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

# SPECTRUM ENGLISH

**FIRST TERM** **TEACHING GUIDE**

5



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**Spectrum**  
Enlightening Generations

# Spectrum English Grade 5 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- I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

### Unit Overview

Unit 1 contains many inspiring episodes from Rasoolullah's □ life showing his unparalleled mercy and compassion. The unit teaches us the importance of following the footsteps of Rasoolullah □.

### Model Answers

#### Exercise A

- 1- Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ prolonged his sajdha because his grandson Hazrat Hussain رضى الله تعالى عنه was playing on his back and he didn't want to disturb him.
- 2- It means that Muslims should hold Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ in higher regard and esteem than they hold themselves. Muslims should closely follow in the footsteps of Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ.
- 3- It is an active process because when we follow his footsteps, we are expressing our love and respect for Allah last Prophet صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ. When we recite durud sharif we show our love for Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ hence it is an active process which happens every day.
- 4- Yes, I do. I pray five times a day, observe fasts, give charity, recite durud sharif actively and try to follow in the footsteps of our Holy Prophet صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ closely.

#### Exercise B

#### Questions for Discussion

- 1- Good deeds will help us live peacefully in this world. We will not make enemies and not harm anyone in this world. When we have more good deeds in our amal nama, we will go to heaven, hence we will achieve success in this world and Akhirah.
- 2- Yes, it will. People will not hurt each other. They will not lie and cause troubles for others. Everyone will leave peacefully hence this world will become a better place.
- 3- Recite durud shairf daily and as many times a day as you as it will protect you and save you from bad deeds.

#### 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

- 1- I am sitting on the bed.
- 2- He is reading a book.
- 3- 'Are you going home?' Ali asked his friend.
- 4- It is a beautiful day today.
- 5- Are you learning French?
- 6- We are swimming in the pool.

**Exercise F**

- 1- Are you from Madina?
- 2- Is she Saif's sister?
- 3- Where are your friends? Are they in the shop?
- 4- Is it a cat or a dog?
- 5- 'Saim, are you in Mrs Ahmed's class?' asked Mohib.
- 6- Is he a friendly man?
- 7- Where are the children? Are they playing in the park?
- 8- Ms Fatima is an excellent teacher. She teaches us maths and science.
- 9- 'Are you going to the masjid?' Danish asked Asad.
- 10- The teacher asked, 'Have you prepared for the test?'

**Exercise G**

- 1- Who
- 2- Which
- 3- What
- 4- Which
- 5- Whom
- 6- Who
- 7- Whose
- 8- Whom
- 9- Whom
- 10- Whom

**Exercise H**

- 1- This/that
- 2- This/that
- 3- This/that
- 4- These
- 5- Those
- 6- This
- 7- That
- 8- These

**Exercise I**

- 1- That
- 2- Who

- 3- That
- 4- Which
- 5- Where
- 6- What
- 7- That
- 8- When
- 9- Where
- 10- Whose

**Exercise J**

- 1- Mice
- 2- Teeth
- 3- Men
- 4- Knives
- 5- Women

**Exercise K**

- 1- Happy
- 2- Rainbow
- 3- Courtesy
- 4- Well-behaved
- 5- Blissful
- 6- Beautiful
- 7- Solidarity
- 8- Sensitive

## Lesson Plan 1

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 1

Textbook Page/s: 4-5

Duration: 40 minutes

Teacher:

School:

Date:

## Student Learning Outcomes (SLOs)

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

- Learn inspiring episodes from the Holy Prophet's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life which shows his mercy, benevolence, love and devotion to humanity.
- Learn a lesson on how good deeds will help make our world a better and safe place.

## Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker
- Exit slips

Timeframe (40 mins)	Proceedings
05 mins	<p>Warm up:</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 Hazrat Muhammad صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ on the board and ask students what they know about him.</p> <p>Help students recall Hazrat Muhammad's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ episode with his grandson, Hazrat Hussain رضي الله تعالى عنه and he was playing on Rasoolullah's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ back. You can also draw a mind-map and write main points around it. Let students tell you whatever they remember of the incident. Take other incidents too.</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 a good grip, proceed to chapter reading, however, avoid popcorn reading.</p>
25 mins	<p><b>Lesson structure 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>Students have learnt this in previous classes so it should be easy for them to do it.</p> <p><b>Reading:</b></p> <p>Ask students to read chapter 1 – I love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ 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</p>

