in the classroom.
  5. I **have planted** some plants in my garden.
  6. I **have woken** early in the morning.
  7. Harry **has brushed** her teeth.
  8. My **mom has** cooked food.
  9. They **have gone** home.
  10. He **has drunk** water.
  11. He **has eaten** food at my restaurant.
  12. They **have gone** to Canada.
  13. I **have learned** all the sentences.
  14. She **has bought** a new car.
  15. We **have worn** new cloth.
  16. I **have gone** to the classroom.
  17. We **have watched** a new horror movie.
  18. I **have learned** the French language.
  19. They **have ridden** a comic book.
  20. I **have understood** all the equations.
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Once students have read and discussed the structure of the present perfect tenses, talk about the situations where present perfect tenses are used commonly. Ask students to refer to pages 88-89 of the textbook and read the information given about the present perfect tenses.

(15 mins)

#### Writing:

Ask students to make 3 sentences of present perfect tenses individually. Then, ask them to share their sentences with their pairs. Lastly, ask students to share their sentences with the entire class. You can take one example sentence from at least 4 to 5 students and write it on the board.

(10 mins)

#### Differentiated Plan:

Some students might find the present perfect tenses difficult to understand. When others are busy making and sharing sentences, pay special attention to these struggling students. You might have to explain them the structure of present

	<p>perfect tenses again. Explain them the use of has/have + past participle in these sentences.</p> <p>Encourage struggling students to make one or two sentences of present perfect tenses in your presence. Tweak them if required.</p> <p>If fast learners complete their work earlier, ask them to check and correct sentences of their pairs and other students in the class without causing disturbance.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips to the students and ask them to write the structure of present perfect tense on them.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Present Perfect Tenses given in the textbook on pages 88-89 once again.</p>



**Lesson Plan 94**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friends

Lesson Plan: 94

Textbook Page/s: 89

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Understand present perfect tense and its usage

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of present perfect tense (one mentioned above)

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم [Note: Always remember to say بسم الله رحمان الرحيم out 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. Now write these three sentences on the board and ask students to tell the tense of each one, identifying the difference in three sentences:</p> <p>I go to school every day. (Action happens daily.)</p> <p>I am going to school today. (Action happening today.)</p> <p>I have gone to this school. (Action happened in the past but is being talked about today.)</p> <p>Appreciate students if they recognise the differences and the tenses, else tell them what each tense is,</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study about present perfect simple, continuous and perfect tenses in today’s lesson.</p> <p><b>Reading, Listening and Speaking:</b></p>

Discuss the three tenses given above in detail. Tell students that:

Simple Present Tense: talks about an action that's takes place daily.

Present Continuous Tense: talks about an action happening now.

Present Perfect Tense: talks about an action that continuous from past into the present.

Do a few sample sentences for each tense so students get a clear idea of the three tenses and the difference between them.

For example:

Present tense:

I walk for half an hour daily in the park

She sits in the same chair.

He calls his mother in the afternoon.

Present Continuous Tense:

I am walking for half an hour in the park.

She is sitting in the same chair.

He is calling his mother right now.

Present Perfect Tense:

I have walked for half an hour daily in the park.

She has sat in the same chair.

He has called his mother in the afternoon.

Clear any questions students might have all the tenses and the differences between them.

(15 mins)

**Writing:**

Now, ask students to attempt (write answers in their notebooks) Exercise E on page 89 individually first. Once done, ask them to share their answers with their pairs and then with the whole class.

	<p>Give each student a chance to tell their changed sentences to the entire class. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to change sentences into present perfect tense. Help them while others are busy in their written work.</p> <p>Explain the structure of present perfect tense again and help them by doing one or two sentences. Monitor their work closely.</p> <p>Some students might get done with their work earlier. Ask them to attempt the following sentences:</p> <ul style="list-style-type: none"> <li>• Ali _____ his friend Sad in 100 metre race. (beat)</li> <li>• A mosquito _____ on his cheek. (bite)</li> <li>• _____ you _____ your passport safely. (keep)</li> <li>• The powder _____ all over the bedroom. (blow)</li> <li>• He _____ most of his money. (spend)</li> </ul>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Ask students to do a quick review of present perfect tenses. Ask them the structure of the tense and encourage them to make sentences of present perfect tense. Write them on the board.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise E on page 89 again.</p>

**Lesson Plan 95**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friends

Lesson Plan: 95

Textbook Page/s: 90-91

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Recognize Adverbs and learn how to use them in daily conversations.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of Adverbs, exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Write adverbs on the board and ask students what they know about them. Quickly recap the definition and examples of adverbs – words that describe more about adjectives and verbs, like drive carefully, awfully hot day, etc.</p> <p>Do this as mind mapping activity.</p> <p>Now ask students if they know the types of adverbs. Write as many types as they can tell and appreciate them.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn more about adverbs in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Stick the chart of adverbs on the board. Use this if you want:</p>

6 TYPES OF ADVERBS 		
TYPES	ADVERBS	EXAMPLES
<b>Adverbs of Time</b>	Already, ago, before, yet, never, yesterday, soon, lately...	<ul style="list-style-type: none"> <li>I have heard this <b>before</b>.</li> <li>I have not seen him <b>since</b>.</li> <li>I haven't spoken to her <b>yet</b>.</li> <li>She'll be here <b>soon</b>.</li> </ul> 
<b>Adverb of Frequency</b>	Always, usually, normally, often, sometimes, occasionally, once...	<ul style="list-style-type: none"> <li>It's <b>always</b> cold in this room.</li> <li>I <b>normally</b> go to the gym.</li> <li>They <b>often</b> go out for dinner.</li> <li>I <b>occasionally</b> eat junk food.</li> </ul> 
<b>Adverb of Place</b>	Here, everywhere, near, nearby, down, away, backwards, upwards...	<ul style="list-style-type: none"> <li>Is that your scarf <b>there</b>?</li> <li>I've lived <b>here</b> for about two years.</li> <li>I walked <b>backwards</b> towards the door.</li> <li>She turned her face <b>upwards</b> to the sun.</li> </ul>
<b>Adverb of Manner</b>	So, slowly, badly, beautifully, delightfully, loudly...	<ul style="list-style-type: none"> <li>The soldiers fought <b>bravely</b>.</li> <li>Is that so?</li> <li>She dresses <b>beautifully</b>.</li> <li>We waited <b>anxiously</b> by the phone.</li> </ul>
<b>Adverb of Degree</b>	Almost, fully, rather, quite, too, enough, perfectly...	<ul style="list-style-type: none"> <li>I am <b>fully</b> prepared.</li> <li>I am <b>rather</b> busy.</li> <li>She's <b>almost</b> 30.</li> <li>They're <b>perfectly</b> suited.</li> </ul> 
<b>Adverb of Affirmation</b>	Certainly, surely, apparently, obviously, no, undoubtedly...	<ul style="list-style-type: none"> <li><b>Surely</b> you are mistaken.</li> <li><b>Apparently</b>, it's going to rain today.</li> <li>The design <b>certainly</b> looks good on paper.</li> </ul>

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Discuss three types of adverbs in detail: Adverbs of Time, Place and Frequency.

Discuss what are these types and the situations in which these are used. Refer to examples given in the chart and explain each example. This might be a new concept for students, therefore do as many examples as you can to help them understand three types of adverbs.

Encourage students to ask you questions and answer them gently.

(10 mins)

**Writing:**

Now, give this worksheet to students and ask them to identify adverbs of time, place and frequency in pairs. Then share their answers with the entire class. The worksheets are slightly difficult but encourage the students to solve it.

Worksheets are attached.

(15 mins)

**Differentiated Plan:**

Some students might find it difficult to solve the worksheet. Explain them adverbs of time and place again. Tell them which words given in the box show time and place, and they have to select the most appropriate words from the box. Then, ask them to solve the sentences given in the worksheet.

	<p>For adverb of frequency, explain students they will more about how many times has an action occurred. Do an example sentence for them and then encourage students to complete the worksheet.</p> <p>If fast learners get done with their work quickly, ask them to read pages 90-91 of their textbooks explaining adverbs of time, place and frequency.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips and ask students to write one sentence about each type of adverb: time, place and frequency.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read pages 90-91, Adverbs of Time, Place and Frequency.</p>

**Lesson Plan 96**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friends

Lesson Plan: 96

Textbook Page/s: 91-92

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Recognize Adverbs and learn how to use them in daily conversations

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of adverbs, exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 what they remember about the adverbs from last class. Quickly recap three types of adverbs of time, place and frequency, and do a few sentences.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn more about types of adverbs in today’s lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Stick the chart of adverbs on the board. Use this if you want:</p>

6 TYPES OF ADVERBS 		
TYPES	ADVERBS	EXAMPLES
<b>Adverbs of Time</b>	Already, ago, before, yet, never, yesterday, soon, lately...	<ul style="list-style-type: none"> <li>I have heard this <b>before</b>.</li> <li>I have not seen him <b>since</b>.</li> <li>I haven't spoken to her <b>yet</b>.</li> <li>She'll be here <b>soon</b>.</li> </ul> 
<b>Adverb of Frequency</b>	Always, usually, normally, often, sometimes, occasionally, once...	<ul style="list-style-type: none"> <li>It's <b>always</b> cold in this room.</li> <li>I <b>normally</b> go to the gym.</li> <li>They <b>often</b> go out for dinner.</li> <li>I <b>occasionally</b> eat junk food.</li> </ul> 
<b>Adverb of Place</b>	Here, everywhere, near, nearby, down, away, backwards, upwards...	<ul style="list-style-type: none"> <li>Is that your scarf <b>there</b>?</li> <li>I've lived <b>here</b> for about two years.</li> <li>I walked <b>backwards</b> towards the door.</li> <li>She turned her face <b>upwards</b> to the sun.</li> </ul>
<b>Adverb of Manner</b>	So, slowly, badly, beautifully, delightfully, loudly...	<ul style="list-style-type: none"> <li>The soldiers fought <b>bravely</b>.</li> <li>Is that <b>so</b>?</li> <li>She dresses <b>beautifully</b>.</li> <li>We waited <b>anxiously</b> by the phone.</li> </ul>
<b>Adverb of Degree</b>	Almost, fully, rather, quite, too, enough, perfectly...	<ul style="list-style-type: none"> <li>I am <b>fully</b> prepared.</li> <li>I am <b>rather</b> busy.</li> <li>She's <b>almost</b> 30.</li> <li>They're <b>perfectly</b> suited.</li> </ul> 
<b>Adverb of Affirmation</b>	Certainly, surely, apparently, obviously, no, undoubtedly...	<ul style="list-style-type: none"> <li><b>Surely</b> you are mistaken.</li> <li><b>Apparently</b>, it's going to rain today.</li> <li>The design <b>certainly</b> looks good on paper.</li> </ul>

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Discuss two types of adverbs in detail: Adverbs of Manner and Degree.

Discuss what are these types and the situations in which these are used. Refer to examples given in the chart and explain each example. Explain that adverbs of manner refer to how an action is performed while adverbs of degree show the intensity of an action.

This might be a new concept for students, therefore do as many examples as you can to help them understand two types of adverbs.

Encourage students to ask you questions and answer them gently.

(10 mins)

**Writing:**

Now, give this worksheet to students and ask them to insert adverbs of manner and degree in pairs. Explain degree shows the intensity of an action and manner how an action is performed. Then share their answers with the entire class. The worksheets are slightly difficult but encourage the students to solve it.

Worksheets are attached.

(15 mins)

**Differentiated Plan**



	<p>Some students might find it difficult to solve the worksheet. Explain them adverbs of manner and degree again and then ask them to insert the most appropriate words the sentences. Do an example sentence for them. Encourage students to complete the worksheet.</p> <p>If fast learners get done with their work quickly, ask them to read pages 91-92 of their textbooks explaining adverbs of manner and degree.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Ask students to write one sentence of each type of degree on the exit slips.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read pages 91-92 Adverbs of Manners and Degree from the textbooks again.</p>

**Lesson Plan 97**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friends

Lesson Plan: 97

Textbook Page/s: 92

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Recognize Adverbs and learn how to use them in daily conversations

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Charts of Adverbs, exit slip

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask students to quickly recap five types of adverbs. Ask them to make one example sentence of each type of adverb, and write the sentence on the board for all students to read.</p> <p>Encourage them to ask questions regarding the five types of adverbs.</p> <p>Make a mind map on board and ask students to tell you example adverbs of each type. Write examples on the board (around the mind map).</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do practice exercises about the types of adverbs.</p> <p><b>Reading:</b></p>

	<p>Ask students to attempt Exercise G in pairs. They have to identify types of adverbs in each sentence. Encourage students to discuss their answers with each other.</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students have completed the exercise, ask them to share their answers with the entire class.</p> <p>Appreciate their correct answers. Tweak if their understanding isn't correct.</p> <p>(5 mins)</p> <p><b>Writing:</b></p> <p>Ask students to write answers in their notebooks. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might not be able to do Exercise G in pairs. While others are doing their written work, briefly review types of adverbs again for them and tell them example adverbs representing each type. Then, do one sentence for them as an example.</p> <p>Encourage them to do the rest of the exercise. Monitor their work closely. If you want, you can ask them to attempt 8 sentences instead of all 10 – adjust questions as per their competence.</p> <p>If fast learners get done with their work quickly, ask them to attempt the following exercise.</p> <p><b>Q1-Write the adverb and its type that describes the verbs given in sentences below.</b></p> <ul style="list-style-type: none"> <li>• Sarah carefully <u>cuts</u> her sandwich into half.</li> <li>• Ali will <u>submit</u> his work tomorrow.</li> <li>• Samreen <u>sews</u> clothes faster than Maham.</li> <li>• My father completely <u>forgot</u> to bring home some fruits for dessert.</li> <li>• Our final exam results will be <u>announced</u> tomorrow.</li> </ul>
05 mins	<b>Wrap up:</b>

	<p>Ask the following questions from students:</p> <ul style="list-style-type: none"><li>-What are the 5 types of adverbs?</li><li>-Give example adverbs of each type – write their responses on the board.</li></ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise G again at home.</p>

**Lesson Plan 98**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friends

Lesson Plan: 98

Textbook Page/s: 92-93

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Use some common similes in speech and writing. For example: as black as coal, as busy as a bee

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of Similes, cut-outs or pictures of bees, ice, cucumber, rose, feather.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask them how they are doing.</p> <p>Now, hold/point towards cucumber cut-out/picture and write on the board:</p> <p>As cool as a cucumber.</p> <p>Ask students if they have heard this sentence? If they say yes, ask what does it mean and what do we call such sentences – generate a discussion on these lines.</p> <p>If they say no, then tell them the phrase is called ‘simile’.</p>
28 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about similes in today’s lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Stick the chart of similes on the board. Explain that similes compare two objects. They are used to draw comparison between two different objects. Use this chart:</p>

# SIMILES

Today I'm feeling as fresh as a daisy. 

 John runs as fast as lightning.

My best friend is as stubborn as a mule. 

 After that meal, I feel as fat as a pig!

My little sister works as slow as a turtle. 

 Without my glasses, I am as blind as a bat.

That boy in my class is as funny as a clown. 

 Right now, I'm feeling as sick as a dog.

Have you ever felt as happy as a hippo? 

 When she kissed me I turned as red as a tomato.

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Use each example given in the chart to explain how two objects are being compared. For example: John's running is compared to lightning in second sentence, little sister is compared to turtle in another sentence. Explain the concept of similes in detail and explain the meaning of each simile given in chart and textbook in detail.

Tell students similes make one's writing more interesting to read.

Ask students to turn to page 92-93 of the textbook and read some example simile sentences given there. (15 mins)

### Writing:

Now, ask students to choose any five similes from the chart or textbook and use them in their own sentences. Encourage them to do this work in groups and share their sentences with each other.

(13 mins)

### Differentiated Plan:

Some students might find it difficult to make sentences. Explain the meanings of each simile they've chosen and help them make sentences. Monitor their work closely.

If fast learners get done with their work earlier, ask them to help their peers make sentences of similes.

05 mins	<p><b>Wrap up:</b></p> <p><b>Presentation:</b></p> <p>Next, ask students to present their sentences to the entire class. If they want, they can come in front of the class or share their sentences from their places.</p> <p>Appreciate students for using similes in their own sentences.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review similes on pages 92-93 given in the textbook. Do give a copy of the simile chart to students and stick it on class's noticeboard.</p> <p>Read Exercise I on pages 93-94 of the textbook.</p>

**Lesson Plan 99**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friend

Lesson Plan: 99

Textbook Page/s: 92-93

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Identify similes in different sentences

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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>
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	<p>Ask them how they are doing. Ask them if they remember what they did in the previous lesson. Ask them what are similes? What they are used for?</p> <p>Ask students to give a few examples of similes. Write a few on the whiteboard for reference.</p> <p>Now, tell students if they are ready to play a game about similes today?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will play a game about similes in today's lesson.</p> <p><b>Reading, Writing:</b></p> <p>Make pairs and ask students to think of two things they want to compare and fill in the blanks below to make their own similes.</p> <p>For example:</p> <p>Asad is as happy as a lark</p> <p>The juice is as sweet a honey</p> <ul style="list-style-type: none"> <li>• _____ is as clever as a _____</li> <li>• _____ is as slow as a _____</li> <li>• _____ is as soft as a _____</li> <li>• _____ is as shiny as a _____</li> <li>• _____ is as cold as a _____</li> <li>• _____ is as brave as a _____</li> <li>• _____ is as cool as a _____</li> </ul> <p>Ask students to be creative and make as interesting similes of their own as they can.</p> <p>(15 mins)</p> <p><b>Listening and Speaking:</b></p>



	<p>Once done, discuss what similes have the students made. Give each pair a chance to tell their similes. Do not judge anyone, but instruct students to be respectful while making similes.</p> <p>Appreciate all good similes and have fun with this activity. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some student might find it difficult to make similes. While others are doing their written work, show an example of how to fill in the blank to the struggling students.</p> <p>Then encourage them to think of interesting comparisons. Encourage them that they can do this activity successfully.</p>
05 mins	<p><b>Wrap up (Opinions):</b></p> <p>Ask what students have learnt from this activity.</p> <p>Ask them which similes they liked the best.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review the exercise on Similes given on pages 92-93 in the textbook, chapter 8.</p>

**Lesson Plan 100**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friends

Lesson Plan: 100

Textbook Page/s: 93-94

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Listen and speak to ask and answer questions, perform a dialogue, engage in a conversation and hold a discussion.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask them if they like participating in sport? Which is their favourite sport and why?</p>
35 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a role play in today’s lesson.</p> <p><b>Reading:</b></p> <p>In groups, ask students to read dialogues given in Exercise I on pages 93-94 in the textbook. Encourage students to discuss the gist of the role play with each other. (05 mins)</p> <p><b>Writing:</b></p> <p>Now, form groups (of four students at least) and encourage each group to write their own role play (with dialogues, characters, setting, etc.) on the same topic ‘Sport’. Ask students to use this and previous role plays given in the textbook for reference. Tell students they can have as many</p>

	<p>characters as they want in their role play, and they could be of either gender. Monitor each group closely and guide them.</p> <p>Tell students their script could be a short one too (with few characters and dialogues). (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Now, ask any one group to come in front of the class and perform their role play. Encourage them, and allow them to refer to their scripts (in case they forget their lines) for now, as it is the first time, they've written their own role play and are performing them.</p> <p>Use wrap-up time here if needed.</p> <p>(15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage shy students to perform in front of the class share their dialogues.</p>
00 mins	<p><b>Wrap up:</b></p> <p>Time to be consumed in performing the role play (written by students themselves).</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Read Exercise I again.</p>

**Lesson Plan 101– Review of Unit 8**

Subject: English

Grade: 4

Term: 2nd

Week:

Unit: 8

Unit Title: Friends

Lesson Plan: 101

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:

- Use present perfect tense correctly
- Identify different types of adverbs and similes

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## Unit 9 - Strangers at the Door

### Unit Overview

Unit 9 is a good lesson about personal safety, that is, smartness, alertness and carefulness, critical and logical thinking. The lesson teaches students not to be naïve and/or rash in any situation. It also establishes that staying alert and careful will help you avoid harmful situations. It helps students to learn to never trust strangers and do not take anything to eat or drink from those whom you don't recognize. Never let anyone come close to you or touch you. Inform an adult if someone touches you or makes you feel uncomfortable. It encourages the students to always ask questions. There is no shame in asking questions. Look for answers yourself as well.