	<p>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>-Which incident did Danish's teacher narrate about Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ?</li> <li>-What does the Holy Quran say about our Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ</li> <li>-What does it mean that Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ has a higher claim on the believers than they have on themselves?</li> <li>-Are you following in the footsteps of Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ?</li> <li>-How can we express our love for Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ (10 mins)?</li> </ul> <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> <ul style="list-style-type: none"> <li>-Why was Danish anxious? What was he looking for?</li> <li>-How did Dada jaan help him?</li> <li>-What was the incident that Danish's teacher narrated?</li> <li>-What does it mean that Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ has a higher claim on believers?</li> </ul> <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 'I love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ'?</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>
05 mins	<p><b>Homework assignment:</b></p> <p>Read the chapter I love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ once again. Do more research about Hazrat Muhammad صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ and find out more of his interesting incidents.</p>

## Lesson Plan 2

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 2

Textbook Page/s: 4-6

Duration: 40 minutes

Teacher:

School:

Date:

## Student Learning Outcomes (SLOs)

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

- Learn inspiring episodes from the Holy Prophet's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life which shows his mercy, benevolence, love and devotion to humanity.
- Learn a lesson on how good deeds will help make our world a better and safe place.

## Teaching Aids/Materials/Resources:

- Textbook
- Board & Marker

Timeframe (40 mins)	Proceedings
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 Rasoolullah's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ incident with his grandson, Hazrat Hussian رضى الله تعالى عنه.</p> <p>Ask if they found more interesting incidents of Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ? Ask a few students to quickly share them.</p> <p>Alternatively, you can ask questions like:</p> <p>-Why did Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ prolong his sajdha?</p> <p>-Are we following in the footsteps of Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ?</p> <p>Ask these warm-up question as a whole class, but give struggling students a special chance.</p>

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 – 4 on page 6 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 in groups. Then discuss answers with the entire class. Give each group a chance to answer questions. Give struggling students a special chance to answer questions.</p> <p>Students should be familiar with this exercise as they have done it in previous classes. (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> <p>.</p>
05 mins	<p><b>Wrap up (Discussion):</b> Once students are done writing answers, ask them the following questions as wrap up.</p>

	<p>-What lessons have you learnt from Hazrat Muhammad's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life?</p> <p>-How can we apply the learnings in our daily lives?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Discuss questions in Exercise B with your family members.</p>

## Lesson Plan 3

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 3

Textbook Page/s: 6

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn inspiring episodes from the Holy Prophet's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life which shows his mercy, benevolence, love and devotion to humanity.
- Learn a lesson on how good deeds will help make our world a better and safe place.
- Learn the meanings of difficult words given in the chapter

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Dictionary
- Chart paper

Timeframe (40 mins)	Proceedings
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 following words on the board and ask students if they can tell you their meanings:</p> <p>1- incident</p> <p>2- shunned</p> <p>3- assessing</p>

	<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>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- page 6)</b></p> <p>Divide the class into groups. Each group should have four students at least. Assign them different roles as in previous lessons. 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 five words and their meanings to the entire class. (15 mins)</p> <p><b>Reading and Writing (Ex D- page 6)</b></p> <p>Next, ask students to read words given in Exercise D and sample sentences given on page 7. 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. (15 mins)</p> <p><b>Differentiated Plan:</b></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.
05 mins	<b>Wrap up:</b> In groups, ask students to tell each other their favourite word/s and their sentence/s.
05 mins	<b>Homework assignment:</b> Review Exercises C and D done in class.

## Lesson Plan 4

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 4

Textbook Page/s: 7-9

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn inspiring episodes from the Holy Prophet's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life which shows his mercy, benevolence, love and devotion to humanity.
- Learn the use of personal pronouns in their daily lives.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart paper
- Chart on Personal Pronouns

Timeframe (40 mins)	Proceedings
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 types and examples of pronouns through mind mapping activity. Students have learnt about personal pronouns in their previous classes, so build on prior knowledge.</p> <p>Encourage students to share their knowledge and understanding with you.</p>



25 mins

**Lesson structure**

Tell students they will study types of pronouns esp. Personal pronouns in today's lesson.

**Reading, Listening and Speaking:**

Tell students there are four types of pronouns. Mention the types on board. Ask them to guess pronouns that come under each type.

Start with personal pronouns. Ask students to guess all personal pronouns. If they suggest wrong, politely correct them.

Mention all personal pronouns on the board.

Use this chart if you want:

A personal pronoun is a type of pronoun in the parts of speech that shows the personal attachment of any substance or action with the subject.

	Person	Personal Pronoun	
		Subject	Object
Singular	1st	i	me
	2nd	you	you
	3rd	he, she, it	him, her, it
Plural	1st	we	us
	2nd	you	you
	3rd	they	them

1. **We** want to go for a picnic at the hill station.
2. **It** smells very delicious from the kitchen.

Now, discuss some sample sentences and uses of each personal pronoun as whole class. Encourage students to make their own sentences orally and take sentences from all students especially struggling learners. (13 mins)

**Writing:**

Divide students into different groups. Ask each group to use any 2 personal pronouns into sentences of their own. Give them a small chart paper to write their sentences. (5 mins)

	<p>Next, ask the groups to do Exercise E on page 8 and Exercise F on page 9 together as group work. (3 mins)</p> <p><b>Class Discussion:</b></p> <p>Ask students to discuss answers on Exercise E and F as class discussion once they have attempted the exercise as group work. (4 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in understanding personal pronouns. While the rest of the class is busy making sentences, explain the personal persons to these struggling students.</p> <p>Use examples given in the textbook to help them understand personal pronouns. Ask them to make sentences of any two personal 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 personal pronouns.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask each group to present their sentences (made earlier in the lesson) 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 7-9 on Personal Pronouns once again.</p>

## Lesson Plan 5

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 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:

- Learn inspiring episodes from the Holy Prophet's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life which shows his mercy, benevolence, love and devotion to humanity.
- Learn the use of interrogative pronouns in their daily lives.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart paper
- Chart on Interrogative Pronouns

Timeframe (40 mins)	Proceedings
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 types and examples of personal pronouns through mind mapping activity. Students have learnt about personal pronouns in their previous classes, so do a quick recap.</p> <p>Now, ask students if they know anything about interrogative pronouns. Ask them to give examples of interrogative pronouns and write them on the board.</p>

25 mins

**Lesson structure**

Tell students they will study Interrogative pronouns in today's lesson.

**Reading, Listening and Speaking:**

Discuss different examples and uses of interrogative pronouns with students. Mention all interrogative pronouns on the board.

Use this chart if you want:

Interrogative Pronoun	Description	Example
What	used for the thing(s)	What do you do?
Who	meant for people or person	Who is knocking at the door?
Whom	used for people or person	Whom did they invite?
Which	used for things and in some cases people	Which one do you like?
Whose	used for a person	Whose house is that?

Now, discuss some sample sentences of each interrogative pronoun as whole class. Encourage students to make their own sentences orally and take sentences from all students especially struggling learners. (15 mins)

**Writing:**

Divide students into different groups. Ask each group to use any 2 interrogative pronouns into sentences of their own. Give them a small chart paper to write their sentences. (5 mins)

Next, ask the groups to do Exercise G on page 10 together as group work. (5 mins)

**Differentiated Plan:**

Some students might face difficulty in differentiating between personal and interrogative pronouns. While the rest of the class is busy making sentences, explain the interrogative persons to these struggling students and the difference between personal and interrogative.

Use examples given in the textbook to help them understand interrogative pronouns. Ask them to make sentences of any two interrogative pronouns. Review their sentences and change if needed and explain why you've made the changes.

	Encourage fast learners to help struggling students make sentences using interrogative pronouns.
05 mins	<b>Wrap up (Class Discussion):</b> Ask each group to present their sentences (made earlier in the lesson) to the rest of the class. Encourage the class to give them constructive feedback. Stick their chart papers on the class softboard.
05 mins	<b>Homework assignment:</b> Read pages 9-10 on Interrogative Pronouns once again.

## Lesson Plan 6

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 6

Textbook Page/s: 10-11

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn inspiring episodes from the Holy Prophet's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life which shows his mercy, benevolence, love and devotion to humanity.
- Learn the use of Demonstrative pronouns in their daily lives.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart on Demonstrative Pronouns

Timeframe (40 mins)	Proceedings
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 types and examples of personal and interrogative pronouns through mind mapping activity. Students have learnt about personal and interrogative pronouns in their previous classes, so do a quick recap.</p> <p>Now, ask students if they know anything about demonstrative pronouns. Ask them to give examples of demonstrative pronouns and write them on the board.</p>
25 mins	<p><b>Lesson structure</b></p> <p>Tell students they will study Demonstrative pronouns in today's lesson.</p>

**Reading, Listening and Speaking:**

Discuss different examples and the uses of demonstrative pronouns with students. Mention all demonstrative pronouns on the board.

Use this chart if you want:

The chart is titled "Demonstratives" and is part of an "English Grammar" section. It is divided into two main parts: "Demonstrative Pronouns" and "Demonstrative Adjectives".

**Demonstrative Pronouns:**

	singular	plural
here	this	these
there	that	those

**Demonstrative Adjectives:**

	singular	plural
Demonstrative Adjectives	This pen is red.	These pens are blue.