### Modal Answers

#### Exercise A

Answer the following questions.

- Asad and Arham were home alone because their parents had gone to a wedding.
- The two men and the woman were whispering to each and pointing to their house.
- Asad locked all the door because he was suspicious of the two men and a woman standing outside his house.
- Asad was smart enough to lock all the doors from inside and call Uncle Faisal.
- Uncle Faisal came out and inquired from the stranger as to who they were and what they were doing in their town. He told them he was a police officer.

#### Exercise B

#### Questions for Discussion

- Asad could have called his parents too, apart from calling Uncle Faisal.
- One should stay indoors during power breakdowns and rainy days. We must close the main electric switch as power might fluctuate. Also, we must stay away from electrical appliances and electric poles as they might carry high voltage current.

#### Exercise C

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

#### Exercise D

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

**Exercise E**

**Complete the sentences with correct tense.**

- My aunt **had lived** in Turkey for a long time before she moved back to Karachi.
- The guests **had eaten** the dinner before the electricity went off.
- He **had seen** him somewhere but he couldn't remember where.
- My parents were late for their flight because they **had forgotten** their passports home.
- The grass had been greener than usual this year because it **had rained** all summer long.

**Exercise F**

**Identify gerunds and infinitives in the following sentences.**

- Gerund
- Gerund
- Infinitive
- Gerund
- Infinitive
- Gerund
- Gerund
- Gerund

**Exercise G**

**Find and circle the compound words in the sentences below.**

- Bus stop
- Eyeballs
- Football
- Homework
- Part-time
- Butterfly
- Full moon

- Well-informed

### Exercise H

#### Fill in the consonant chart.

Ask students to solve this exercise on their own in pairs. It is a fun and easy activity. Ask students to pronounce words like filling in the blanks.

- Bread
- Chair
- Clock
- Crown
- Friends
- Glue
- Grapes
- Scarf
- Ship
- Slide
- Snail
- Spoon
- Star
- Swing
- Thumb
- Train

### Exercise I

Tell students to perform the dialogues with expressions. Encourage them to perform these dialogues without reading them from the book. Tell students they are more than welcome to make their own dialogues. Slowly and gradually, enable them to write their own script. Facilitate students in performing their own role plays, with expressions and props.

**Lesson Plan 102**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 9	Unit Title: Strangers at the Door
Lesson Plan: 102	Textbook Page/s: 95-97	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Learn about personal safety, that is, smartness, alertness and carefulness, critical and logical thinking.
- The lesson teaches students not to be naïve and/or rash in any situation

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask them if ever a stranger has come to their home?</p> <p>Write stranger on the board and ask what happened when that stranger knocked their door? Did they open it for them? Were they alone in the house?</p> <p>Encourage students to tell stories of what happened with the stranger. Encourage their classmates to comment on their stories.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read a story about strangers in today's lesson.</p> <p><b>Reading:</b></p>



Divide students into groups. Ask them to turn to pages 95-97 and read the story. Encourage them to use dictionaries to find meanings of the difficult words. Encourage them to read and understand the story on their own. (10 mins)

**Listening and Speaking:**

Once students have read the story, ask them what they've understood from it. Ask each group to tell what they've understood from it.

Then, elicit their understanding by asking these questions:

Why were Asad and Arham's parents not home?

Who came to the house and why?

What did the woman tell Asad?

Who was in the backyard?

Whom did Asad call for help?

What did Uncle Faisal do?

Should Asad have opened the door for the woman? Why or why not? What scared the three thieves?

Generate discussion about the chapter using these questions.

Ask students if they've found the meanings of difficult words?

Ask them meanings of these words:

Burglars

Backyard

Hasty

Forecast

Plunged

Sneak

Suspicious

(15 mins)

**Writing:**

In groups, ask students to discuss and answer this question:

	<p>Suppose a stranger offers you a ride home from school, what you do and why? Give reasons for your answer. (05 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might still have some questions about the chapter. While others are busy doing the written work, go to these students and ask if they've understood the chapter clearly. Ask them the following questions to evaluate their understanding.</p> <ul style="list-style-type: none"> <li>-Who were Asad and Arham?</li> <li>-What did the stranger woman want from them?</li> <li>-Why had she actually come to their house?</li> <li>-Who saved the two boys?</li> </ul> <p>Also, briefly explain them the chapter so they are very clear about it.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Discuss the answer of the question given as written work during wrap-up.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 9 – Strangers at the Door once again.</p>

**Lesson Plan 103**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 9	Unit Title: Strangers at the Door
Lesson Plan: 103	Textbook Page/s: 98	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Learn about personal safety, that is, smartness, alertness and carefulness, critical and logical thinking.
- The lesson teaches students not to be naïve and/or rash in any situation

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Entrance slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Ask if they remember what they did in the previous lesson.</p> <p>Distribute entrance slips and ask students to answer this question:</p> <p>-What would have happened had Asad opened the door for the woman?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions</b></p> <p>Tell students they will answer questions about Chapter 9 in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>In pairs, ask students to read questions 1-5 of Exercise A, and questions 1-2, Exercise B on page 98. Encourage them to think</p>

	<p>of the answers first individually, then discuss their answers with their pair.</p> <p>Once done, have a whole class discussion about the answers of questions in Exercise A and B. (15 mins)</p> <p><b>Writing:</b></p> <p>Once discussed, ask students to answer questions 1-5 in their notebooks. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face problems in answering questions. During pair discussion, help struggling understand the questions and then help them look for answers in the textbook. You might have to briefly and quickly recap the chapter for struggling students as they might have forgotten.</p> <p>Monitor struggling students closely while they are discussing answers with their pair. Also, when you pair them with a fast learner and ask the fast learner not to tell answers readily. Monitor struggling learners' written work as well.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips and tell students to answer these questions:</p> <ul style="list-style-type: none"> <li>-What did you like about this chapter?</li> <li>-What did you not like about this chapter?</li> </ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Review questions in Exercise B once again with your family and siblings.</p>

**Lesson Plan 104**

Subject: English

Grade: 4

Term: 3rd

Week:

Unit: 9

Unit Title: Strangers at the Door

Lesson Plan: 104

Textbook Page/s: 98

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Consult a dictionary to check the correct meaning and synonyms of difficult words.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries, image of a stranger knocking at the door.

05 mins

**Warm up:**

Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]

Ask them how they are doing. Show them the image of a stranger and ask them what's happening in it? Ask them if the old lady should allow the stranger to come inside? Why or why not. Generate a discussion around the strangers and the dangers associated with them. Use this image if you want:



25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will find the meanings of difficult words and use them in their own sentences in today’s lesson.</p> <p><b>Reading and Writing:</b></p> <p>Ask students to find the meanings of words given in red colour in the chapter (Exercise C) and Exercise D and use words in Exercise D in their own sentences. Ask them to write words, meanings and their sentences in their notebooks. Do this as pair activity.</p> <p>(15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once all pair have found meanings and made sentences, ask them to share their work with the entire class. Appreciate their sentences.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face problems in making sentences. Discuss the meaning of the word/s with them and make a sample sentence for their reference. Also, you can ask them to refer to example sentences given on page 99.</p> <p>If fast learners get done with their work earlier, ask them to find the meanings of the following word and use them in their own sentences:</p> <p>Pouring</p> <p>Securely</p> <p>Innocent</p> <p>Lounge</p> <p>Nearby</p> <p>(You can change these words if required)</p>
05 mins	<b>Wrap up (Exit slip):</b>

	Distribute exit slips to the students. Ask them to close their notebooks and textbooks. Now write any two vocabulary words they remember and make their sentences (different from the ones they've written in their notebooks).
05 mins	<b>Homework assignment:</b> Review words, meaning and sentences from Exercise C and D.

**Lesson Plan 105**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 9	Unit Title: Strangers at the Door
Lesson Plan: 105	Textbook Page/s: 100	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Understand past perfect tense and its usage.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of past perfect tenses, rough sheets (if required).

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Now, write this sentence on the board and ask if they can tell its tense:</p> <p>She had cooked a delicious meal.</p> <p>Appreciate if students can tell the tense correctly. Else, tell them the sentence is in past perfect tense.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about past perfect tenses in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Stick the past perfect tense chart on the board. Then discuss the past perfect tense in detail. Tell students that this tense uses had + past participle to describe events that happened in the past one after another. This tenses always uses had with past participles.</p>



Use examples from the chart to explain this tense. Point to the structure in example sentences to describe this tense.

Use this chart if you want:

Number	Person	Subject + <i>had</i> + past participle form of "forget" + predicate
Singular	First person	I had forgotten to call her.
	Second person	You had forgotten to call her.
	Third person	He had forgotten to call her. She had forgotten to call her. It had forgotten to call her.
Plural	First person	We had forgotten to call her.
	Second person	You had forgotten to call her.
	Third person	They had forgotten to call her.

Encourage students to make example sentences of past perfect tenses and write them on the board.

(20 mins)

**Writing:**

In pairs, ask students to complete Exercise E about past perfect tenses. Monitor their work closely. Students could attempt it orally or write answers on a rough sheet (provide it if required). (05 mins)

**Differentiated Plan:**

Some students might have problems in understanding the past perfect tenses. While others are busy in their written work, explain struggling students the concept of past perfect tenses again. Do a few more example sentences with them. Explain the structure again and its uses. Help these students complete Exercise E on their own.

If fast learners complete their work earlier, ask them to write five sentences in past perfect tense in their notebooks. Monitor their sentences as they write.

05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Discuss answers of Exercise E with the students. Explain answers especially if students get it wrong.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Complete Exercise E on page 100 in notebooks.</p>

**Lesson Plan 106**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 9	Unit Title: Strangers at the Door
Lesson Plan: 106	Textbook Page/s: 102	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Understand infinitives and gerunds, and locate them in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Infinitive and gerund chart

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم [Note: Always remember to say بسم الله رحمان الرحيم out 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. Write the word ‘Gerund’ on the board and ask students what they know about it.</p> <p>If they give correct answers, write them on the board. If they give wrong answers, then tell them they are going in the wrong direction.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they are going to learn gerunds and infinitives in today’s lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Stick this chart on the board and explain gerunds and infinitives to the students. Explain them that gerunds take –ing and are nouns turned into verbs. For example, doing, walking, etc.</p> <p>Infinitives are verbs that have ‘to’ added to them. For example, to walk, to do, etc. Explain this distinction and use</p>

the chart given below. Tell students that gerunds (-ing) are used in real life situations that are complete and have taken place, whereas infinitives (to+ verb) are used in unreal situations that will take place in future – not have happened just yet.

Use this chart if you want:



Now, read the cloze passage out loud and ask students to identify the verbs in it. Let students do it individually. Once they are able to identify the verbs, explain them the use of infinitives and gerunds in the passage. Use this cloze passage:

My younger brother liked to eat cheesy burgers and fries. But he had a problem. He was obese already and was gaining weight continuously. He decided to go on a diet. He stopped eating unhealthy food and started consuming more fresh fruits and vegetables. After a few months, he had lost a couple of pounds. But he wanted to lose more. I suggested joining a gym. My brother disliked exercising, but he agreed to try it. Now he exercises every day at a gym and looks better.

He's looking forward to losing more weight soon. (20 mins)

**Writing:**

Now in groups, ask students to solve Exercise F in their notebooks. (10 mins)

**Differentiated Plan:**

Some students might find it difficult to understand the gerunds and infinitives. While others are attempting Exercise F, explain them the concept again. Use examples from the textbook and chart to explain the difference again. Use cloze passage to explain the difference between the two.

Now, help them identify gerunds and infinitives in Exercise F. Monitor them closely.

05 mins

**Wrap up (Class Discussion):**

Discuss answers of Exercise F during the wrap-up time.

03 mins	<b>Homework assignment:</b> Review Exercise F as homework.
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**Lesson Plan 107**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 9	Unit Title: Strangers at the Door
Lesson Plan: 107	Textbook Page/s: 102-103	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**


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

- Learning about open, closed and hyphenated compound words

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of compound words, exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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>Stick the chart of compounds on the board and ask students to read it. Use this chart if you want to:</p>
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	<div style="text-align: right; margin-bottom: 10px;">  </div> <h2 style="text-align: center;">Types Of Compound Words</h2> <p style="text-align: center; background-color: #fff9c4; padding: 2px;"><b>Closed Compoun</b></p> <p><b>flowerpot:</b> this word is a combination of the words flower and pot.</p> <p><b>keyboard:</b> this word is a combination of the words key and board.</p> <p><b>notebook:</b> this word is a combination of the words note and book.</p> <p><b>bookstore:</b> this word is a combination of the words book and store.</p> <p style="text-align: center; background-color: #fff9c4; padding: 2px;"><b>Hyphenated Compouns</b></p> <p><b>mother-in-law:</b> This means that these individuals are not relatives of our birth, but have become legal relatives. Here, we see that it is used by putting hyphens between three different words.</p> <p><b>merry-go-round:</b> This toy, which contains animal figures and moves in a circular manner, is characterized by a compound word consisting of 3 words.</p> <p style="text-align: center; background-color: #fff9c4; padding: 2px;"><b>Open Compouns</b></p> <p><b>school bus:</b> as you can see, the words school and bus come together to point out an object that has a unique meaning from both different words.</p> <p><b>living room:</b> The words living and room come together to point out an object with an original meaning from two different words.</p> <p style="text-align: center; background-color: #fff9c4; padding: 2px;"><a href="http://www.englishgrammarhere.com">www.englishgrammarhere.com</a></p> <p>Read a few words out loud. Now, ask students to tell you what are compound word?</p> <p>Just answers from as many students as you can.</p> <p>Tell students are new words that are made by joining two different words.</p>
<p>25 mins</p>	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about compound words in today’s lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Tell students there are three types of compound words – Open, closed and hyphenated. Discuss each type in detail using the chart given above. Tell students open compounds have space between, closed don’t and hyphenated have hyphens between them.</p> <p>Ask students to turn to pages 102-103 as read about compound words in their textbooks. (20 mins)</p> <p><b>Writing:</b></p> <p>Form groups and ask students to attempt Exercise G together. Ask them to write answers in their notebooks. (5 mins)</p>

	<p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to circle compound words in Exercise G. Perhaps, they haven't understood the concept of compound words. Use one example from the chart – mother-in-law and explain that it is a new word formed by joining three different words. Do a few more examples with them. Then do the first sentence of exercise and explain the answer. Now, encourage them to attempt the rest of the exercise.</p> <p>If fast learners get done with their work earlier, ask them to help struggling learners.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips and ask students to write one open, closed and hyphenated compound word – total three.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise G once again.</p>

**Lesson Plan 108**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 9	Unit Title: Strangers at the Door
Lesson Plan: 108	Textbook Page/s: 95-97	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

-Take safety measures and precautions when in a dangerous situation

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart papers

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask students if they remember what chapter 9 – Strangers at the Door was about?</p> <p>Talk different answers from students.</p> <p>Now ask them what would they do when a stranger approaches them outside school and say their parents have send them to pick you from school?</p> <p>Take different answers from students.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will discuss a few situations where their safety might be comprised and how they'd manage those situations.</p> <p><b>Reading, Writing:</b></p>



	<p>Divide the class into groups. Ensure each group has four members and assign each member a role – a leader, time keeper, writer and contributor.</p> <p>Write the following situations on the board or distribute a hand-out mentioning these situations. Ask each group to think what they'd do in the following situations. Then present their solutions to the class.</p> <ul style="list-style-type: none"> <li>- A stranger approaches you and says, 'do you want a juice or an ice cream?'</li> <li>-A little girl approaches you in a park and says, 'I've lost my school bag. Can you please help me look for it?'</li> <li>-A stranger approaches and says, 'You look beautiful in that dress. May I take a photograph of it? I want the same dress.'</li> <li>-A stranger asks for direction. You begin telling and then he/she says, 'Can't hear you well. Come closer to me.'</li> <li>-'Your parents had to go somewhere urgently so they have sent me to pick you,' a stranger says.</li> <li>-'Give me your parent's phone number. I will call them and you can use my phone to talk to them,' a stranger says to you.</li> </ul> <p>(15 mins)</p> <p><b>Listening and Speaking (Class Discussion):</b></p> <p>Once the groups are done working on the situation, ask what to do in each situation from every group. Notice the different answers students come up with. Add your insight to their answers. Discuss what should and shouldn't be done in each situation. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage struggling learners to speak up. There are no right or wrong answers to these situations, therefore help struggling learners present their opinions to the class.</p> <p>Some students might try to steal the show from others. Manage their energy level and ask them to speak only at their turn. Everyone must get a chance to speak in class.</p>
00 mins	<p><b>Wrap up:</b></p> <p>Consume this time in class discussion.</p>

05 mins	<b>Homework assignment:</b> Ask students what they learnt today? Take brief answers from students.
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**Lesson Plan 109**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 9	Unit Title: Strangers at the Door
Lesson Plan: 109	Textbook Page/s: 104	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

-Recognize consonant clusters in a word and pronounce them correctly.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Laptop/tape recorder to play different sounds. Consonant cluster chart

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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>Now, write these words on the board and ask them to pronounce these words:</p> <p>Crown</p> <p>Clock</p> <p>Scarf</p> <p>Thumb</p> <p>Appreciate when they pronounce the words correctly. Then underline, Cr, Cl, Sc, Th and pronounce these so clearly that students are able to hear clear sounds of the two consonants in each word.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn pronunciation of consonant clusters.</p>

**Reading, Listening and Speaking:**

Now, stick the chart of the consonant clusters on the board. Ask students to pronounce these words in pairs. Use this chart:



Once students have pronounced these words, play the sound of words on the tape. If you have internet connection, just google the word and play its pronunciation. Ask students to repeat after pronunciation of each word, and notice the sounds of the first two consonants. Tell students that since each consonant (two or three) is pronounced distinctly, they are called consonant cluster. Help students recognize the distinct sounds of each consonant in a cluster while pronouncing each word. (20 mins)

Note: Pronouncing each word might take time, therefore, if you want you can play sounds of only a few words from the chart.