**Demonstrative Pronoun + Verb\***  
\* or by itself. - e.g. Do you want this?

**Demonstrative Adjective + Noun**

this book (here / close)	that book (there / not close)
these books (here / close)	those books (there / not close)

Now, discuss some sample sentences of each demonstrative pronoun as whole class. Encourage students to make their own sentences orally and take sentences from all students especially struggling learners. (15 mins)

**Writing:**

Divide students into different groups. Ask each group to use any 2 demonstrative pronouns into sentences of their own. Give them a small chart paper to write their sentences. (5 mins)

Next, ask the groups to do Exercise H on page 11 together as group work. (5 mins)

**Differentiated Plan:**

Some students might face difficulty in understanding demonstrative pronouns. While the rest of the class is busy making sentences, explain the demonstrative persons to these struggling students.

Use examples given in the textbook to help them understand demonstrative pronouns. Ask them to make sentences of any two demonstrative pronouns. Review their sentences and change if needed and explain why you've made the changes.

	Encourage fast learners to help struggling students make sentences using demonstrative pronouns.
05 mins	<b>Wrap up (Class Discussion):</b> Ask each group to present their sentences (made earlier in the lesson) to the rest of the class. Encourage the class to give them constructive feedback. Stick their chart papers on the class softboard.
05 mins	<b>Homework assignment:</b> Read pages 10-11 on Demonstrative Pronouns once again.



## Lesson Plan 7

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 7

Textbook Page/s: 11-12

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn inspiring episodes from the Holy Prophet's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life which shows his mercy, benevolence, love and devotion to humanity.
- Learn the use of Relative pronouns in their daily lives.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart paper
- Chart on Relative Pronouns

Timeframe (40 mins)	Proceedings
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 types and examples of demonstrative pronouns. Students have learnt about demonstrative pronouns in their previous classes, so do a quick recap.</p> <p>Now, ask students if they know anything about relative pronouns. Ask them to give examples of relative pronouns and write them on the board.</p>

25 mins

**Lesson structure**

Tell students they will study Relative pronouns in today's lesson.

**Reading, Listening and Speaking:**

Discuss different examples and the uses of relative pronouns with students. Mention all relative pronouns on the board.

Use this chart if you want:

<b>Who</b>	Relates to people (Subject)	The musician <b>who</b> wrote this song is French.
<b>Whom</b>	Relates to people (Object)	I know the boy <b>whom</b> sits next to you.
<b>Which</b>	Relates to animals and objects	This is the cake <b>which</b> Mary made.
<b>Why</b>	Refers to reason	Do you know the reason <b>why</b> the market is closed today?
<b>When</b>	Refers to time	The day <b>when</b> the concert takes place is Saturday.
<b>Where</b>	Refers to places	This is the house <b>where</b> my son was born.
<b>Whose</b>	Refers to possession	The boy <b>whose</b> phone just rang should stand up.
<b>That</b>	Relates to people, animals and things	12th September is the date <b>that</b> I was born.

Now, discuss some sample sentences of each relative pronoun as whole class. Encourage students to make their own sentences orally and take sentences from all students especially struggling learners. (15 mins)

**Writing:**

Divide students into different groups. Ask each group to use any 2 relative pronouns into sentences of their own. Give them a small chart paper to write their sentences. (5 mins)

Next, ask the groups to do Exercise I on page 12 together as group work. (5 mins)

**Differentiated Plan:**

Some students might face difficulty in understanding relative pronouns. While the rest of the class is busy making sentences, explain the relative persons to these struggling students.

Use examples given in the textbook to help them understand relative pronouns. Ask them to make sentences of any two

	<p>relative 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 relative pronouns.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask each group to present their sentences (made earlier in the lesson) 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 11-12 on Relative Pronouns once again.</p>

## Lesson Plan 8

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 8

Textbook Page/s: 13

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn inspiring episodes from the Holy Prophet's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life which shows his mercy, benevolence, love and devotion to humanity.
- Review irregular plurals of nouns

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit Slips

Timeframe (40 mins)	Proceedings
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 about irregular plurals they learnt previous grades. Take their answers and build on prior knowledge.</p>

25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about forming irregular plurals of nouns in today's lesson.</p> <p><b>Reading, Listening, Writing:</b></p> <p>Write the following words on the board and ask students to tell you the plural forms:</p> <p>Man</p> <p>Person</p> <p>Mouse</p> <p>Tooth</p> <p>Cactus</p> <p>Child</p> <p>Explain students that in some cases of nouns the entire word changes to form irregular plurals.</p> <p><b>Classwork:</b> In groups, ask students to form plurals of the following words after discussion:</p> <p>Foot</p> <p>Goose</p> <p>Focus</p> <p>Ox (15 mins)</p> <p><b>Reading and Writing:</b></p> <p>Ask students to turn to pages 13 and attempt Exercise J in groups.</p> <p>(5 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once done, discuss the answers of exercise J as class and ask students to write answers in their notebooks. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to understand the concept of forming irregular plurals of nouns. When giving the</p>
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	<p>classwork (mentioned above), pay special attention to these students. 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.</p>
05 mins	<p><b>Wrap up (Quiz Time)</b> Distribute exit slips and ask students to write irregular plurals of the following nouns:</p> <p>Tooth Child Person Sheep Aircraft Focus</p>
05 mins	<p><b>Homework assignment:</b> Review Exercise J on page 13 again.</p>

## Lesson Plan 9

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 9

Textbook Page/s: 14

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn inspiring episodes from the Holy Prophet's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life which shows his mercy, benevolence, love and devotion to humanity.
- Review semi-vowels

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

Timeframe (40 mins)	Proceedings
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 about semi vowels they learnt previous grades. Take their answers and build on prior knowledge.</p>

25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will play a game about semi vowels in today's lesson.</p> <p><b>Reading, Listening, Writing:</b></p> <p>Ask students to quickly recap vowels and semi vowels. Discuss why y is a semi vowel. Discuss different sounds of 'y' as well.</p> <p><b>Classwork:</b> In groups, ask students to attempt Exercise K on page 14.</p> <p>(15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once done, discuss the answers of exercise K as class and ask students to write answers in their notebooks. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to complete words. Help them a bit, but it's better if you let all students attempt exercise K on their own.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Do a quick recap of vowel, vowel sounds and semi vowels.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise K on page 14 again.</p> <p>Read Exercise L from home.</p>



## Lesson Plan 10

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 10

Textbook Page/s: 15-16

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Learn inspiring episodes from the Holy Prophet's صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ life which shows his mercy, benevolence, love and devotion to humanity.
- Perform a role play based on the story to demonstrate its concept

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips

Timeframe (40 mins)	Proceedings
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 read Exercise L as home? Ask students what they've understood from it. Ask questions like:</p> <ul style="list-style-type: none"> <li>-How should we behave with our neighbours?</li> <li>-Do they have any rights on us? What sort of rights?</li> <li>-Should we help them when they are sick or need our help financially? Why or why not?</li> </ul> <p>Take everyone's opinions.</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 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 Mrs Farhan, other to be Maham, and the third to be Alina. 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:</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>Review Exercise L on page 15 again.</p>

**Lesson Plan 11 – Review Lesson Plan**

Subject: English

Grade: 5

Term: 1st

Week:  
عَلَيْهِ وَآلِهِ وَسَلَّمَ

Unit: 1

Unit Title: I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

LP: 11

Textbook Page/s: 15-16

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

- Personal Pronouns
- Interrogative Pronouns
- Demonstrative Pronouns
- Interrogative Pronouns
- Relative Pronouns
- Irregular Plurals

**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	<b>Lesson structure</b> <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.  Write the time limit on the board.  Keep mentioning the time after every 10 mins.  Collect the answer sheets exactly after 30 mins.
05 mins	<b>Wrap up:</b>  Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.

## Unit 2 - Friends Forever

### Unit Overview

Unit 2 is a story that teaches children not to assume (negatively), for (negative) assumptions can destroy relationships and create unpleasant situations. The chapter explores misunderstanding between two friends due to lack of clear communication. It also teaches us that patience and a positive attitude can lead to reconciliation.

### Model Answers

#### Exercise A

- 1- Sarah was upset because her friend, Alina, was not talking to her. Sarah didn't talk to anyone in the house. She was quite at supper and preferred spending time alone, instead of being with her family.
- 2- Alina was Sarah's best friend. She was distant because her mother was ill and was at the hospital.
- 3- Mother told Sarah to give Alina some space and allow her some time to think closely. She told Sarah to offer Alina help and then leave her alone for a while.
- 4- Yes, she absolutely assumed. Sarah thought that since Alina isn't talking to her so she probably doesn't want to be friends with her.
- 5- Alina wanted Sarah to help her with maths homework.

#### Exercise B

#### Questions for Discussion

- 1- I think I would have reacted the same way as Sarah did because I would have felt sad too, if I best friend would have been distant from me too.
- 2- Yes, it is better to give people some space. It is always better to offer your assistance to your loved ones, but then allow them some time to think clearly and return to you.
- 3- You get to see things from the other person's viewpoint and know how they feel and think. I build empathy in a person.