**Writing:**

Now, ask students to solve Exercise H in pairs. (5 mins)

**Differentiated Plan:**

Some students might face problems in pronouncing the words clearly. You can ask them to repeat pronunciation of each word at least two times. Help them make sound of each consonant cluster clearly. Write word on the board and underline the letters while pronouncing each consonant cluster. This exercise will help the entire class learn pronunciation of consonant clusters.

05 mins

**Wrap up (Class Discussion):**

Discuss the answers of Exercise H.

05 mins	<b>Homework assignment:</b> Read Exercise I thoroughly at least two times from home.
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**Lesson Plan 110**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 9	Unit Title: Strangers at the Door
Lesson Plan: 110	Textbook Page/s: 105	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Listen and speak to ask and answer questions, perform a dialogue, engage in a conversation and hold a discussion

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- A – 4 white sheets.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 and if they have read Exercise I thoroughly. Ask them what they have understood from it? Take answers from different students. Ask these questions:</p> <ul style="list-style-type: none"> <li>-Should we accept anything to eat or drink from a stranger? Why or why not?</li> <li>-What if a stranger knocks at your door, should you open the door or not?</li> <li>-Why are strangers considered to be dangerous?</li> </ul>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn how to write a script and perform it in today's class.</p> <p><b>Reading and Writing:</b></p>

	<p>Divide students into groups of three. Give each student a role and ask them to write a script for the role on 'Strangers are dangerous' on the sheets. Encourage them to take inspiration from Exercise I and chapter 9. Encourage students to write their own script which they will perform in the front of the class. The scripts could be long or short as per each group's discretion. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once all the groups have completed their scripts, ask each group to come in front of the class and perform their role play. Encourage other students in the class to ask the performing group any questions they have about the role play. Comment of each group's play and do tell them their areas of improvement.</p> <p>Consume time from wrap-up here. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be very shy in performing the role play. Ask them to participate more so their hesitance vanishes and they become more confident. Also, you will notice some students not participating in the writing activity at all. Encourage all students in a group to contribute to the script. The final product should have everyone's contribution.</p>
00 mins	<p><b>Wrap up:</b></p> <p>Use this time in role-play activity</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review the scripts of role play again.</p>

**Lesson Plan 111**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 9	Unit Title: Strangers at the Door
Lesson Plan: 111	Textbook Page/s: 99	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

-Recognize the use of topic sentences in paragraphs and essays

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Sample paragraphs, entrance slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask students what they know about topic sentences. Do some brain storming on topic sentences. Probe them about what they think of topic sentences.</p> <p>Distribute them entrance slips ask them to write whatever they think about topic sentences. Collect the slips.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study topic sentences in today’s lesson.</p> <p><b>Listening and Speaking:</b></p> <p>Tell students that topic sentence is the introductory or opening sentence of the paragraph that gives the main idea of the paragraph to the readers. It sets the tone of the rest of the paragraph and lets reader know what to expect from the remaining paragraph. Tell students that each paragraph contains a topic sentence.</p>



Tell students that the remaining sentences in the paragraph are called supporting sentences. (10 mins)

**Reading and Writing:**

Now, distribute the sample paragraphs and ask them to identify the topic sentence and supporting sentences in each. Use these paragraphs if you want:

1. The best trip my family ever took was to New Orleans, Louisiana. We drove there in two days. I didn't think it would be very interesting, but I was wrong. We saw the Mississippi River, rode a horse carriage in the French Quarter, and visited a cemetery where everyone was buried above the ground. I liked the food best, especially the New Orleans doughnuts called beignets.

2. No one likes to eat with a dirty knife, fork, or spoon. It is important to completely wash all utensils before using them. Clean utensils won't transmit germs and bacteria. They also are more pleasant to eat with.

3. Many people think poetry is old-fashioned and uninteresting. They don't realize that every time they hear a song sung, they are hearing poetry in the form of song lyrics. Just like many written poems, many song lyrics use rhythm, rhyme, and literary imagery. It turns out that poetry isn't old-fashioned; it's as modern as the latest hit song!

4. Growing a garden can be fun, good exercise, and will provide fresh fruits and vegetables for the gardener. It is interesting to watch the seeds pop their heads above the soil for the first time. It is sometimes hard to believe that a little seed can become a large vine or plant in just a few weeks. Planting the seeds and pulling weeds are good exercise for anyone. Then, after watching the plant grow and produce, the gardener ends up with delicious tomatoes, beans, or other yummy produce from the garden.

5. Sometimes it is hard to fall asleep. Maybe you are not sleepy, or maybe you are thinking about what happened during the day. You can also lie awake if a big event, like a test or a party, is happening the next day. There are several things you can do to try and fall asleep. You can try counting sheep, or just counting, which will keep your mind busy with a repetitious activity. Sometimes listening to soft music or gentle sounds, like rain, helps. You can even try telling yourself

	<p>a story, which may distract your mind enough that you will be asleep in no time. (10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Go over the paragraphs with students and ask for topic sentences. In case they give wrong answer, explain why their answer is incorrect. Explain which is the topic sentence in the paragraph and why.</p> <p>(5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in understanding the concept of topic sentences. While others are identifying topic sentences in the given paragraphs, explain the concept again to struggling students. Use one to two paragraphs given above for sample topic sentences. Underline topic sentences in those paragraphs and explain students the logic behind them. Identify supporting as well.</p> <p>Now, encourage students to identify topic sentences in the remaining paragraphs themselves. Monitor them closely.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Discuss topic sentence and supporting sentences in each paragraph with reasons.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review 5 paragraphs with topic sentences again. Read page 99 of the textbook to learn more about topic sentences.</p>

**Lesson Plan 112**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 9	Unit Title: Strangers at the Door
Lesson Plan: 112	Textbook Page/s: 99	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

-Take safety precautions while crossing roads and during bad weather.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Computer lab

03 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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. Ask students if they know about the safety precautions to take while crossing road and during rains? Write their ideas on the board. Ask students to form a line and go to computer lab.</p>
35 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they make a project about safety precautions to take while crossing roads and curing bad weather in today's lesson.</p> <p><b>Reading and Writing:</b></p> <p>In groups, ask students to do some research about the safety precautions on the computer. Ask them to go on google and surf different sites for information. Monitor closely the sites they are visiting. Ask the lab assistant to help you execute this lesson.</p>

	<p>Encourage students to make a presentation with pictures using Microsoft Presentation software. If they are unaware of it then ask them to copy paste information along with on Microsoft Word. Tell students the presentations should contain pictures of all safety precautions one should take during rainy season and while crossing roads. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students are done with their presentations, ask each group to present their work to the entire class. If you have projector in the lab, use it to show presentation, else ask students to present from the desktop.</p> <p>Encourage the class to ask questions from the presenting group. Appreciate each presentation and give constructive feedback, if required.</p> <p>Note: Consume wrap up time in presentations. (20 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in presenting their work. Encourage them to be the first one from their group to present in front of the class. Appreciate them and help them gain confidence.</p>
00 mins	<p><b>Wrap up:</b></p> <p>Consumed in presentations</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review presentations and bring prints of it to stick on the noticeboard in class.</p>

**Lesson Plan 113– Review of Unit 9**

Subject: English

Grade: 4

Term: 3rd

Week:

Unit: 9

Title: Strangers at the Door

Lesson Plan: 113

Textbook Page/s: 95-105

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Use past perfect tense in sentences correctly
- Identify and use infinitive and gerunds in sentences
- Identify compound words

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

**Unit 5 – Planning is the Key to Success — Worksheet 1**

## Lesson Plan 61

**Q1- Fill in the blanks with the appropriate tenses.**

- Peter and Sam \_\_\_\_\_ to school tomorrow. (go)
- He usually \_\_\_\_\_ in his notebook, but today he has forgotten it.  
(write)
- The little kitten \_\_\_\_\_ very happy playing with the wool yesterday.  
(be)
- My mother \_\_\_\_\_ a talk on namaz next month. (deliver)
- The baby \_\_\_\_\_ his first step yesterday. (take)

**Q2- Write the past and future tense with the following verbs.**

a- Say

b- Bring

c-Buy

d- Walk.

e-Ran

f-Do

**Unit 6 – The Rainbow — Worksheet 1****Lesson Plan 72**

**Q1- Rewrite the following passage inserting capital letters, commas, and full stops.**

once upon a time, there lived a small boy, peter, in a small village far, far away. Peter loved colours; therefore, he wore shirts of many different colours, red yellow blue orange green et cetera. he was very happy in his small village when one day suddenly something interesting happened all the colours vanished. everyone was shocked. How could all the colours just suddenly disappear? Everything was now in black and white. colours were nowhere to be seen. it seemed like all the colours had been kidnapped.

## **Unit 6 – The Rainbow — Worksheet 2**

### **Lesson Plan 73**

**Q1- read the following sentences and insert the correct punctuation marks.**

- when is your car coming
- Wow What a lovely dress
- My sister in law will come to see me tomorrow.
- The well known writer offered us some coffee today.
- The following items need to be purchased bed sheet pillow covers rug and carpets.
- The following tasks call the parents send the invites prepare the hallway order refreshments.
- Oh my God This is horrible.



## **Unit 7 – Our Love for Rasoolullah — Worksheet 1**

### **Lesson Plan 88**

#### **Q1- Fill in the blanks using future continue tense.**

- I \_\_\_\_\_ a documentary on birds tonight. (watch)
- My father \_\_\_\_\_ the graduation ceremony because he is flying out of the city tomorrow. (attend)
- What \_\_\_\_\_ after lunch today? (do)
- I think I \_\_\_\_\_ on a new assignment. (work)
- I am sure my boss \_\_\_\_\_ me more work to do this weekend. (give)
- \_\_\_\_\_ chess with your friends today? (play)

**Unit 7 – Our Love for Rasoolullah — Worksheet 2****Lesson Plan 88****Q1- Fill in the blanks using the following four conjunctions.**

But, and, or, so

- She says she has many different books, \_\_\_\_\_ I have never seen her read one.
- I will go home \_\_\_\_\_ drink some hot tea.
- I have to catch the bus early tomorrow morning, \_\_\_\_\_ I am going to sleep early.
- Would you like some tea \_\_\_\_\_ coffee?
- Please stay quiet \_\_\_\_\_ I will have to ask you to leave the room.
- I need your help \_\_\_\_\_ please can you come with me?
- She worked very hard, \_\_\_\_\_ couldn't pass the exam.
- Please clean your room \_\_\_\_\_ take a shower.

**Unit 8 – Friends — Worksheet 1****Lesson Plan 95****Q1- Choose the correct adverbs of time and place and fill in the blanks.**

- Ali went \_\_\_\_\_ the fire and got hurt.
- I think I have seen you \_\_\_\_\_.
- My aunt said she was arriving \_\_\_\_\_.
- I will be very rich \_\_\_\_\_.
- The current was fast, and let the boat \_\_\_\_\_.

**Q2 - Rewrite the sentences given below with correct adverb of frequency.**

- He listens to the documentary \_\_\_\_\_ (frequent).
- They \_\_\_\_\_ read Persian books. (sometimes)
- Tom is \_\_\_\_\_ on time. I don't know what happened today. (usual)
- They attend the morning assembly \_\_\_\_\_. (regular)
- The girl wrapped the locket \_\_\_\_\_ in a piece of cloth and put it in the cupboard.  
(careful)

**Unit 8 – Friends — Worksheet 2****Lesson Plan 96****Q1- Choose the correct adverbs of degree and fill in the blanks.**

- The book I'm reading these days is \_\_\_\_\_ interesting. (very, regularly, daily)
- My niece is \_\_\_\_\_ skilful. (extremely, carefully)
- The decoration was \_\_\_\_\_ pretty. (on time, very)
- I am feeling \_\_\_\_\_ well today. (quite, carelessly)
- There is \_\_\_\_\_ no doubt about you being the first choice in this position. (beautifully, absolutely)

**Q2- Choose the correct adverbs of manner and fill in the blanks.**

- a- The teacher entered the classroom \_\_\_\_\_ (sometimes, cheerfully)
- b- The boy patiently waited for his turn at the doctor's. (quite, patiently)
- c- The mother quickly cooked some food for her hungry son. (quickly, often)
- d- My father angrily stormed out of the room. (angrily, hardly)
- e- Do not laugh loudly, for it disturbs me. (absolutely, loudly)

**Unit 5 – Planning is the Key to Success****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- Why do you think planning is the key to success? (2)
- What was the first advice that headmaster gave to Hasan and Usman? (2)
- Do you think we should prepare a list of things to do before planning an event? Why or why not? (2)
- If you have to plan an event, what would be the first thing you would do? Give reasons their answer. (2)
- You think the match was successful? Why? Why not? (2)

**Q2 – Write the meanings of the words given below and use them in your own sentences. (5)**

- Arrange
- Organise
- Prepare
- Adequate
- Permission

**Q3 - Identify the following sentences are in the present, past or future tense.**  
**(10)**

A- Alli enjoys different sports.

B-We went to the nearby market yesterday, but were unable to find the things we needed.

C-If I go to the supermarket tomorrow, I will surely get all the things that we need.

D-There are many ways of solving this question.

E-I told you to keep quiet, but you didn't.

F-My parents will go to Spain for vacations next year.

G-They swam in the pool till late evening.

H-Some yoghurt yesterday, where is it?

I-I will not make more changes in the document now.

J- I will try to come home early tomorrow evening.

**Unit 6 – The Rainbow****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- Why is the rainbow being compared to the bridges on the rivers? (2)
- Why do you think the poet thinks the rainbow is prettier than the bridges on the rivers? (2)
- Why is Rainbow considered a road from Earth to sky? (2)
- How many colours does a rainbow have? (2)
- Do you think the rainbow is prettier than the bridges and trees? Give reasons for your answer. (2)

**Q2 – Write the meanings of the words given below and use them in your own sentences. 5)**

- Build
- Bridges
- Across
- Clouds
- Rivers

**Q3 - Change the following sentences into present continuous tense. (2.5)**

- My mother (come) to visit me tomorrow afternoon.
- The children (play) in the park now.
- The baby (sleep) peacefully in her small bed.
- I (read) a book which is about mogul emperors, these days.
- We (go) to visit the new adventure park.

**Q4 - Change the following sentences into past continuous tense. (2.5)**

- The students (go) to the cafeteria when I stopped them.
- The children (busy) playing so they didn't notice the thunderstorm.
- We (eat) when the principal entered the classroom.
- He (stare) at me fiercely.
- I (cook) when the man entered my house.

**Q5- Punctuate the following sentences correctly. (5)**

a- where are sarah and sadaf going

b- congratulations you've won yourself a lottery ticket

c- there are blue green yellow and orange shirts on the shelf.

d- I need the following things pen pencil eraser sharpener and a scale.

e- my father in law is a doctor.



## **Unit 7 – Our Love for Rasoolullah**

### **Unit Wise Assessment**

#### **Q1- Answer the following questions.**

**Total Marks: 25**

- a- In which hijra did the battle of Uhad take place? (2)
- b- Why did the Muslims leave their place on Mount Uhad? (2)
- c- Who was Nasibah? How did she die? (2)
- d- Who was Bilal al-Habshi? And what did he say to his wife? (2)
- e- What did the tree choose when the Holy Prophet talked to it and gave it two choices? (2)

#### **Q2 – Write the meanings of the words given below and use them in your own sentences. (5)**

- a- martyred
- b-devotion
- c- studious
- d- retreat
- e- life-threatening

**Q3 - Change the following sentences into future continuous tense. (5)**

a- I go to the market tomorrow morning.

b- Ali help me pick the best fruit from the cart.

c- The girl (help) her mother in doing the household chores.

d- I (learn) how to drive a car soon.

e- He (work) late tomorrow night.

**Q4- Use the correct conjunctions in the following sentences. (5)**

a- You \_\_\_\_\_ I will participate in this event.

b- I didn't go to work today \_\_\_\_\_ was ill.

c- I wanted to drink water, \_\_\_\_\_ I went to the kitchen.

d- Would you like to have tea \_\_\_\_\_ coffee?

e- I wanted to sleep, \_\_\_\_\_ couldn't \_\_\_\_\_ I was thinking about work all night. (so, but, because, and – choose any two)

**Unit 8 – Friends****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- a- What are the four friends the poet has mentioned in her poem? (2)
- b- Why do you think the poet is calling the nature her friend? (2)
- c- Why should a child never feel fear or scared? Give reasons for your answer. (2)
- d- What is the sunshine being compared to and why? (2)
- e- What comes over the grass and how can we feel it? (2)

**Q2 – Write the meanings of the words given below and use them in your own sentences. (5)**

- a- Stealing
- b- Sweetly
- c- Careful
- d- Scarcely
- e- Flickers

**Q3 - Change the following sentences into present perfect tense. (5)**

- a- I (live)all my life in Karachi.
- b- The students (complete) their work on time.
- c- The postman (delivered)all the letters for this week.
- d- I (see) this documentary a few times before.
- e- Farhan (visit) his uncle yesterday afternoon.

**Q4- Identify the adverbs and their types in the sentence is given below. (5)**

- a- The janitor always arrives early morning.
- b- The girl ran downstairs to answer the door.
- c- I water the plants regularly.
- d- She is carrying the glass dish to the living room very carefully.
- e- there is water everywhere. What did you do?
- f- Are you going to come tomorrow evening or not?
- g- He visits the library frequently.
- h- you are early to work today. What is wrong?
- i- The police eventually caught the thief.
- j- The child completed math exercise easily.

**Unit 9 – Strangers at the Door****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- a- Why did Asad and Arham not open the door for the visitors? (2)
- b- In your opinion, with the two boys, do the right thing by not opening the door for the visitors? Why or why not? (2)
- c- Uncle Faisal helpful when the two boys called for him? (2)
- d- Why do you think the thieves chose Asad and Arham’s house to rob? (2)
- e- What would you have done had you been in the house with the boys? (2) It's impossible to get over.

**Q2 – Write the meanings of the words given below and use them in your own sentences. (5)**

- A- Electrical appliances
- b. Lounge
- c. Plunged
- d. Hesitant
- e- Whisper

**Q3 – Identify past perfect tenses in the following sentences. (5)**

- I had eaten the dinner long before the guests arrived.
- My aunt had baked us a delicious cake when we visited her last month.
- I had told you not to talk to the police but you didn't listen.
- John told me he had found a new job when I met him last time.
- I notice the stranger had left some cards behind at the counter.

**Q4- Identify the compound words in the following sentences. (5)**

- a- The living room was a mess when we arrived.
- b-The children made a snowman in our courtyard during winters.
- c- The well-known writer offered some coffee during the seminar.
- d- The bookstore had a sale going on.
- e- The football match was quite entertaining for the villagers.

## **Terminal Assessment Paper**

### **Second Term**

### **Objectives**

**Total Marks: 50**

#### **Students should be able to:**

1. Understanding the present, past and future tense.
2. Understanding the present and past continuous tenses in detail.
3. Understanding the future continuous tense in detail.
4. Learning the difference between conjunctions
5. Understanding present perfect tense and its usage.
6. Revising adverbs and learning how to use them in daily conversations

#### **1- Answer the following questions.**

**(16)**

- a. Do you think the community people liked the game arranged by Usman and Hassan? Give reasons for your answer. (2)
- b. Why did Usman and Hassan want to organize a cricket match in their town? (2)
- c. Why do you think the poetess of the poem, The Rainbow, says the clouds in the sky are prettier than both some ships on the sea? (2)
- d. How many colors does a rainbow have? Can you name them? (2)
- e. What lesson did we learn from the Battle of Uhad? (2)
- f. Why was the date palm weeping loudly? (2)
- g. What is the poetess talking about in the poem, Friends? (2)
- h. What is the gist of the poem, Friends? (2)

#### **2- Write meanings of the following words and make sentences.**

**(10)**

- a- Adequate.
- b- Comprehensive.
- c- Studious.
- d- Curious.
- e- Echoed.
- f- Whisper
- g- Flickers
- h- Stealing.
- i- Ancestors.
- j- Embraced.

- 3- Write three sentences in Present Tense. (3)**
- 4- Write three sentences in Past Tense. (3)**
- 5- Write three sentences in Future Tense. (3)**
- 6- What is present continuous tense? Write three sentences of this tense. (4)**
- 7- Identify past continuous tense in the following sentences: (3)**
- a- The boy was running around the tree merrily.
  - b- My family was flying kite yesterday morning.
  - c- The students were listening to the poem on the tape.
- 8- Write three sentences in future continuous tense. (3)**
- 9- Make sentences of the following conjunctions: (5)**
- a- And
  - b- So
  - c- Because
  - d- Or
  - e- If



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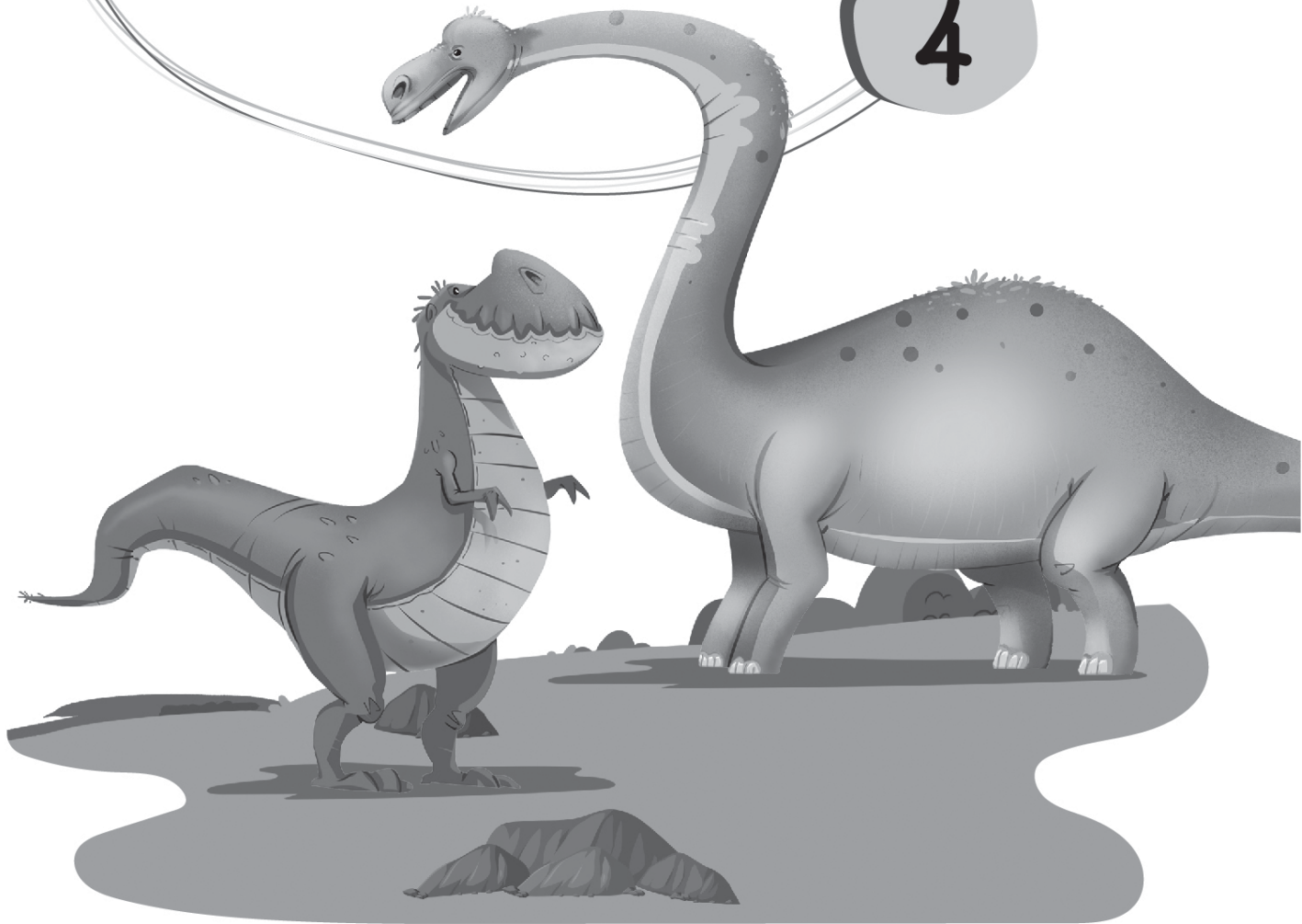
In the Name of Allah, the Most Gracious, the Most Merciful

# SPECTRUM ENGLISH

## THIRD TERM

### TEACHING GUIDE

4



**Prepared by:**  
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**Reviewer:**  
Saifullah Khalid

  
**Spectrum**  
Enlightening Generations

# Spectrum English Grade 4

## 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 - The Frog and the Elephant**

### **Unit Overview**

Unit 10 teaches us to not judge anyone based on their looks as looks can be deceitful, therefore, be careful whom you trust and become friends with. It encourages the students to think to not assume anyone as less educated or less skillful just because they look simple. At times, pay heed to your hunches.

### **Modal Answers**

#### **Exercise A**

**Answer the following questions.**

- The frog was impressed because the Swans looked beautiful and entertained everyone with the stories of their marvellous adventures.
- It means that one mustn't be impressed by other people's appearance, looks and talk, as these all can be deceiving.
- The Swans decided to fly to a nearby jungle because the water level was decreasing in their own jungle.
- Mr Elephant helped Mrs Duck, Frog and fish move to another jungle. He carried them all on his back.
- Mr Elephant was not selfish. He offered to help everyone move to a nearby jungle without asking for anything in return. He read the news and actually knew what was going on in the world, unlike the Swans who were pretentious and fake.

#### **Exercise B**

##### **Questions for Discussion**

- We learnt that one must not get impressed by the looks and appearance as these can be fake. The thing that matter is how much substance does a person have.
- There are many benefits. Helping each other promotes friendship and creates feelings of goodwill for each other. If we help someone, they would help us in our time of need. Allah likes those who help others and create ease for his fellow beings. Such a person is well liked and respected by all.

#### **Exercise C**

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

#### **Exercise D**

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

### Exercise E

**Identify and circle future perfect tenses in the sentences given below.**

- The children **will have reached** home by the time their parents return from the wedding.
- By the time investigators will reach the bank, thieves **will have left** with the stolen money.
- Hira's father **will have repaired** her cycle by next week.
- Maha **will have completed** her assignment by 8:00 PM.
- I leave **will have finished** installing the software on my computer by 11:00 AM.
- Asad **will have left** the country my next week.
- Mother **will have cooked** our favourite dish by now.
- It **will have stopped** raining by the time teachers finished their lessons.

### Exercise F

**Fill in the blanks with the prepositions.**

- The children arrived **in** school at 8:30 AM.
- It usually doesn't rain much **in** September.
- The teacher will give us a test **on** Tuesday.
- **At** the moment we do not have a seat available.
- You need to get ready **in** a minute.
- I saw some juice **in** the fridge. Let's get it.
- I have been waiting **for** you since morning.
- **From** morning till noon, the children played in the garden.
- Please be nice **to** your brother.
- We are shifting to Karachi **after** holidays.

### Exercise H

Tell students to perform the dialogues with expressions. Encourage them to perform these dialogues without reading them from the book. Tell students they are more than welcome to make their own dialogues. Slowly and gradually, enable them to write their own script. Facilitate students in performing their own role-plays, with expressions and props.

**Lesson Plan 114**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The Frog and the Elephant
Lesson Plan: 11	Textbook Page/s: 105-109	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn that:

- looks can be deceitful, therefore, be careful whom you trust and become friends with.
- do not think someone as less educated or less skilful just because they look simple.
- at times, pay heed to your hunches.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Cut-outs of frog, two swans, duck and elephant

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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. Show them cut-outs of the animals and ask them if they can guess what they'll do with them. Nod when one of them replies that they will read a story about these animals in today's lessons.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read chapter 10 in today's lesson which is a story about a frog and an elephant.</p> <p><b>Reading:</b></p> <p>Divide students into groups. Ask them to read chapter 10 on pages 106-109. Encourage them to use dictionaries to find meanings of any difficult words. (10 mins)</p> <p><b>Listening and Speaking (Class Discussion):</b></p>

	<p>Ask students what they've understood from the chapter? Do not explain the chapter, instead ask these questions to evaluate how much students have understood. Tweak their understanding if required. Use the cut-out to cover the story.</p> <ul style="list-style-type: none"> <li>-Why was the frog so impressed with the Swans?</li> <li>-Why were the animals leaving the jungle?</li> <li>-What does 'do not judge a book by its cover' mean?</li> <li>-What do think of Mrs Duck's advice to the frog? Would you agree?</li> <li>-In your opinion, why did the Swans not take the frog along?</li> <li>-Why did the frog not like the elephant?</li> <li>-Do you think the elephant was actually silly and lazy?</li> <li>-How did the elephant help the animals?</li> <li>-Did the frog learn his lesson?</li> </ul> <p>Encourage all students to participate in the class discussion. Give everyone a chance to answer questions. If a student isn't able to answer your question, probe further and ask related questions that would lead to original question's answer.</p> <p>(15 mins)</p> <p><b>Differentiated Plan (Class Discussion):</b></p> <p>Some students might face a difficult time understanding the chapter. Do not explain them the chapter word by word. Just tell them the gist again and encourage them to read the chapter and comprehend it themselves. Monitor them closely and encourage them to ask any questions.</p> <p>Encourage fast learners to help struggling learners understand the chapter.</p> <p>Note: Make differentiation a part of instructional strategy.</p>
05 mins	<p><b>Wrap up (Writing):</b></p> <p>Distribute entrance slips to the students, and ask them to answer this question:</p> <p>Had you been in frog's place, how would have behaved with the elephant?</p>

	If you think students need more time to understand this chapter, then use the wrap up time, too.
05 mins	<b>Homework assignment:</b> Read chapter 10 on pages 106-109 again.

**Lesson Plan 115**

Subject: English

Grade: 4

Term: 3rd

Week:

Unit: 10

Unit Title: The Frog and the Elephant

Lesson Plan: 115

Textbook Page/s: 106-109

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will learn:

- looks can be deceitful, therefore, be careful whom you trust and become friends with.
- do not think someone as less educated or less skilful just because they look simple.
- at times, pay heed to your hunches.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Cut-outs of all the animals mentioned in the chapter, entrance and exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 what they remember from the story they read in the last lesson.</p> <p>Distribute entrance slips, and ask students to answer this question:</p> <p>-Do you agree with Mrs Duck’s advice to the Frog?</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a role-play of chapter 10 in today’s lesson.</p> <p><b>Reading, Writing and Planning:</b></p> <p>Divide the class into groups. Ask each group to prepare a role-play of the chapter. Instruct students to take a role from the chapter and prepare to perform it in front of the class. Tell students they can make their own dialogues if they want. Ask</p>



	<p>students they have some time to read the chapter again and plan/decide their roles with their classmates. Tell them to plan their role-plays well.</p> <p>(15 mins)</p> <p>Note: You are inculcating team work and leadership skills amongst students.</p> <p><b>Listening and Speaking (performance)</b></p> <p>Once done, ask each group to come in front of the class and perform their role-play. While students are performing or after performance (whenever you feel right), keep asking questions about the chapter from the students like:</p> <ul style="list-style-type: none"> <li>-Was frog doing the right thing by doing chores for the swans?</li> <li>-Why did Mrs Duck warn the frog to not judge the book by its cover?</li> <li>-Do you think the swans used the frog? How?</li> <li>-Why did the frog not like the elephant?</li> <li>-Was elephant actually bad?</li> <li>-What would have happened had the elephant not taken all the animals to another jungle?</li> <li>-Do you think the frog learnt his lesson?</li> </ul> <p>Ask as many groups to perform as possible within the designated time.</p> <p>The purpose of this role-play would be to help understand the chapter well. Making their own dialogues would improve their creative writing skills. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in performing the role-play. Encourage them to present in front of the class. Appreciate them and help them gain confidence.</p>
00 mins	<p><b>Wrap up (Presentation):</b></p> <p>Time consumed in presentations.</p>
05 mins	<p><b>Homework assignment:</b></p>

Imagine you are the frog from the story and you are writing your daily diary. Write about the day the Swans left you in the jungle.

(Hints: Write how you felt? What did you do? Were you worried about facing Mrs Duck and answering her questions or just plain sad about being deceived?)

**Lesson Plan 116**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The frog and the elephant
Lesson Plan: 116	Textbook Page/s: 110	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- looks can be deceitful, therefore, be careful whom you trust and become friends with.
- do not think someone as less educated or less skilful just because they look simple.
- at times, pay heed to your hunches.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they enjoyed the role-play in the last lesson? Take their review about the role-play.</p> <p>Ask them what went well and what could be improved for future role-plays. Give students the responsibility of noting the points of improvement for the next role-play.</p> <p>Ask students what they remember of the story.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will answer questions about the chapter in today's lesson.</p> <p><b>Reading, Writing, Listening and Speaking:</b></p> <p>Encourage students to read questions 1-5 given on page 110, and think about the answers first individually and then discuss with their pair mate. Here pair a fast learner with the</p>

	<p>struggling learner as all students had watched the role-play, and each student would retain some parts of the story.</p> <p>Now, discuss the answers, but focus on the struggling learners. Evaluate how many questions they are able to answer. If you think they have forgotten most parts of the chapter, then encourage them to read the chapter again so they are able to answer smoothly.</p> <p>Instruct the rest of the class to proceed with writing answers in their notebooks. (25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>While struggling students are reading the chapter, monitor their performance. You might need to ask them some questions from the chapter to evaluate their comprehension of the chapter (formative assessments). You can ask questions like:</p> <p>Why did Mrs Duck not dislike the elephant?</p> <p>In your opinion, why was the elephant so friendly with the creatures of the pond?</p> <p>In case struggling students are unable to answer these questions, briefly explain them the story again. Pair fast learners with them to help them answer questions.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Towards the end of the lesson, ask them to think of an adjective describing each character of the story. Ask them why they chose that adjective.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Write one adjective describing each character of the play.</p>

**Lesson Plan 117**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The frog and the elephant
Lesson Plan: 117	Textbook Page/s: 110	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- learn appropriate vocabulary words for different objects, feelings and expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 commenting on the weather today. If it's hot, say, 'It's a pretty warm day. What do we do to beat the heat? If it's cold, say, It is cold, what do we do to keep warm?</p> <p>Then ask, what's drought? What happens when there's a drought? Do you think the animals could potentially be facing a drought? Why do you think the water level was receding?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn to use different vocabulary words in their own sentences.</p> <p><b>Reading, Writing:</b></p> <p>Tell students to find the meanings of all words given in red in the chapter and those given in Exercise D. Ask them to use words in Exercise D in their own sentences.</p> <p>Give them time to make sentences individually.</p>

	<p>(15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students are done, ask different students to share their sentences with the class. Appreciate those who make high level sentences.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might not be able to make sentences as easily as others. Help them first understand the meanings of the words. Then ask them to refer to some example sentences given in the textbook on page 111. Make a few sample sentences for them and then encourage them to make their sentences. Monitor their work closely.</p> <p>Alternatively, you can give different words from the chapter to make sentences. But they should find meanings of all the words given in red in the textbook.</p> <p>-shift -bitterly - faraway -annoyed</p> <p>Those who make sentences quickly can be given the task to write a paragraph using as many vocabulary words from the chapter as possible.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute entrance slips to the students and ask them to write any two words they think they will use in the very next upcoming session. Instruct students to keep the slips safe with them.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Write the gist of the story using any three vocabulary words from the chapter.</p>

**Lesson Plan 118**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The frog and the elephant
Lesson Plan: 118	Textbook Page/s: 111	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- understand future perfect tense and its usage.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Future Perfect Tense chart

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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>Now, write the following sentence on board and ask students if they can identify the tense:</p> <p>I will have eaten by the time you return from your walk.</p> <p>Take answers from different students. If they answer correctly, then appreciate them, else tell the students that the sentence is in future perfect tense.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will study future perfect tenses in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Now, ask students who answered correctly to explain how they were able to identify the tense. If no one answered correctly, then delve into the explanation of future perfect tense right away.</p>

Stick the chart of future perfect tense on board and explain the use of this tense. You can use the following chart if you want:

**FUTURE PERFECT TENSE**

**S + will + have + past participle + ...**  
He will have done it by this evening.

**S + will + not + have + past participle + ...**  
He will not have done it by this evening.

**Will + S + have + past participle + ...**  
Will he have done it by this evening?

**Usage**

**Example**

To talk about an action that will finish before a certain time in the future: By eight o'clock tomorrow, I will have taken off for Japan.

To talk about an action that will be completed before another event takes place: She will have loaned Chinese before she returns to China.

To express a conviction that something happened in the near past: The guests will have arrived at the hotel by now.

Explain the use of will + have \_ past participle in this tense. Explain that future perfect is used to talk about actions that will be completed sometime in the future.

Now, do a few sentences with the students to explore the tense. You can use the following example sentences for practice:

-I will have completed my work before the manager reaches office.

-Her mother will have finished baking a cake by 5 pm.

-She will have gone by the time we reach there.

Discuss the tense in detail. Encourage struggling learners to participate in class discussion.