#### 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**

- 1- Has, yours
- 2- Have, theirs
- 3- Them
- 4- Him
- 5- Mine
- 6- Mine
- 7- Ours
- 8- His
- 9- Theirs
- 10- My

**Exercise F**

- 1- In
- 2- Over
- 3- On
- 4- Since
- 5- Beside/near

**Exercise G**

Long vowel words

- 1- Pit
- 2- Rake
- 3- Joke
- 4- Rose
- 5- Tape
- 6- Soap

**Lesson Plan 12**

Subject: English

Grade: 5

Term: 1st

Week:

Unit: 2

Unit Title: Friends Forever

LP: 12

Textbook Page/s: 17-19

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Read a story that teaches children not to assume (negatively), for (negative) assumptions can destroy relationships and create unpleasant situations.
- Learn that misunderstanding between two friends can happen due to lack of clear communication.
- Learn that patience and a positive attitude can lead to reconciliation.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips

Timeframe (40 mins)	Proceedings
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’ve ever fought with their best friend? What happened? How did they resolve the fight? Ask them what was the fight about? What did they learn from it?</p> <p>Take everyone’s opinions.</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> <p><b>Reading and Writing:</b></p> <p>Instruct students to read pages 17-19, chapter 2 – Friends Forever. 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)</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>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.</p> <p>Ask them questions like:</p> <ul style="list-style-type: none"><li>-Why was Sarah upset?</li><li>-Why was Sarah's mother worried about her?</li><li>-What had happened that made Sarah upset?</li><li>-Who was Alina?</li><li>-What happened with her?</li><li>-Why was Alina so distant and lost?</li><li>-Do you think Alina was reacting well with Sarah and the rest?</li><li>-What help did Alina want from Sarah?</li><li>-How did the misunderstanding clear?</li><li>-Was mother's advice right? How so?</li></ul>
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	<p>-What would you have done had you been in Sarah’s place?</p> <p>Ask questions from the students to check their understanding of the chapter. Do explain to students that at times we need to give people space to make their own decisions and hold our assumptions lightly. A lot of misunderstandings happen because we assume things.</p> <p>Do not explain the chapter word by word rather check understanding through questions.</p> <p>Ask students meanings of difficult words. Ask each group meanings of at least 2 difficult words. (15 mins)</p> <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> <ul style="list-style-type: none"> <li>-Who were Sarah and Alina?</li> <li>-Why Alina was not talking to Sarah?</li> <li>-What happened with Alina?</li> <li>-What did Sarah do with Alina so she could feel better?</li> </ul> <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 and ask students to write what they liked about today’s lesson and would they take Sarah’s mother advice? Why or why not? Ask them to give reasons.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 2 – Friends Forever again.</p>

**Lesson Plan 13**

Subject: English

Grade: 5

Term: 1st

Week:

Unit: 2

Unit Title: Friends Forever

LP: 13

Textbook Page/s: 17-20

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Read a story that teaches children not to assume (negatively), for (negative) assumptions can destroy relationships and create unpleasant situations.
- Learn that misunderstanding between two friends can happen due to lack of clear communication.
- Learn that patience and a positive attitude can lead to reconciliation.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Exit slips

Timeframe (40 mins)	Proceedings
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 to if they remember what they did in the last class. Ask the following questions as warm up:</p> <ul style="list-style-type: none"> <li>- What did we learn about giving space to people in the last class?</li> <li>- What was Sarah personality like? Mention any three characteristics to describe Sarah.</li> <li>- What was Alina’s personality like? Mention any three characteristics to describe Alina.</li> </ul>
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. Tweak their understanding where required. (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 they question is asking and guide them to the paragraphs where information is available. Encourage these students to write answers on their own. 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: - 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 14**

Subject: English

Grade: 5

Term: 1st

Week:

Unit: 2

Unit Title: Friends Forever

LP: 14

Textbook Page/s: 20

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Read a story that teaches children not to assume (negatively), for (negative) assumptions can destroy relationships and create unpleasant situations.
- Learn that misunderstanding between two friends can happen due to lack of clear communication.
- Learn that patience and a positive attitude can lead to reconciliation.
- Find the meanings of difficult words and use them in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Entrance slips

Timeframe (40 mins)	Proceedings
05 mins	<p>Warm up:</p> <p>Greet students cheerfully with . السلام عليكم . [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask 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>-Had you been in Alina’s place, how would you have behaved with Sarah? Give reasons for your answer.</p> <p>Collect entrance slips immediately.</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, (attempt Exercise C on page 20). Encourage them to use dictionaries and also make sentences of the words as they find their meanings. Encourage students to write the words and meanings in their notebooks.</p> <p>(15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students are done finding meanings, ask each pair to tell the meanings of different words and share their sentences to their classmates. Choose different students to tell meanings and sentences of different words so all the words are covered.</p> <p>Encourage students 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.</p> <p>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:</b> Once students are done with their work, distribute exit slips and ask them to write meanings of the following words:</p> <p>-re-emphasize</p>

	-sobbed -confided Demeanour
05 mins	<b>Homework assignment:</b> Review all the words and their meanings once again as homework.