(20 mins)

### Writing:

Ask students to attempt Exercise E individually. They can either attempt the exercise in textbooks or write correct answers in their notebooks. (5 mins)

### Differentiated Plan:

Some students might struggle with identifying the future perfect tense correctly. While others are attempting Exercise E, ask this group where they are confused. Listen to their concerns and answer accordingly. Use the future perfect tense chart to clear their concept. You can more sample sentences with them, for example:

Sara will have cooked the dinner by the time we reach home.



	<p>The robbers will have escaped the bank before the police reaches.</p> <p>I will have finished the assigned work before the teachers comes.</p> <p>If fast learners completed their work early, ask them to form three sentences using future perfect tenses.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to the students and ask them to write two sentences using future perfect tense.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review future perfect tenses again at home.</p>

**Lesson Plan 119**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The frog and the elephant
Lesson Plan: 119	Textbook Page/s: 111-112	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 future perfect tenses in their own sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of future perfect tenses (if required)

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they remember what future perfect tense is. Take answers from different students.</p> <p>Ask them to tell you the structure of future perfect tense and use it in a sentence. Write a few sentences made by the students on board.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice identifying and using future perfect tenses in sentences.</p> <p><b>Reading, Writing:</b></p> <p><b>Individual task</b></p> <p>Ask students to solve the following questions.</p> <p>(Note: You can write these sentences on the board or give them as a worksheet)</p>

	<p><b>Q1 - Identify the future perfect tenses in the following sentences.</b></p> <p>1-Asad will have worked hard to get selected in the cricket team.</p> <p>2-The children will have studied for the exam tomorrow by midnight.</p> <p>3-They will have forgotten their passports home which is why they have turned back.</p> <p>4-The guests will have eaten dinner by 10 o'clock.</p> <p>5-Haris will have written the essay himself by now.</p> <p>6-By the time our guests arrive, our children will have finished their homework, too.</p> <p>7-She will have informed the police by now.</p> <p>8-Our aunt will have finished vacuuming the drawing room by now.</p> <p>9-The travellers will have started walking by now.</p> <p>10-My parents will have gone on their annual vacation by June this year.</p> <p><b>Q2 - Make five sentences containing future perfect tenses.</b></p> <p>(20 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once done, ask students to discuss the answers to both the questions. Give each student a chance to tell the answer, especially the struggling students. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in solving the questions given above. While others are busy in written work, help these students recall the concept of future perfect tenses. They might have forgotten or perhaps the concept isn't entirely clear to them. Help them understand the concept by doing one sentence as a sample.</p> <p>Revise the structure. If you want, take help from future perfect tense chart.</p>
05 mins	<b>Wrap up:</b>

	Ask students to quickly recap the structure of future perfect tenses.
05 mins	<b>Homework assignment:</b> Review the class assignment on future perfect tenses.

**Lesson Plan 120**

Subject: English

Grade: 4

Term: 3rd

Week:

Unit: 10

Unit Title: The frog and the elephant

Lesson Plan: 120

Textbook Page/s: 112-113

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 prepositions in different situations.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Prepositions chart

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 know what are prepositions? Write the word preposition in board and mention students' opinions around it.</p> <p>Notice some students would answer more than others, which means some students know prepositions better than others. You might need to start differentiation from this stage only.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn more about prepositions in today's lesson.</p> <p><b>Reading:</b></p> <p>Stick the chart of pronouns on the board. Ask students to read it and discuss the use of prepositions amongst themselves.</p> <p>Use can use this chart if you want:</p>

# PREPOSITIONS

Prepositions connect nouns and pronouns to the rest of a sentence. They usually show time, place, or direction.

Time		Place		Direction	
after	past	above	inside	against	on
at	since	behind	near	along	onto
before	through	below	on	down	out of
by	to*	beside	outside	from	toward
during	until	between	over	into	up
from	upon	beyond	through	off	upon
		by	under		
		in	with		

\*When to is part of an infinitive verb, it is NOT a preposition.

Prepositions are part of prepositional phrases.

Directions: Highlight the preposition(s). Underline the prepositional phrase(s).

- Grandpa started snoring during the movie.
- We raced toward the finish line.
- We went swimming after school on Thursday.
- I found ten dollars on the sidewalk near Ali's house.
- Cassidy went to the mall with them.
- If we want to arrive on time, we must leave by noon.

(10 mins)

## Listening and Speaking:

Once students are done discussing the prepositions, ask them to tell you what they've learnt about them during their discussion. Ask student where prepositions are used. Encourage them to choose at least two prepositions and make a sentence of each preposition.

Appreciate them for making sentences correctly. (10 mins)

## Writing:

Now, ask students to turn to page 113 and solve Exercise F individually. (5 mins)

## Differentiated Plan:

Some students might not have participated in the class discussion about prepositions because their concept isn't clear. Notice them and once others are busy doing their written work, explain the concept of prepositions again to them. You might want to use the examples given in the textbook or from the chart. You can make your own examples and underline prepositions for explanation purpose.

Next, help these students learn to identify prepositions correctly. For this, you can use a paragraph containing

	preposition – choose one from this chapter or from any other chapter in the textbook. Then, ask the struggling students to attempt exercise F. They might not be able to do all the questions, but doing a few questions would be enough.
05 mins	<b>Wrap up (Class Discussion):</b> Discuss answers of Exercise F.
05 mins	<b>Homework assignment:</b> Review prepositions from textbook pages 112-113 as homework.

**Lesson Plan 121**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The frog and the elephant
Lesson Plan: 121	Textbook Page/s: 112-113	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 prepositions in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they remember what they did in the last lesson. Ask, 'Can you name some prepositions?' 'What is the function of prepositions?'</p> <p>'Give an example of a preposition in a sentence.'</p> <p>Take few sentences from different students. If you want, write the sentences on board.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn more about prepositions in today's lesson.</p> <p><b>Reading, Writing:</b></p> <p>Make pairs and ask students to solve the worksheet on prepositions.</p> <p>Worksheet is attached. (15 mins)</p>



	<p><b>Listening and Speaking:</b></p> <p>Once students have completed the worksheet, briefly discuss the answers. Encourage different students to answer. Discuss reasons briefly, else if a student gets an answer wrong, please do explain him/her the concept behind the correct answer. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to complete the worksheet. While others are busy in written work, explain the concept of prepositions once again to these students. They might not have understood prepositions quite well in the last lesson.</p> <p>Next, use examples given in the textbook to explain prepositions to them.</p> <p>Also, do the first sentence for them as an example, then encourage them to complete the exercise on their own. Monitor their work closely.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips to the students and ask them to write two sentences using any two prepositions. Tell them the sentences must not be the same as given in the worksheet or textbook.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review the worksheet on prepositions once again as home assignment.</p>

**Lesson Plan 122**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The frog and the elephant
Lesson Plan: 122	Textbook Page/s: 113-114	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- recognize long O vowel sounds.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Tape recorder/laptop with speakers

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they wish to play a game today.</p> <p>Instruct them to first read words on page 113 in phonics and pronounce them amongst themselves.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn more about Long O sounds in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Now the play the sounds of all the words mentioned in phonics page 113 on a recorder and encourage students to read after. Ask students to notice the sound of vowel O in each word. Long O has a long pronunciation in each word. Encourage students to think of more long O vowels in pairs and practice their pronunciation.</p>

	<p>Ask students to discuss long O vowel sound words with you and the entire class. (10 mins)</p> <p><b>Writing:</b></p> <p>In pairs, ask students to solve Exercise G. The pair that solves the maze first will be the winner. Tell students to say 'Completed it' when they have finished their work. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage all students to look for words in the maze. Walk around and monitor their work.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Discuss the answers briefly. And appreciate the class for completing their work quickly. Ask students to tell you five words containing long vowel O sounds. Write those words on the board.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Long O vowel sounds again at home – refer to page 113-114.</p>

**Lesson Plan 123**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The frog and the elephant
Lesson Plan: 123	Textbook Page/s: 114	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- create their own script and perform it with expressions.

Note: The lesson plan contains a role-play assignment. Please discuss it with the management and other teachers of the section before implementing it.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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>1- So, you've the chapter, 'The frog and the elephant', do you think the frog would judge anyone in future on the basis of their looks? Why or why not?</p> <p>2- Have you judged anyone on their looks? What happened then?</p> <p>3- Have you been judged? How did it feel?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will create their own role-play in today's lesson.</p> <p><b>Reading:</b></p> <p>Ask students to read Exercise H on page 114 in pairs and discuss the moral of the story with each other. (5 mins)</p>

	<p><b>Listening and Speaking:</b></p> <p>Ask students what they've understood from the story. Ask the following questions to evaluate their comprehension of the story:</p> <ul style="list-style-type: none"> <li>-What does 'all that glitters is not gold' mean?</li> <li>-Why should one hold their assumptions lightly?</li> <li>-Why did the frog assume the Swans were nice and helpful?</li> <li>-Why was the frog not at all impressed by the elephant?</li> </ul> <p>(10 mins)</p> <p><b>Writing:</b></p> <p>Now, encourage students to prepare their own scripts in groups on the topic 'All that glitters is not gold'. Assign different roles to the members in each group. Encourage all members to contribute their ideas in creating the script. Also, instruct students clearly that each role-play has been different. They can take inspiration from the chapter and other role-play but their role-play idea has to be original.</p> <p>Tell while giving instructions that each group will perform their role-play in the next lesson, so they can dress up and bring props.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might not be actively participating in script writing. Encourage each member to contribute their ideas. All members of the group must respect each other's ideas and contribution.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Ask how much of the script has each group completed? Then, clearly instruct them that each group will perform their role-play in the next lesson. Students can dress up and bring props. Tell students to dress up during break up or before school to avoid hassle and save time.</p> <p>Note: Discuss the role-play assignment thoroughly with the management and other teachers of the section before implementing this lesson.</p>

05 mins	<b>Homework assignment:</b> Complete your scripts and get ready for the role-play in the next lesson.
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**Lesson Plan 124**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The frog and the elephant
Lesson Plan: 124	Textbook Page/s: 114	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- create and perform their role-play on the given topic with expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

(Clear away some furniture in the classroom to make space for roleplay performances.)

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they are ready for the role-play.</p> <p>Ask them how their experience of writing and preparing for a role-play has been.</p> <p>What did they learn?</p> <p>Did they work together on the script and made reasonable contributions?</p>
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35 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will perform the role-play in today's lesson.</p> <p><b>Reading, Listening and Speaking, Writing:</b></p> <p>Ask each group to come in front of the class and perform their role-play. Encourage the students to say dialogues on their own, but give them a choice to look at the script if required.</p> <p>Once the role-play is over, the class could ask questions and give constructive feedback to the presenting group.</p> <p>Note: Use the wrap up time in role-play performance. (35 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage the shy students to tell of their contribution to the role-play at the end of each role-play. This way each student will get credit for their hard work.</p>
00 mins	<p><b>Wrap up:</b></p> <p>Consumed in role-play.</p>
00 mins	<p><b>Homework assignment:</b></p> <p>Consumed in role-play.</p> <p>Get a small dairy for next lesson.</p>



**Lesson Plan 125**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The frog and the elephant
Lesson Plan: 125	Textbook Page/s: 106-109	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- value people for who they are and not how they look.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dairies (to be brought by students)

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they enjoyed the role-play. Ask them to tell you one key takeaway of chapter 10 – The frog and the elephant.</p> <p>Ask students if they have judged anyone? Ask them to be honest.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will maintain a dairy in which they will record all their judgements about others and later find out how valid those judgements were.</p> <p><b>Listening and Speaking (Assignment):</b></p> <p>Show students how to write a dairy entry. Put a date on the top left corner. Then, start writing!</p> <p>Tell students their assignment is to maintain a dairy for two weeks about all the people they have met and the impression they formed of those people. Explain to students that one does form an impression of the people they meet; therefore,</p>

	<p>they need to write all about those impressions in their daily dairies.</p> <p>Each dairy entry doesn't have to be long. Just half a page about the impression they got of the person they met should be enough. Student can mention their immediate, first impressions of a person or the ones they formed during a conversation/interaction with that individual.</p> <p>For example, they met someone at a wedding entrance and thought them (that person) to be rude because they brushed past them. But later they interacted more with that person and found out that he/she was actually very kind and humble. Therefore, their first impression was wrong about this person- they can write a dairy entry about it. Similarly, a new teacher joined – so students can write about their impressions of her, or someone they interacted with at the mall, etc.</p> <p>The idea is to help students understand that our impression can be wrong about individuals. We are quick to judge people, and we assume a lot. (15 mins)</p> <p><b>Writing:</b></p> <p>Ask students to write their first entry in class today. Then, they need to maintain their dairies for two weeks. After which they will discuss their experiences in the class.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might not have understood the concept. While others are busy writing their first dairy entries, explain the assignment once again to them. Tell them you want them to write their impressions about people they've met in two weeks.</p>
05 mins	<p><b>Wrap up (Questions):</b></p> <p>Encourage students to ask as many questions about the assignment as they can so it becomes very clear to them.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review the first diary entry and maintain diary entries for the next two weeks.</p>

**Lesson Plan 126- Review of Unit 10**

Subject: English

Grade: 4

Term: 3rd

Week:

Unit: 10

Unit Title: The frog and the elephant

Lesson Plan: 126

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:

- use future perfect tense in sentences correctly.
- identify and use prepositions.

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## **Unit 11 -The Mountain and the Squirrel**

### **Unit Overview**

Unit 11 is a poem about the mountain and the squirrel who are arguing about each other's strengths and areas of improvement. It helps students learn that we are all different and unique in our own ways. Allah has created human this way. HE has given each one of us different strengths. We must make the most of the things we are good at.

We must respect our differences and not make fun of them. Instead, we should help others improve in the areas where they need support.

### **Modal Answers**

#### **Exercise A**

**Answer the following questions.**

- The mountain called the squirrel 'Little Prig'.
- Squirrel is Bun.
- The squirrel is trying to explain the mountain that everyone has different talents and skills. It doesn't mean that one is better or worse than others. It simply means that differences should be respected and celebrated. We all need each other to survive and prosper.
- The squirrel is small, fast, and quickly moves from one place to another, whereas the mountain is huge and slow. It cannot move from its place. The squirrel lives in a forest, which is actually situation in the mountain's back.
- The moral: Celebrate diversity, for we are all important and unique in our own way.

#### **Exercise B**

##### **Questions for Discussion**

- I think the squirrel is wiser as it is trying to explain to the mountain that talents differ amongst people and that's nothing to be upset or angry about.
- Do this activity in class. It will help students realize how talented they are. It will also help them celebrate and respect differences.

#### **Exercise C**

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

#### **Exercise D**

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a

few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

### Exercise E

**Fill in the blanks correctly.**

- ‘Mangoes and bananas **are** available in this shop only,’ informed the tourist guide.
- The teacher **is** writing on the whiteboard.
- The students **are** running in the playground.
- He **scolds** the milkman every day in the morning.
- Imran **is** talking to the police officer.
- Sana **is** at school.
- My father **takes** a long time in selecting his clothes for work.
- The players **want** to win the match.
- The committee **looks** at every proposal carefully.
- Your clothes **are** very appropriate for this event.

### Exercise F.

Dearest Rizwan,

I hope you are doing well.

Last week we had our annual sports week. It was an interesting event to attend. Many different types of sports activities took place throughout the week. We had a mega cricket tournament, followed by football and basketball matches. I participated in the cricket tournament. Unfortunately, my team couldn't win, but we showed true sportsman spirit on the ground.

I also participated in 100m race, which I won. I have become a fast runner now. I was focused and looked at the final crossing line only.

The event ended with a huge trophy distribution celebration. Every team that won got a trophy. I received a small trophy too, along with a certificate of appreciation.

No classes were held throughout the week but the library was open. A few students from my class sat in the library throughout the week and didn't participate in any sport event. I think we need to balance our lives – after all, all work and no play makes Jack a dull boy.

How are things at your end? You had exams, right? How did they go? I hope your Maths paper went well. Do write to me about what's new at your end.

I will be waiting for your response.

Please take good care of yourself.

With warm regards,

Haris Khan

### **Exercise I**

Tell students to perform the dialogues with expressions. Encourage them to perform these dialogues without reading them from the book. Tell students they are more than welcome to make their own dialogues. Slowly and gradually, enable them to write their own script. Facilitate students in performing their own role-plays, with expressions and props.

**Lesson Plan 127**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 11	Unit Title: The Mountain and the squirrel
Lesson Plan: 127	Textbook Page/s: 115	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- we are all different and unique in our own ways. Allah has created humans this way. HE has given each one of us different strengths. We must make the most of the things we are good at.
- we must respect our differences and not make fun of them. Instead, we should help others improve in the areas where they need support.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Tape recorder to play the poem

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 did the role-plays go and if they enjoyed them? Ask them if they'd like to perform their role-plays in front of the whole school during morning assembly or break time?</p> <p>Ask students if they can guess what they'll in today's lesson? Take their suggestions and create a light atmosphere in the class.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will hear/read a poem today, 'The Mountain and the Squirrel'.</p> <p><b>Listening and Speaking</b></p> <p>Ask students to clear away their tables and close their books. Play the recording of the poem on the tape and ask students</p>

to listen to it carefully. After playing it for the first time, ask them as to what they've understood. Students might not have understood much, so don't expect too many answers.

Play the recording the second time and ask students to listen to it carefully again. Once more, ask students what they've understood from it. Expect a few more answers this time.

Play the recording the third time; this time ask students to open their books and follow the poem given on page 115. Ask students to use dictionaries to find the meanings of the difficult words in pairs. No Give them at least 5 mins to understand the poem on their own.

Now ask these questions from the students:

- What are the mountain and squirrel fighting about?
- What is former and latter? Encourage students to find the meanings from dictionaries.
- Why did the mountain call squirrel a little prig?
- How did squirrel encounter this insult?
- What is squirrel trying to explain to the mountain?
- How were both different from each other?
- Can you identify the strengths of mountains and squirrel mentioned in the poem?
- What is the moral of the poem here?

You might need to explain the poem briefly here, but don't go on explaining it word by word. Let students understand the poem on their own. Encourage students to ask as many questions about the poem as they want to.

(20 mins)

**Writing:**

Provide slips to the students and ask students to write everything they've understood from the poem. (5 mins)

**Differentiated Plan:**

Some students might face problems in understanding the poem. Ask them form a group and explain them the poem in the group. These students might require more explanation of



	the poem. But keep asking formative questions to evaluate their understanding.
05 mins	<b>Wrap up (Question time!!):</b> Encourage students to ask as many questions about the poem as they want to during the wrap up. Don't answer yourself, instead ask others who know the answer to help their classmates. Generate a discussion about the poem.
05 mins	<b>Homework assignment:</b> Read the poem, The Mountain and the Squirrel once again.