**Lesson Plan 15**

Subject: English

Grade: 5

Term: 1st

Week:

Unit: 2

Unit Title: Friends Forever

LP: 15

Textbook Page/s: 20

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Read a story that teaches children not to assume (negatively), for (negative) assumptions can destroy relationships and create unpleasant situations.
- Learn that misunderstanding between two friends can happen due to lack of clear communication.
- Learn that patience and a positive attitude can lead to reconciliation.
- Find the meanings of difficult words and use them in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Entrance slips

Timeframe (40 mins)	Proceedings
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 vocabulary words they learnt in the previous lesson.</p> <p>Distribute entrance slips and ask students to write any three vocabulary words they remember from the last lesson and their meanings.</p> <p>Collect the slips immediately.</p>

25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will use vocabulary words from chapter 2 in their essays in today's lesson.</p> <p><b>Reading, Writing:</b></p> <p>In pairs, ask students to make sentences of words given Exercise D on page 20. Encourage students to write the sentences in their notebooks.</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once the entire class is done making sentences, choose different pairs to share the meanings of the words as well as their sentences with the entire class.</p> <p>Encourage others in the class to give constructive feedback to their classmates. Appreciate students for making correct sentences. (10 mins)</p> <p><b>Writing:</b></p> <p>Ask students to answer the following question in their notebooks. Encourage them to use all vocabulary words they've learnt while constructing their answer:</p> <p>-What I have learnt from Sarah and Alina's story.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some student might face difficulty in making sentences and answering the question mentioned above. Encourage them to look at all the words and their meanings and then choose appropriate words for their answers.</p> <p>You can also ask fast learners to help them make sentences of difficult words.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Once done, ask different students to share their answers with the entire class. Give positive feedback to the students.</p>
05 mins	<p><b>Homework assignment:</b></p>



	Review all the words and their meanings from Exercise C and D once again as homework.
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**Lesson Plan 16**

Subject: English

Grade: 5

Term: 1st

Week:

Unit: 2

Unit Title: Friends Forever

LP: 16

Textbook Page/s: 21-22

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Read a story that teaches children not to assume (negatively), for (negative) assumptions can destroy relationships and create unpleasant situations.
- Learn that misunderstanding between two friends can happen due to lack of clear communication.
- Learn that patience and a positive attitude can lead to reconciliation.
- Using ‘has’ and ‘have’ to show possession.

**Teaching Aids/Materials/Resources:**

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

Timeframe (40 mins)	Proceedings
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 flash cards of has, have and had on the board and ask them where to use has and have.</p> <p>Encourage students tell where these are used.</p> <p>Write one sentence of each (has, had and have) on the board for students’ reference.</p>

25 mins	<p><b>Instructions:</b></p> <p>Tell students they will practice using helping verbs – has and have- to show possession 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 and have, without which they cannot get their sentence structure correct. Explain ‘has’ and ‘have’ are mainly used to show possession. ‘Has’ is used for singular object, while ‘have’ is used for plural.</p> <p><b>Listening and Speaking:</b></p> <p>Ask students to tell two sentences of has and two sentences of have and write the sentences on board. (15 mins)</p> <p><b>Writing:</b></p> <p>Divide students into pairs. Ask them to solve the worksheet on has and have.</p> <p>Worksheet is attached.</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 and have correctly in sentences. While other pairs are busy doing their work, explain the concept of have and has to show possession 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:</b></p>

	Ask students if they have any questions about the use of has and have. Answer their questions.
05 mins	<b>Homework assignment:</b> Review worksheet on has and have done as class assignment.\

**Lesson Plan 17**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:2

Unit Title: Friends Forever

LP: 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:

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

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Worksheet

Timeframe (40 mins)	Proceedings
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 where apostrophes are used?</p> <p>Draw an apostrophe, write a few example words on the board – Maha's, Father's, lawyer'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 that apostrophes and possessive pronouns show possession.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write these sentences on board:</p> <p>-My father's books was lying on the table.</p>

-Ali's drawing was very nice.

-The bride's dress was beautiful.

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 page 22.

Next, write possessive pronouns: mine, yours, his, hers, its, yours, ours, theirs on the board. Ask students if they can tell where these are used. Make a few example sentences for their assistance, like:

-This purse is mine.

-Bring your water bottle and we will bring ours.

-Our house is better than theirs.

Discuss the use of possessive pronouns in these sentences and how they are used to show possession.