**Lesson Plan 128**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 11	Unit Title: The Mountain and the Squirrel
Lesson Plan: 128	Textbook Page/s: 115	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- we are all different and unique in our own ways. Allah has created humans this way. HE has given each one of us different strengths. We must make the most of the things we are good at.
- we must respect our differences and not make fun of them. Instead, we should help others improve in the areas where they need support.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Tape recorder/laptop (in case you wish to play the poem again).

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 what they remember from the last lesson. Ask these questions:</p> <p>What did they learn from the poem? Why should we celebrate differences?</p> <p>How do differences make us unique?</p> <p>How was the mountain unique and the squirrel?</p> <p>(Students might need a bit of guidance in answering these questions, so do help them where required.)</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will answer questions related to the poem in today's lesson.</p>

**Reading, Listening and Speaking:**

Ask from students if they'd like to listen to the poem once again. Play it for them. Then ask these questions to evaluate how much they've understood about the poem.

-What do you think Little Prig mean?

-In your opinion what does these two lines mean, 'You are not so small as I, And not half so spry.

-Who in the poem is more aggressive, the mountain or the squirrel and why?

-How do our talents make us unique?

Now, ask students to read and discuss questions given in Exercise B on page 116. Give students 5 minutes to discuss these questions.

(10 mins)

**Reading, Listening and Speaking:**

Discuss their opinions about the questions given in Exercise B. Ask students to talk about their talents and skills, and how they are different from their classmates. Ask the students if they combine all their talents, would they become an ideal and a strong team? (5 mins)

**Writing:**

Now ask to answer questions given in Exercise A 1-5 on page 116 individually. (10 mins)

**Differentiated Plan:**

Some students might not have understood the poem properly. You will get this data when you ask the questions mentioned above. Those are not able to respond might not have understood the poem clearly. While other are engaged in writing work, make a group of these students and explain them the poem in detail. You might need to use other resources from the internet and YouTube to explain them the poem. Use this resource:

[www.youtube.com/watch?v=T9sGHha0iE0](http://www.youtube.com/watch?v=T9sGHha0iE0)

You can play it for whole class if you think this is beneficial.

	Now, ask the struggling to attempt questions in Exercise A on their own.
05 mins	<b>Wrap up (Class Discussion):</b> Discuss the answers of Exercise A during this time.
05 mins	<b>Homework assignment:</b> Review questions given in Exercise B with your family and friends.

**Lesson Plan 129**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 11	Unit Title: The Mountain and the Squirrel
Lesson Plan: 129	Textbook Page/s: 116-117	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- use vocabulary words appropriately in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries, Chart papers

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 in their opinion is the argument between the mountain and squirrel fair and needed? Probe further with questions like:</p> <ul style="list-style-type: none"> <li>-How could the Mountain and the Squirrel work together and become a stronger team?</li> <li>-Should we respect and celebrate our differences? Why or why not? State reasons.</li> <li>-What are the negative consequences of comparing yourself with others?</li> </ul> <p>Generate an insightful discussion using the questions mentioned above.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn new vocabulary words and use them in their own sentences.</p>

	<p><b>Reading, Writing:</b></p> <p>Divide students into groups and ask them to find meanings of all the words mentioned in red in the poem Exercise C and D. Ask students to write the meanings on a chart paper as a group.</p> <p>Then use words in Exercise D in their own sentences. Ask students to refer to example sentences in case they need help. This task is to be done individually. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once the students have made sentences, ask them to share their sentences with the class. Ask different students to share their sentences with the class. Appreciate quality work. Tweak some sentences if need be.</p> <p>Now, ask each group to stick their chart papers on the softboard of their class. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might form sentences quickly. Ask such fast learners to write a short paragraph on ‘Celebrating Differences’ using at least four words from Exercise C and D.</p> <p>Help students who you see struggling form sentences. Make a few sample sentences for them. Encourage them to make their own sentences in your presence. You can tweak their sentences if required. Appreciate such students wholeheartedly.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to the students. Ask them to write 2 new words that they will use in their writings from now onwards. If there’s time, ask them to write two sentences of those two words on the slip as well.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review vocabulary words, their meanings and sentences given in Exercise C and D as homework.</p>

**Lesson Plan 130**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 11	Unit Title: The Mountain and the Squirrel
Lesson Plan: 130	Textbook Page/s: 117-118	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- use correct subject-verb agreement structure in their sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Subject-verb agreement chart

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 taking a small quiz. Write the following sentences on the board and ask students to identify the mistakes in the sentence structures. All sentences are in the present tense.</p> <p>1-Sara and Sana is writing a letter.</p> <p>2- My baby is crying loudly.</p> <p>3- Talha share his lunch with his friends.</p> <p>Appreciate the students who give correct answer; ask them to give reasons for their answers. Make a mental note of those who don't answer at all (perhaps, these students do not know the correct subject-verb agreement structures.)</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn more about the correct subject-verb agreements in today's lesson.</p>

**Reading, Listening and Speaking:**


First off by explaining the structural problems in the sentences given above. Inform students that all three sentences are in the present tense. The first sentence has two subjects – Sara and Sana, hence we will use the plural verb ‘are’. Similarly, in the second sentence, baby is a singular subject, therefore use ‘is’. In the third sentence, Talha is a singular subject, so add –s to the verb, that is ‘shares’, not ‘share’.

Now, show the subject-verb agreement chart. Use the following chart if you want:

### Subject Verb Agreement

A present tense verb must have subject verb agreement to make sense.

1. Add **-s** to most verbs if the subject is singular (only one).  
 The dog **walks** down the street.  
 (Hint: if there is an 's' on the verb, you do not need one on the noun!)
2. Do not add **-s** if the subject is plural.  
 The dogs **walk** down the street.  
 (Hint: if there is an 's' on the noun, you do not need one on the verb!)
3. Do not add **-s** if the subject is "I" or "you".  
I **walk** the dog every day.  
You **walk** the dog on Tuesday.



Created by Mrs. Ghazal 2015

Use this chart to explain students how verbs change with the subjects. If subject is singular, then add –s with the verb. If the subject is plural, then do not –s with the verb.

Help students do the following examples so they get sufficient practice:

Talha and Sameer \_\_\_\_\_ going to the park.

Yasir play/plays very well, but Salim and Raheel do not play/plays well.

She \_\_\_\_\_ calling her best friend.

They \_\_\_\_\_ very naughty children.

Fahad \_\_\_\_\_ a good student. He studies/study in grade 1. He know/knows how to play cricket well.



	<p>Notice who is answering the questions. Students who still are confused would stay quiet. (15 mins)</p> <p><b>Reading:</b></p> <p>Ask students to open pages 117 and 118 and read the examples given for subject-verb agreement.</p> <p>(5 mins)</p> <p><b>Writing:</b></p> <p>Encourage students to attempt Exercise E individually first and then share their answers with their peers. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might still be confused in subject-verb agreement usage. While others get busy in writing exercise, encourage these struggling learners ask questions regarding subject-verb agreement. Listen to them and explain this grammar component accordingly.</p> <p>You can use examples from the textbook to explain the concept. Alternatively, show this video to the struggling students to help clarify the concept:</p> <p><a href="http://www.youtube.com/watch?v=AJOiWOQdc24">www.youtube.com/watch?v=AJOiWOQdc24</a></p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Discuss answers to Exercise E during wrap up. Call on different students to mention the reason for using a particular verb. Play devil’s advocate in some case to check students’ understanding.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Subject Verb agreement explanation given on page 117 and Exercise E given on page 118.</p>

**Lesson Plan 131**

Subject: English                      Grade: 4                                      Term: 3rd  
 Week:                                      Unit: 11                                      Unit Title: The Mountain and the Squirrel  
 Lesson Plan: 131                      Textbook Page/s:117-118                      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 correct subject-verb agreement in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Worksheet, subject-verb agreement chart, if required.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 what they remember about subject verb agreement that they studied in the last lesson.</p> <p>Ask them when 'is' and 'are' used in sentences.</p> <p>Similarly, ask when is –s added to the verb and when it is not added.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do more exercises to practice subject-verb agreement.</p> <p><b>Reading, Writing:</b></p> <p>Tell students it is very important for them to practice subject verb agreement, without which they cannot get their sentence structure correct.</p> <p>Divide students into pairs. Ask them to solve the worksheet on subject-verb agreement.</p>

	<p>Worksheet is attached. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students have completed their worksheet, quickly discuss the answers. Give all students a chance to answer questions, especially struggling learners. In case their answer is wrong, explain with reasons the correct answer.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in answering subject verb agreement questions. While other pairs are busy doing their work, explain the concept once again to these learners.</p> <p>Do an example sentence for them so they get the idea. Also, use textbook to explain them agreements once again. These students might take time to understand this grammar concept.</p> <p>Monitor their work closely.</p>
05 mins	<p><b>Wrap up (Discussion Time):</b></p> <p>Discuss what students have learnt from this lesson. Encourage them to ask question related to this topic, if they have any.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review worksheet done as class assignment once again.</p>

**Lesson Plan 132**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 11	Unit Title: The Mountain and the Squirrel
Lesson Plan: 132	Textbook Page/s:119	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- write an email.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Computer lab

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 an email id? Probe which email service they use frequently? Ask student if they've written an email recently to someone? Or if they've observed any family member writing an email?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will write an email in today's lesson. Ask them to form a line and go to computer lab.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>In lab, show a sample email to the students. Log in to your official account and show students how to open the account. Then open a new email message and then explain them the component of an email. Do tell students the function of to, from, cc, and bcc components.</p>

	<p>Then show them how to start an email. Explain that email has three parts as well, just like an essay/composition - opening, body and closing.</p> <p>(10 mins)</p> <p><b>Writing:</b></p> <p>Now, encourage students to open their accounts and write an email to their friend telling him/her about the annual sports day. If they don't have an account, give an official email id to the students from where they could open an email message. This task can be done in pairs, but do not do it in groups. The idea is: all students should get a chance to write an email himself/herself.</p> <p>Monitor each pair's work closely. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face a difficult time in writing an email. Encourage them to brainstorm ideas of the topic they wish to discuss before they actually start writing their emails.</p> <p>Secondly, encourage them to write in short paragraphs and turn their spell checker on.</p> <p>Alternatively, ask these students to send an attachment to their friends. Show them how to send one.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Ask different to share their emails with the entire class. Appreciate their hard work and give constructive feedback.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Write an email to your friend asking about his/her Eid plans. Ask them to send you a copy of it.</p>

**Lesson Plan 133**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 11	Unit Title: The Mountain and the Squirrel
Lesson Plan: 133	Textbook Page/s: 120-121	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- write a picture story in their own words.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they know about picture story writing. Write this heading on the board and take ideas from the students. Write all their ideas on board.</p> <p>Next, introduce students to picture storytelling. Tell them that a story is told in pictures and pictures are used to depict different scenes of the story. Inform students that picture storytelling is fun.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will write a picture story in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask students to refer to pages 120-121 and quickly understand the picture story. Then ask them as to what details they'd like to include in the story. Help them organize their thoughts and ideas by doing a brainstorming session with them about the story.</p>

	<p>Tell students that once they've written the story, they must revise it for smoothness and consistency.</p> <p>(10 mins)</p> <p><b>Writing:</b></p> <p>Ask students to write a picture story given on pages 120-121 in their own words, and in pairs. Tell them to give it a title as well. Encourage them to use dictionaries and as many vocabulary words they've learnt in the previous lessons. Give them a word limit: 150 words.</p> <p>(15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to write a picture story. Provide them prompts (words and phrases) to help them write the story. For example: hare and tortoise decided to race – hare was winning- he decided to rest for a while – he slept for long – tortoise kept walking slowly – eventually reached the finished point – when hare woke up it was too late.</p>
05 mins	<p><b>Wrap up (Story Reading Session):</b></p> <p>Encourage students to share their stories with their classmates. Ask at least two to three students to present their stories to the class.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review picture stories that you wrote in class once again at home.</p>

**Lesson Plan 134**

Subject: English                      Grade: 4                                      Term: 3rd  
 Week:                                      Unit: 11                                      Unit Title: The Mountain and the Squirrel  
 Lesson Plan: 134                      Textbook Page/s: 122-123                      Duration: 40 minutes  
 Teacher:                                      School:                                      Date:

**Student Learning Outcomes (SLOs)**

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

- pronounce 'R' controlled vowels fluently.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Laptop/tape recorder

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they enjoyed writing a picture story in the last lesson. Write the word 'Story' on board and ask them to pronounce it for you. Ask them to notice their pronunciation again. Is R prominent in their pronunciation? Ask them to think of more word in which R is prominent.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice pronouncing R controlled words in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write the following words on the board and ask students to pronounce them as you write:</p> <p>stir</p> <p>shirt</p> <p>torch</p>



horn

turtle

star

fork

scar

scarf

car

part

letter

anger

purple

bird

dirt

third

firm

Now, play the pronunciation of all these words and ask students to repeat after each word. Encourage them to notice the sounds of words as they go on pronouncing them. Tell students these are R controlled words. AR, ER, IR, OR, UR words have R prominent in them.

(15 mins)

Play the sounds once more if students want.

**Writing:**

Now, tell the students they will play a game. Encourage them to turn to page 123 and find R controlled words in the word maze. Pair that completes the maze first will win the game. Award the students with a small gift. (10 mins)

**Differentiated Plan:**

Some students might have a hard time in pronouncing R controlled words. While others are busy in their written word, help these students pronounce the list of words given above

	<p>again. Pronounce these words for yourself too, if needed. Help them make the appropriate sounds.</p> <p>Next, guide these students how to find words in the maze. Do an example for them and encourage them to find the rest of the words themselves.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Discuss the words maze with the students. Ask them meanings of the words like Thorn, blender and if they've seen a beaver and turkey. Ask students to highlight the pronunciation of R in each of these words.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Revise Exercise H and R controlled words on pages 122, 123.</p>

**Lesson Plan 135**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 11	Unit Title: The Mountain and the Squirrel
Lesson Plan: 135	Textbook Page/s: 124	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- write a script and perform dialogues with expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they would like to do a performance today. Make groups of four students and ask them to read the oral communication exercise given on page 124.</p> <p>Assign different roles to the group members as described earlier.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will write a script for role paly in today's lesson.</p> <p><b>Reading, Writing, Listening and Speaking:</b></p> <p>Tell students to read the oral communication exercise I given on page 124 in groups. Ask them some questions related to dialogues like:</p> <ul style="list-style-type: none"> <li>-How do our differences make us stronger?</li> <li>-How do you think we can use these differences to our advantage?</li> </ul>

	<p>Now, tell them to prepare a script on the topic ‘Differences make a team stronger’. Encourage each group member to contribute to this script. Ask different members of the group to perform their roles efficiently.</p> <p>Monitor the students while they are busy preparing a script. Encourage them to describe the props, costumes, and background setting in detail. These things make an important element of the script.</p> <p>Help students thrash ideas and concepts of their script. Encourage them to brainstorming before they begin to write their scripts.</p> <p>Instruct students that each role-play should be different and unique. (25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might not participate much in script writing activity. Identify them. These might be struggling students or those who are too shy to speak out loud in groups. Some might even be discouraged by other group members from voicing their ideas/concerns.</p> <p>Encourage such students to speak up anyway. They must gain courage and confidence to voice their ideas. If possible, make such students group leaders so they get a chance to manage others and become confident.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Towards the end of class, ask students how much script they have been able to complete. Ask different groups to tell a brief summary of their scripts and the moral lesson.</p> <p>Tell students they will perform their role-plays in the next lesson, therefore they need to prepare accordingly.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Complete the scripts for role-play in next lesson.</p>

**Lesson Plan 136**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 11	Unit Title: The Mountain and the Squirrel
Lesson Plan: 136	Textbook Page/s: 124	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- write a script and perform dialogues with expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Costumes and props (brought by students if they want)

Note: Clear away furniture so there's enough space for each group to perform.

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 completed their scripts and brought their props and costumes for the role-play. Clear away the furniture so there's enough space for each group to perform.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will perform their role-plays in today's lesson.</p> <p><b>Reading, Writing, Listening and Speaking:</b></p> <p>Ask each group to come forward and introduce their role-play to the entire class. Each group must tell their role-play's title and introduce the characters before starting their performance.</p> <p>Ask groups to perform their role-plays.</p>

	<p>After each play, do a quick 1-2 minutes constructive feedback session with each group in which ask the class to tell the presenting group what they liked about their performance and what could be improved for future. Discuss moral lesson very briefly as well.</p> <p>Remember the constructive feedback session needs to stay every positive and energetic. Give a lot of appreciation to the performing group.</p> <p>(30 mins)</p> <p><b>Differentiated Plan:</b></p> <p>During introduction session (before each play – please read methodology again), every member of the group must speak about their contribution to the role-play. This will help shy students gain confidence and speak in front of a huge crowd.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Towards the end of class, ask students what they’ve learnt from this activity.</p>
00 mins	<p><b>Homework assignment:</b></p> <p>Consume this time in role-play performance.</p> <p>Bring your dairies with daily entries in the next lesson. Two weeks are almost over.</p>

**Lesson Plan 137**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 10	Unit Title: The frog and the elephant
Lesson Plan: 137	Textbook Page/s: 106-109	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- value people for who they are, and not how they look like.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Diaries (to be brought by students)

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 if they've brought their daily diaries today. Ask them how their experience has been of:</p> <p>A-writing a diary</p> <p>B-their impressions about people – how wrong or correct were their impressions.</p> <p>Take answers from different answers, but do try to get the struggling students' interest in the lesson.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will discuss their diary writing experience along with their impressions about different people they've met in the past two weeks (judgements).</p> <p><b>Reading, Listening and Speaking:</b></p>

	<p>Ask if any student would be willing to share a dairy entry with the rest of the class. Ask the student to read it out aloud and then talk about their experience. Ask questions like:</p> <ul style="list-style-type: none"> <li>-What made them get that impression of the other person?</li> <li>-How did it change, if it did?</li> <li>-What have they learnt from this experience about impressions/judgements?</li> </ul> <p>Invite another student to share one entry and so on.</p> <p>Note: Tell students clearly, they are not to make fun of anyone’s dairy entry. They need to show respect and empathy to their classmates.</p> <p>(25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in sharing their diary entries. Just ask them once or twice and then leave them alone. They could have written something that they don’t want to share with the class, so please respect that.</p> <p>Some students might make fun of those reading their entries. Manage them assertively. Tell them they are not to make fun or judge. No giggles or smiles should be passed between students.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Distribute exit slips and ask students to write one thing they liked about writing a daily dairy.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review your dairy entries. Think: do you judge people easily? Should you judge them?</p>



**Lesson Plan 138- Review of Unit 11**

Subject: English                      Grade: 4                                      Term: 3rd  
 Week:                                      Unit: 11    Unit Title: The Mountain and the Squirrel  
 Lesson Plan: 138                      Textbook Page/s: 115-124                      Duration: 40 minutes  
 Teacher:                                      School:    Date:

**Student Learning Outcomes (SLOs)**

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

- use subject-verb agreement correctly in sentences.
- write an email proficiently.

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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>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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## **Unit 12 -Hazrat Abdul Qadir Jilani and the Robbers**

### **Unit Overview**

Unit 12 tells us of an episode between Hazrat Abdul Qadir Jilani (رحمة الله تعالى عليه) and the robbers. It teaches children about one's good character integrity, truthfulness, honesty, openness, reliability and adherence to the Islamic, ethical and moral code.

Unit 12 encourages that one must always speak the truth, for truth leads to righteousness and Paradise. It helps students learn that one good deed can influence others and help spread goodness in the world.

### **Modal Answers**

#### **Exercise A**

**Answer the following questions.**

- Hazrat Abdul Qadir Jilani was a famous Islamic scholar and spiritual leader in the 11<sup>th</sup> century CE.
- He wanted to go Baghdad to pursue higher education.
- He was carrying 40 gold coins to Baghdad.
- The caravan was attacked by the thieves.
- The thieves were very impressed with Hazrat Abdul Qadir Jilani's reply. They were full of regret for robbing the people in the caravan and doing them wrong.

#### **Exercise B**

#### **Questions for Discussion**

1-Allah loves those who speak truth. Such a person is respected and like by all. Speaking truth will also help us become trust worthy and reliable.

2- Such a person is disliked and mistrusted by all. Lies will always get one in trouble.

#### **Exercise C**

Encourage students to use their dictionaries to find the meanings of the words given in red in the text. Once students have found the meanings, they should discuss them with their classmates. You can form groups or pairs for students to discuss their answers.

#### **Exercise D**

Now, encourage students to find the meanings of the words given in the exercise, and use them in their own sentences. Students can refer to the sample questions given in the textbook. Also, you can make a few example sentences for reference, however, encourage students to make sentences on their own. Monitor their work closely and, if required, tweak their sentences accordingly.

#### **Exercise E**

**Identify the subject and predicate in the following sentences.**

Note: Subject - underlined. Predicate - bold

- The sun **is shining brightly in the sky.**
- The watchman **was blowing his whistle loudly.**
- Ali **is doing his homework.**
- We **went to the zoo today after a long time.**
- My younger brother **goes to school.**
- The old gardener **was cutting the weeds in the garden.**
- The family **went to a nearby park.**
- Rehan **was playing with his toys.**

#### Exercise F

Make five sentences with subject and predicate and your classmate to identify the two in each sentence.

- The mobile phone **is placed on top of the shelf.**
- The kitten **is playing with the ball.**
- Farhan **makes beautiful paintings.**
- My mother **bakes delicious cakes.**
- The baby **is sleeping in the pram.**
- The man **works hard to raise his family well.**

#### Exercise I

Tell students to perform the dialogues with expressions. Encourage them to perform these dialogues without reading them from the book. Tell students they are more than welcome to make their own dialogues. Slowly and gradually, enable them to write their own script. Facilitate students in performing their own role-plays, with expressions and props.

**Lesson Plan 139**

Subject: English

Grade: 4

Term: 3rd

Week:  
عليه and the Robbers

Unit: 12

Unit Title: Hazrat Abdul Qadir Jilani رحمة الله تعالى

Lesson Plan: 139

Textbook Page/s: 125-127

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Hazrat Abdul Qadir Jilani رحمة الله تعالى عليه and the robbers' episode teach children about one's good character integrity, truthfulness, honesty, openness, reliability and adherence to the Islamic, ethical and moral code.
- one must always speak the truth, for truth leads to righteousness and Paradise.
- your one good deed can influence others and help spread goodness in the world.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out 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 know the importance of telling the truth? Ask them how honesty helps us in everyday life and why must one be honest?</p> <p>Then, ask students if they've heard of Hazrat Abdul Qadir Jilani رحمة الله تعالى عليه? Write his name on the board and take opinions from all the students.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell student they will read about Hazrat Abdul Qadir Jilani رحمة الله تعالى عليه in today's lesson.</p>

	<p><b>Reading, Writing:</b></p> <p>Divide students into groups and assign each member a role. Now ask them to read chapter 12, find meanings of the difficult words and discuss the chapter in groups. Encourage students to write the meanings of difficult words in their notebooks. Tell students they have only 10 mins to do this.</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once they're done reading and discussing the chapter, ask them what they've understood from it. Encourage them to raise their hands and tell one thing they've learnt from this chapter. Keep probing to elicit their understanding. You can ask the following questions:</p> <ul style="list-style-type: none"> <li>-Where was Hazrat Jilani رحمه الله تعالى عليه going and why?</li> <li>-What did his mother give him?</li> <li>-What happened on the way?</li> <li>-Why did Hazrat Jilani رحمه الله تعالى عليه tell the truth?</li> <li>-What was the consequence of his honesty?</li> <li>-What did Hazrat Jilani رحمه الله تعالى عليه become when he grew up?</li> </ul> <p>Pay special attention to students' answers. You will know how much has each student understood. Also, their answers will give an opportunity to generate a discussion around the chapter. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might not have understood the chapter clearly. Shuffle groups in such a way that fast learners sit with struggling one. Ask fast learners to explain the chapter to the struggling ones.</p> <p>Monitor their discussion closely so you'll know how much has each struggling student understood. (5 mins)</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Towards the end of the chapter, ask the following questions to assess students' understanding:</p>

	<p>-Why was Hazrat Jilani رحمه الله تعالى عليه going to Baghdad?</p> <p>-What would have happened had Hazrat Jilani رحمه الله تعالى عليه not told the thieves about his gold coins?</p> <p>-Why was the leader of the thieves so impressed with Hazrat Jilani رحمه الله تعالى عليه?</p> <p>-Who gave him the advice to always speak the truth?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 12 on pages 125-127 once again.</p>

**Lesson Plan 140**

Subject: English

Grade: 4

Term: 3rd

Week:  
the Robbers

Unit: 12

Unit Title: Hazrat Abdul Qadir Jilani رحمه الله تعالى عليه and

Lesson Plan: 140

Textbook Page/s: 128

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Hazrat Abdul Qadir Jilani (رحمة الله تعالى عليه) and the robbers' episode teach children about one's good character integrity, truthfulness, honesty, openness, reliability and adherence to the Islamic, ethical and moral code.
- one must always speak the truth, for truth leads to righteousness and Paradise.
- your one good deed can influence others and help spread goodness in the world.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 the benefits of speaking truth. Ask them to think of a time when they spoke the truth and were rewarded for it. Take opinions from at least two students.</p> <p>Give constructive feedback to the students who told their stories.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will attempt questions given in Exercise A and B in today's lesson.</p> <p><b>Reading, Listening and Speaking (Class Discussion):</b></p>

	<p>In pairs ask students to think about questions given in Exercise A and B. Instruct students to first think of answers individually and then share it with their pair.</p> <p>Observe which students are not able to answer questions. Go over to that pair and help the struggling learner understand the question first. Then help him/her look for answer in the lesson.</p> <p>Once each pair has discussed the answers, ask students to raise hands and tell you the answers of Exercise A and B. If you want, you can probe further to check their comprehension. (15 mins)</p> <p><b>Writing:</b></p> <p>Now, instruct the students to write answers of Exercise A in their notebooks. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might struggle with writing answers. Help them look for answers in their textbooks. Remember these students have already discussed answers, therefore once you've guided them, slightly move away. Encourage them however to quickly write answers.</p>
00 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Consume this time in discussing answers in instructional strategy.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review answers to questions given in Exercise B at home.</p>



**Lesson Plan 141**

Subject: English

Grade: 4

Term: 3rd

Week:  
the Robbers

Unit: 12

Unit Title: Hazrat Abdul Qadir Jilani رحمة الله تعالى عليه and

Lesson Plan: 141

Textbook Page/s: 128

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- learn new vocabulary words and use them in their own sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionaries

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they discussed questions given in Exercise B at home, and what were the responses like. Take a few answers from different students, especially struggling learners.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn to use new vocabulary words in their own sentences.</p> <p><b>Reading, Writing:</b></p> <p>Ask students to read and find the meanings and make sentences of the words given in Exercise C and D and those that are in red colour in the chapter. Instruct them to write the meanings and sentences in their notebooks. Tell students they can share their sentences with their classmate once they've completed all the sentences. (15 mins)</p> <p><b>Listening and Speaking:</b></p>

	<p>Once all the students have written their sentences, ask them to share their sentences with the entire class. Encourage the class to give constructive feedback on their sentences. You, as a teacher, must appreciate well-written sentences.</p> <p>Ensure that you give most students, if not all, a chance to share their sentences.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to make sentences. Help them by making a sample sentence for them. Also, help them understand the meaning of the word first, as many times, students aren't able to make sentences as they haven't understood the meanings properly.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to the students and ask them to write any two words they've learnt in today's lesson. Write their sentences as well.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review the words, meanings and their sentences done in class today.</p>

**Lesson Plan 142**

Subject: English

Grade: 4

Term: 3rd

Week:  
the Robbers

Unit: 12

Unit Title: Hazrat Abdul Qadir Jilani رحمة الله تعالى عليه and

Lesson Plan: 142

Textbook Page/s: 129-131

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- recognise and use subjects and predicate in sentences.

**Teaching Aids/Materials/Resources:**

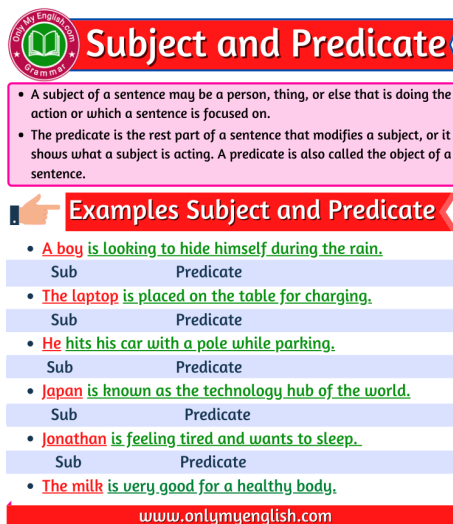
- Textbook
- Board & Marker
- Subject/Predicate chart, exit slips

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they know anything about the subject and predicate in a sentence? Take opinions but don't judge the students.</p> <p>Now, write this sentence on the board and ask students if they can identify the subject in it?</p> <p>Ali walks to school daily.</p> <p>What is the subject here? (Ali)</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn more about subjects and predicates in today's lesson.</p> <p><b>Reading, Listening and Speaking</b></p> <p><b>Subject:</b></p>

Go back to the board and ask students why they think Ali is the subject of the sentence. Explain reason that subject is the noun or pronoun that does some action/work in the sentence. Ali is the doing the action, hence he is the subject of the sentence.

Tell students that subject tells us who or what is the sentence is about. It could be a noun or a pronoun.

Now show the subject and predicate chart to the students. Ask them to read the sentences and identify the subject in every sentence (hide the answers). You can use this chart if you want:



**Subject and Predicate**

- A subject of a sentence may be a person, thing, or else that is doing the action or which a sentence is focused on.
- The predicate is the rest part of a sentence that modifies a subject, or it shows what a subject is acting. A predicate is also called the object of a sentence.

**Examples Subject and Predicate**

- A boy** is looking to hide himself during the rain.  
Sub                      Predicate
- The laptop** is placed on the table for charging.  
Sub                      Predicate
- He** hits his car with a pole while parking.  
Sub                      Predicate
- Japan** is known as the technology hub of the world.  
Sub                      Predicate
- Jonathan** is feeling tired and wants to sleep.  
Sub                      Predicate
- The milk** is very good for a healthy body.  
Sub                      Predicate

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Discuss each sentence in detail and ask students why they think a certain noun or pronoun is the subject of the sentence.

#### **Predicate:**

Next, ask students if they know about the predicate in a sentence? Do this example: Ali walks to school daily.

Take answers from different students. Ask them why they think a certain part is the predicate in the sentence.

Explain students that predicate is the part of the sentence that tells us more about what the subject is doing. It tells us about the subject's activities and actions. Therefore, in the sentence given above: 'walks to school daily' is the predicate.

	<p>Now, ask students to read the chart and identify the predicate in each sentence. Discuss the predicate in detail.</p> <p>Encourage students to ask as many questions as they want in order to understand the concept clearly. (20 mins)</p> <p><b>Writing:</b></p> <p>Instruct students to copy the sentences given in the chart in their notebooks and underline the subject and predicate in each sentence. Since they have already discussed the subjects and predicates in each sentence, this work shouldn't be very difficult for them to do.</p> <p>(05 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might not have understood the concept of subjects and predicates. Notice which students are struggling with the concept. While others are doing their written work, help these struggling students understand the concept of subjects and predicates better. Use examples given in the chart to help them understand what the subject is and predicate in a sentence.</p> <p>You can make up new sentence and encourage them to identify the subjects and predicates in those sentences for practice.</p> <p>Alternatively, show this video which might help them understand the concept better:  <a href="http://www.youtube.com/watch?v=B7Fqgelck5Q">www.youtube.com/watch?v=B7Fqgelck5Q</a></p>
05 mins	<p><b>Wrap up (Exit slips):</b></p> <p>Write the following sentences on the board and ask students to identify the subject and predicate in each.</p> <ul style="list-style-type: none"> <li>• The shopkeeper packed the vegetables in a paper bag.</li> <li>• Mother has asked Rida to come inside.</li> <li>• The squirrel is hopping around merrily.</li> </ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Read pages 129-130 of the textbook on Subjects and Predicates, chapter 12.</p>

**Lesson Plan 143**

Subject: English

Grade: 4

Term: 3rd

Week:  
the Robbers

Unit: 12

Unit Title: Hazrat Abdul Qadir Jilani رحمة الله تعالى عليه and

Lesson Plan: 143

Textbook Page/s:129-130

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- recognize and use subjects, predicates and objects in a sentence.

**Teaching Aids/Materials/Resources:**

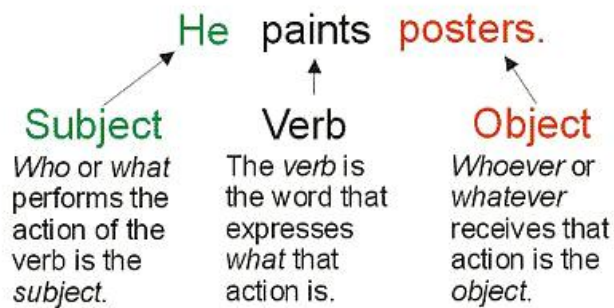
- Textbook
- Board & Marker
- Subject, Predicate and Object in a chart

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask students if they remember what they did in the previous lesson. Ask them what a subject is and predicate in a sentence.</p> <p>Write this sentence on the board ask students to identify the subject and predicate:</p> <p>Mr and Mrs Smith are going on a vacation.</p> <p>Take opinions from different students. Notice which students give correct answers and those who are quiet (these might be struggling to understand the concept).</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn what an object in a sentence is.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write the following sentence on the board:</p>

Maham was carrying a ball in her hand.

Ask students to identify the object in the sentence. Explain them that object is the nouns or pronoun in a sentence that receives the action done by the subject. Take answers from different students.

Explain that ball is the object as it is receiving direct action from the subject, Maham, in the sentence. Show this chart to the students to explain the concept of object better:



Explain to students that object always receives work from the subject. There are times when sentences might not have an object because they don't need one. For example, the sentence, 'Mother is sleeping' has no object, as the subject, 'Mother' is not performing an action on anything. Similarly, the sentence, 'The children are running' has no object, as it doesn't need one.

Now, ask students to identify the predicate in both the sentences given above (other is sleeping, the children are running). Notice which students are facing difficulties in understanding the concept. (20 mins)

#### **Writing:**

Ask students to turn to page 131 and try to identify the subject, predicate and objects in Exercise E. Take this as an individual task. Let students identify the three parts individually. (5 mins)

#### **Differentiated Plan:**

Some students might find it difficult to identify subject, predicate and objects in a sentence. You would have already noticed which students are struggling therefore, while others are busy in their written work, ask these students where

	<p>exactly they are facing problems. Then explain them the concept once again.</p> <p>Use more examples to help them identify subjects, predicates and objects in sentences.</p> <p><a href="http://www.youtube.com/watch?v=6h59HizPzlw">www.youtube.com/watch?v=6h59HizPzlw</a></p> <p>You can do sentence 1 as an example for the struggling students and encourage them to do the rest themselves. Monitor their work closely.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask students to tell you the answers of sentences given in Exercise E. Ask them to give reasons why they think a certain noun is the subject or object of the sentence.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review subject, predicate and object component given on pages 129-132 of the textbook, chapter 12.</p>



**Lesson Plan 144**

Subject: English

Grade: 4

Term: 3rd

Week:  
the Robbers

Unit: 12

Unit Title: Hazrat Abdul Qadir Jilani رحمه الله تعالى عليه and

Lesson Plan: 144

Textbook Page/s: 131

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- make sentences that contain subject, predicate and objects.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم [Note: Always remember to say بسم الله رحمان الرحيم out 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 what they remember from the previous lesson. Ask them to quickly recap about the subject, predicate and object in a sentence.</p> <p>Ask, 'Who is interested in writing a sentence containing all three elements?'</p> <p>Pick any one student to come forward and write his/her sentence on the board. Ask others in the class to identify three parts of the sentence.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice making sentences containing subject, predicate and objects.</p> <p><b>Reading, Writing:</b></p> <p>Divide students into four groups. Assign each member a role. Now, give each group the task to write 5 sentences, each containing subject, predicate and an object. Tell them not to</p>

	<p>underline the three components in their sentences as they would have to present their sentences to other groups and they would identify them.</p> <p>(10 mins)</p> <p><b>Listening and Speaking (Presentation):</b></p> <p>Once groups are done with their work, ask each group to come forward and present their sentences to the class. Encourage the class to identify subject, predicate and objects in the five sentences. The presenting group will tell if their classmates have identified the three components correctly.</p> <p>Make this a fun activity. You can give out simple treats to the students who identify a component correctly to build create interest. Ask each group to stick their chart on the softboard of their class.</p> <p>(20 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might not be able to identify the components correctly. Have their classmate explain to them why a certain nouns or pronoun is the subject, predicate or object in a sentence. You can add to the explanation. Now, ask the struggling student if the concept is clear.</p>
03 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask students to quickly tell you the function of subject, predicate and object in a sentence. Take answers from struggling students, specifically.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Read pages 129-131 again about subjects, predicates and objects of your textbook, chapter 12.</p>

**Lesson Plan 145**

Subject: English Grade: 4

Term: 3rd

Week: Unit: 12 Unit Title: Hazrat Abdul Qadir Jilani رحمة الله تعالى عليه and the Robbers

Lesson Plan: 145

Textbook Page/s: 132-133

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- learn how to write a letter.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- coloured A4 sheets

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 lately written a letter or an email to someone? Then ask them how they formatted their email or letter.</p> <p>Ask them if there are any specific things to remember when writing a letter, or an email, specifically.</p> <p>Make a list of all those components on the board. Now, narrow down the list to five main components – date, address, salutations, text and conclusion.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about the main component of a letter (in relation to email) in today’s lesson.</p> <p><b>Reading, Listening and Speaking:</b></p>

	<p>Now, draw two sample pages on the board. Tell students one is a letter and the other, an email. Ask them to help you format it.</p> <p>Ask them how to start their letter or an email? Take opinions from different students. Write the correct component – date on top of the letter. Ask students where the date is mentioned in an email. Write the correct option on email format - right at the top of the email page.</p> <p>Next, ask students which component comes next. Write address underneath date on letter format. Interestingly, it comes right underneath the date in emails as well. Ask students if they can identify the difference in address format. Letter has physical address while email has an id.</p> <p>Ask students if they know how to start the letter. Write a few salutations on the board. Then explain them the flow of a letter and email, that is, the body text and closing. (10 mins)</p> <p><b>Writing:</b></p> <p>Now, give coloured A 4 sheet to the students. In pairs, ask them to format and write a letter to their aunt requesting her to visit you soon and spend a week at your place. Instruct students to first brainstorm their ideas and then begin writing. Ask them to review their work before submitting it.</p> <p>Tell students to complete their letter as homework if they aren't able to complete it now.</p> <p>(15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in writing a letter. Help them brainstorm ideas. Perhaps, give them an idea or two of what to write in their letter, but don't help too much either.</p> <p>Let students manage the letter on their own mostly.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Take ideas from the students as to what they've written in their letters. Ask them where they wrote the date, address and which salutation they've used.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Complete the letter as homework.</p>

**Lesson Plan 146**

Subject: English

Grade: 4

Term: 3rd

Week:  
the Robbers

Unit: 12

Unit Title: Hazrat Abdul Qadir Jilani رحمة الله تعالى عليه and

Lesson Plan: 146

Textbook Page/s: 132-133

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- learn how to write a letter.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they have completed their letters assigned in the last lesson. Ask them what are their letters about?</p> <p>Then, tell them that each pair will have to come forward and read their letters to the class.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will present their letters in front of the entire class. The others in class will give them constructive feedback, which they can note for future reference.</p> <p>Note: This exercise is specifically designed to enhance students' presentation skills. Execute it in such a manner that students gain confidence in speaking front of large crowd and learn to interact with the audience positively. Also, students must learn to accept feedback positively.</p> <p><b>Reading, Listening and Speaking:</b></p>

	<p>Invite each pair one after the other in front of the class and ask both the students to read their letters to the class. Encourage the class to give constructive feedback. Please ensure that no negative conversation takes place. Encourage the presenting pair to take feedback positively and perhaps note it, if they'd like to.</p> <p>Encourage the presenting pair to make notes of the feedback.</p> <p>(25 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might be shy in presenting in front of the class. Encourage them to present. Give them positive feedback so they gain confidence to present.</p>
05 mins	<p><b>Wrap up (Writing):</b></p> <p>Distribute the entrance slips. Ask students to answer this question:</p> <p>What did you learn from today's lesson?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read pages 132-133 from textbooks, chapter 12 (a sample letter).</p>

**Lesson Plan 147**

Subject: English

Grade: 4

Term: 3rd

Week:  
the Robbers

Unit: 12

Unit Title: Hazrat Adbul Qadir Jilani رحمة الله تعالى عليه and

Lesson Plan: 147

Textbook Page/s: 134-135

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- use common sight words in their own sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they enjoyed the presentation activity yesterday. Ask them what they will do differently the next time they present anything in front of the class.</p> <p>Take opinions from different students, but try to take answers from those who are shy and hesitant to present in front of class.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students that in today’s class they will use different vocabulary words to write a composition.</p> <p><b>Reading, Writing:</b></p> <p>Ask students to turn to pages 134-135 and choose at least 10 different words. Once all the students have chosen their words, ask them to write a composition of 100 words on ‘If I became a teacher for a day, I would....’</p>

	<p>Instruct students they must use all 10 words in this composition.</p> <p>Give students a choice to either sit in groups (flexible grouping) or in pair or individually to do this work. Also, tell students that those who write the best compositions will present them during morning assembly.</p> <p>(15 mins)</p> <p><b>Listening and Speaking (Presentation):</b></p> <p>Now, invite students to present their compositions in front of the class. The class would give constructive on each presenter's work. You can also correct any grammatical inconsistencies if you want.</p> <p>Choose two best compositions and ask students to present it in morning assembly. Make arrangement accordingly. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Ask shy students to maintain eye contact with the audience. They must learn not to hesitate while reading their compositions and must answer the audience's questions confidently.</p>
03 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Ask students what they liked best about today's session.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review compositions that you wrote in the class for grammatical consistencies.</p>



**Lesson Plan 148**

Subject: English

Grade: 4

Term: 3rd

Week:  
the Robbers

Unit: 12

Unit Title: Hazrat Adbul Qadir Jilani رحمة الله تعالى عليه and

Lesson Plan: 148

Textbook Page/s: 134-135

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- use common sight words in their own sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they enjoyed the composition presentation activity in the last. Ask them what they will do differently the next time they present anything in front of the class.</p> <p>Take opinions from different students, but try to take answers from those who are shy and hesitant to present in front of class.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students that in today's class they will use different vocabulary words to write an email.</p> <p><b>Reading, Writing:</b></p> <p>Ask students to turn to pages 134-135 and choose at least 10 different words (other than the ones they chose in the last lesson). Once all the students have chosen their words, ask them to write an email to their friend of 100 words on 'I went to a food festival....'</p>

	<p>Instruct students they must use all 10 words in this email.</p> <p>Give students a choice to either sit in groups (flexible grouping) or in pair or individually to do this work. Also, tell students that those who write the best emails will present them during break assembly.</p> <p>(15 mins)</p> <p><b>Listening and Speaking (Presentation):</b></p> <p>Now, invite students to present their emails in front of the class. The class would give constructive on each presenter's work. You can also correct any grammatical inconsistencies if you want.</p> <p>Choose two best emails and ask students to present it in break assembly. Make arrangement accordingly. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Ask shy students to maintain eye contact with the audience. They must learn not to hesitate while reading their emails and must answer the audience's questions confidently.</p>
03 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Ask students what they liked best about today's session.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review emails that you wrote in the class for grammatical consistencies.</p>

**Lesson Plan 149**

Subject: English

Grade: 4

Term: 3rd

Week:  
the Robbers

Unit: 12

Unit Title: Hazrat Abdul Qadri Jilani رحمة الله تعالى عليه and

Lesson Plan: 149

Textbook Page/s: 135-136

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- create their own script and perform the dialogues with expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم [Note: Always remember to say بسم الله رحمان الرحيم out 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 how does it feel to receive constructive feedback from someone? Take answers from different students.</p> <p>Then ask, 'How has the presentation activity helped you?' Take answers from different students.</p> <p>Then, ask students if they remember the moral of chapter 12, Hazrat Abdul Qadri and the Robbers? Take answers from different students.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will make their own dialogues and perform the role-play with expressions.</p> <p><b>Reading, Writing:</b></p> <p>Divide students into groups. Make sure there are at least four members in each group. Then ask students to read dialogues given in Exercise I and discuss the moral of the exercise</p>

	<p>amongst themselves. Tell students they have only 10 mins to read the dialogues and discuss. (10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Now, ask students what they've understood from the dialogues. Ask questions like:</p> <ul style="list-style-type: none"> <li>-Why should one be honest?</li> <li>-Has there ever been a situation where they have lied and what were the consequences?</li> <li>-Do they think they should have lied or not? Give reasons.</li> <li>-How does our honesty and truthfulness help us in life?</li> </ul> <p>(10 mins)</p> <p><b>Writing:</b></p> <p>Next in groups ask students to prepare a brief script on 'Honesty is the best policy'. Tell students they can take inspiration from the dialogues given in their textbooks, but they can't copy the dialogues. Tell the groups they need to think of an original script and that all role-plays should be different. Encourage groups to brainstorm first and then start working on the script. Instruct students that everyone needs to participate in the activity. (10 mins)</p> <p>Move around the class and monitor each group's activity. Hear the concepts of their scripts and tweak ideas where required.</p> <p>Note: You can consume wrap up time in instructional strategy time.</p> <p><b>Differentiated Plan:</b></p> <p>Encourage struggling learners to participate whole-heartedly in script writing activity. Ask them to contribute their ideas and tell the group members to give every member a chance to speak up.</p> <p>Tell the students who are shy and hesitant to speak up.</p>
00 mins	<p><b>Wrap up:</b></p> <p>Time consumed in instructional strategy.</p>
05 mins	<p><b>Homework assignment:</b></p>

	Students are to complete their respective scripts as homework.
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**Lesson Plan 150**

Subject: English	Grade: 4	Term: 3rd
Week:	Unit: 12	Unit Title: Hazrat Abdul Qadir Jilani رحمة الله تعالى عليه and the Robbers.
Lesson Plan: 150	Textbook Page/s: 135-136	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- create their own script and perform the dialogues with expressions.

Note: The lesson plan contains a role-play assignment. Please discuss it with the management and other teachers of the section before implementing it.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Props and costumes (brought by students if they want. Also, clear away the furniture so there's space for students to perform)

05 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله رحمان الرحيم out 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 if they have completed their scripts. By now, expect them to be quite expert with creating and performing scripts.</p> <p>Ask them how their experience of team work has been? Ask them if there were any disagreement while make the scripts and how they overcame them? Take answers from different students.</p> <p>Ask students if they've been honest and truthful ever since reading the chapter? Take answers from different students.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will perform their role-plays in today's lesson.</p>

	<p><b>Reading, Writing, Listening and Speaking:</b></p> <p>Ask each group to come forward and introduce their role-play to the entire class. Each group must tell their role-play's title and introduce the characters before starting their performance.</p> <p>Ask groups to perform their role-plays.</p> <p>After each play, do a quick 1-2 minutes constructive feedback session with each group in which ask the class to tell the presenting group what they liked about their performance and what could be improved for future. Discuss moral lesson of the role-play very briefly as well.</p> <p>Remember the constructive feedback session needs to stay every positive and energetic. Give a lot of appreciation to the performing group.</p> <p>(30 mins)</p> <p><b>Differentiated Plan:</b></p> <p>During introduction session (before each play – please read methodology again), every member of the group must speak about their contribution to the role-play. This will help shy students gain confidence and speak in front of a huge crowd.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Towards the end of class, ask students what they've learnt from this activity.</p>
00 mins	<p><b>Homework assignment:</b></p> <p>Consume this time in role-play activity.</p>

**Lesson Plan 151– Review of Unit 12**

Subject: English

Grade: 4

Term: 3rd

Week:  
the Robbers

Unit: 12

Unit Title: Hazrat Abdul Qadir Jilani رحمه الله تعالى عليه and

Lesson Plan: 151

Textbook Page/s: 125-136

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- use subject-verb agreement correctly in sentences.
- write a letter.

**Teaching Aids/Materials/Resources:**

- Exam sheets

Timeframe (40 mins)	Assessment Proceedings
5 mins	<p><b>Warm up:</b></p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ out loud before you start any lesson or activity and say الْحَمْدُ لِلّٰهِ after finishing it and encourage the students to do the same, too.]</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><b>Lesson structure</b></p> <p><b>Instructions:</b> 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><b>Wrap up:</b></p> <p>Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>



## **Unit 10 – The Frog and the Elephant — Worksheet 1**

### **Lesson Plan 121**

#### **Circle the preposition/s in the given sentences.**

- We went to the airport to board the plane.
- I found my pen in one of my books.
- I ran towards the vending machine.
- I needed to complete my homework before the arrival of the guests.
- My brother hid under the bed when we played hide and seek.
- The birds are sitting on the highest branch.
- She arrived at the shop an hour late.
- The clothes are hanging in the cupboard.
- The cat flew off the fence while sleeping.
- We went over the bridge to get to our destination.

**Unit 10 – The Frog and the Elephant — Worksheet 2****Lesson Plan 131****Q1- Use the most appropriate subject-verb agreement in the following sentences.**

- There \_\_\_\_\_ many wonderful books in this section of the library. (is, are)
- The kittens \_\_\_\_\_ to play with wool balls. (like, likes)
- The young \_\_\_\_\_ his emails daily. (check, checks)
- \_\_\_\_\_ there any apples left in the bowl? (are, is)
- The management \_\_\_\_\_ with the workers fairly. (deal, deals)
- Alina \_\_\_\_\_ her work well. (manages, manage)
- Sumair \_\_\_\_\_ throws the ball very high. (throw, throws)
- He always \_\_\_\_\_ a fluorescent jacket when working at the construction site. (wear, wears)
- The boys \_\_\_\_\_ well, but today they got nervous. (plays, play)
- Haniya and Dania \_\_\_\_\_ going to the nearby park. (is, are)

**Unit 10 – The Frog and the Elephant****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- a- Why do you think the frog was so judgemental about the elephant? (2)
- b- Was the frog right in all his assumptions? (2)
- c- You think about Mrs Duck’s advice to the frog? Would you agree with her advices? Why or why not? (2)
- d- What do you think of Mr Elephant’s character? Write in detail. (2)
- e- Do you think Mr Frog was served right for assuming such wrong things about Mr Elephant? (2)

**Q2 – Write the meanings of the words given below and use them in your own sentences. (5)**

- a- nap
- b- chores
- c- errands
- d- selfish
- e- misjudged

**Q3- Identify future perfect tense in the following sentences. (5)**

- a- I will have finished packing my bags by this evening.
- b- My brother will have gotten his passport by now.
- c- I will have gone for a vacation by this time next year.
- d- The teacher will have completed all her checking by this afternoon.
- e- I will have submitted my report to the manager by tomorrow afternoon.

**Q 4 - Fill in the blanks with the appropriate prepositions. (5)**

- a- Please keep these clothes \_\_\_\_\_ the cupboard.
- b- I have kept the books \_\_\_\_\_ the table for you.
- c- The cat jumped \_\_\_\_\_ the fence and ran away.
- d- This purse belongs \_\_\_\_\_ my mother.
- e- Please don't bother coming to the meeting \_\_\_\_\_ 9:00 AM. You must be punctual.

## **Unit 11 – The Mountain and the Squirrel**

### **Unit Wise Assessment**

#### **Q1- Answer the following questions.**

**Total Marks: 25**

a- Why were the mountain and squirrel fighting? (1)

b- Who was angrier and why? (2)

c- Was the squirrel correct in saying that they both have unique qualities which should be celebrated? Give reasons for your answer. (3)

d- How were the mountain and the squirrel different from one another? Make a list. (2)

e- Do you think differences should be celebrated or not? Give reasons for your answer. (2)

#### **Q2 – Write the meanings of the words given below and use them in your own sentences. (5)**

a- former

b- latter

c- prig

d- sly

e- differ

**Q3- Correct the following sentences. Check the Subject-Verb agreement. (2.5)**

- my family and I is going on a picnic tomorrow.
- the children usually makes a lot of noise.
- The milkman deliver milk daily, early in the morning.
- The pictures shows that the villagers were enjoying their learning hour.
- The committee have approved proposal about the tree plantation drive.

**Q4- Write an email to your friend telling him/her about the new house you've just moved in. (5)****Q5 – Insert the correct form of verbs in the following sentences. (2.5)**

- a- The ladies \_\_\_\_\_ very interested in talking to each other. (is, are)
- b- Ali, Sara and Imran \_\_\_\_\_ very excited about their new bicycles. (is, are)
- c- I \_\_\_\_\_ informed his mother to come soon. (has, have)
- d- The girl \_\_\_\_\_ finished eating. You can remove her plate now. (has, have)
- e- Their team \_\_\_\_\_ won the match. (has, have)

## **Unit 12 – Hazrat Abdul Qadir Jilani and the Robbers**

### **Unit Wise Assessment**

#### **Q1- Answer the following questions.**

**Total Marks: 25**

- a – Where was Hazrat Abdul Qadir Jilani رحمه الله تعالى عليه going and why? (2)
- b- What did his mother give him with what advice? (2)
- c- What happened as a result of Hazrat Jilani’s رحمه الله تعالى عليه mother’s advice? (2)
- d- Why were the robbers so impressed with Hazrat Abdul Qadir Jilani رحمه الله تعالى عليه? (2)
- e- What lesson do we learn from Hazrat Jilani’s رحمه الله تعالى عليه story? (2)

#### **Q2 – Write the meanings of the words given below and use them in your own sentences. (5)**

- a- valuable.
- b- pious
- c- prominent
- d- astonished
- e- scoured

**Q3- Identify the subject and predicate in the following sentences. (5)**

- My mother was cooking food in the kitchen.
- The boy threw the ball very high.
- Sara was reading her book in the afternoon.
- The monkeys performed entertaining tricks on the visitors.
- The children were laughing loudly.
- Farah and her friends went to a restaurant for lunch.
- I received a gift from my grandmother.
- The mountain fought with the squirrel about their different skills.
- I baked a cake which everyone enjoyed eating.
- My sister is getting ready to go to the wedding.

**Q4- Write a letter to your friend about the new book you've recently read. (5)**



## Terminal Assessment Paper

### Third Term

#### Objectives

**Total Marks: 50**

#### Students should be able to:

1. Understanding past perfect tense and its usage
2. Understanding future perfect tense and its usage
3. Ensuring the correct use of subject verb agreement in sentences
4. Looking at open, closed and hyphenated compound words

#### 1- Answer the following questions. (16)

- a- How did Asad's smartness save him and his brother from harm?
- b- Why did Asad lock all the windows and doors?
- c- How was Mr Elephant different from the Swans? Explain in detail and give examples.
- d- How were the squirrel and mountain different from each other? Give examples.
- e- What is the square root? Trying to explain to the mountain in the poem?
- f- How did the thieves react after listening to Hazrat Jalani's رحمة الله تعالى عليه reasons?
- g- Where was Hazrat Jilani's رحمة الله تعالى عليه caravan going and what happened to it?
- h- What did you learn from this story, 'The Frog and the Elephant'?

#### 2- Write meanings of the following words and make sentences. (10)

- a. scholar
- b. pious
- c. prominent
- d. occupy
- e. deny
- f. disgrace
- g. entertained
- h. imply
- i. elegant
- j. sturd

#### 3- Write three sentences in Present Perfect Tense. (3)

#### 4- Write three sentences in Past Perfect Tense. (3)

#### 5- Write three sentences in Future Perfect Tense. (3)

#### 6- Make sentences of the following similes: (4)

- a. as light as a feather
- b. as busy as a bee
- c. as cold as ice
- d. as beave as lion

**7- Use the following types of adverbs in your own sentences: (5)**

- a. Adverbs of Manner
- b. Adverbs of Place
- c. Adverbs of Time
- d. Adverbs of Degree
- e. Adverbs Frequency

**8- Identify if the following are open, closed or hyphenated compound words and use them in your own sentences (insert hyphens if required). (4)**

- a. Living room
- b. Well read
- c. Fireman
- d. Notebook

**1. Write two sentences containing subject and predicate. Mark subject and predicate. (2)**