**Writing:**

Divide the class into groups. Ask them to add apostrophes in appropriate places in the sentences. Give the worksheet to each group.

Worksheet is attached.

Once students have completed the worksheet, discuss the answers as a whole class. Encourage struggling students to give answers.

(10 mins)

**Differentiated Plan:**

Some students might find it difficult to use apostrophes and possessive pronouns to show possession. 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 and possessive pronouns.

Ask fast learners (if they have completed their work) to make two sentences using apostrophes and possessive pronouns as possession.

05 mins	<b>Wrap up (Quiz Time):</b> Read pages 21-23 about showing possession.
05 mins	<b>Homework assignment:</b> Review pages 21-23 about showing possession.

**Lesson Plan 18**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:2

Unit Title: Friends Forever

LP: 18

Textbook Page/s: 24

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.
- Recognize and illustrate that possessive pronouns show possession.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

Timeframe (40 mins)	Proceedings
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 how can we show possession? What are they three ways we learnt previously? Write their answers on the board.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn that apostrophes and possessive pronouns show possession.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask students to read Exercise E on page 24 and attempt it in pairs. Give them 10 mins to solve the exercise.</p> <p>(10 mins)</p> <p><b>Class Discussion:</b></p>



	<p>Discuss the answers of Exercise E as a whole class. Give each pair a chance to tell the answer. Correct answers in case any students give a wrong answer. (5 mins)</p> <p><b>Writing:</b></p> <p>Encourage students to write answers of Exercise E in their notebooks.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to use apostrophes and possessive pronouns to show possession. While others are busy solving the worksheet, pay special attention to the struggling students. You can explain them the sentences from the textbooks. Alternatively, make a separate group of these students and use examples given in the textbook to explain the use of apostrophes and possessive pronouns.</p> <p>Ask fast learners (if they have completed their work) to make two sentences using apostrophes and possessive pronouns as possession.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Read pages 21-23 about showing possession.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review pages 21-23 about showing possession.</p>

**Lesson Plan 19**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:2

Unit Title: Friends Forever

LP: 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:

- Identify and use prepositions in different situations

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Preposition chart

Timeframe (40 mins)	Proceedings
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 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

**Lesson structure****Instructions:**

Tell students they will learn more about prepositions in today's lesson.

**Reading:**

Stick the chart of pronouns on the board. Ask students to read it and discuss the use of prepositions amongst themselves.

Use can use this chart if you want:

1. About	26. Beneath	51. In to	76. Per
2. Above	27. Beside	52. Inside	77. Prior to
3. Abroad	28. Besides	53. Instead of	78. Round
4. According to	29. Between	54. Into	79. Since
5. Across	30. Beyond	55. Like	80. Than
6. After	31. But	56. Near	81. Through
7. Against	32. By	57. Next	82. Throughout
8. Ago	33. By means of	58. Next to	83. Till
9. Ahead of	34. Close to	59. Notwithstanding	84. Times
10. Along	35. Despite	60. Of	85. To
11. Amidst	36. Down	61. Off	86. Toward
12. Among	37. Due to	62. On	87. Towards
13. Amongst	38. During	63. On account of	88. Under
14. Apart	39. Except	64. On behalf of	89. Underneath
15. Around	40. For	65. On to	90. Unlike
16. As	41. From	66. On top of	91. Until
17. As far as	42. Hence	67. Onto	92. Unto
18. As well as	43. In	68. Opposite	93. Up
19. Aside	44. In accordance with	69. Out	94. Upon
20. At	45. In addition to	70. Out from	95. Via
21. Away	46. In case of	71. Out of	96. With
22. Because of	47. In front of	72. Outside	97. With a view to
23. Before	48. In lieu of	73. Over	98. Within
24. Behind	49. In place of	74. Owing to	99. Without
25. Below	50. In spite of	75. Past	100. Worth

**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 three prepositions and make a sentence of each preposition.

Appreciate them for making sentences correctly. (10 mins)

**Writing:**

Now, ask students to turn to page 25 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

	<p>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.</p> <p>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.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Discuss answers of Exercise F.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review prepositions from textbook pages 24-25 as homework.</p>

**Lesson Plan 20**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:2

Unit Title: Friends Forever

LP: 20

Textbook Page/s: 25-28

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 and long vowel sounds in a word and pronounce them correctly.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Laptop/tape recorder to play different sounds. Consonant cluster chart

Timeframe (40 mins)	Proceedings
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 words on the board and ask them to pronounce these words:</p> <ul style="list-style-type: none"> <li>-Seed</li> <li>-Rain</li> <li>-Pie</li> <li>-Boat</li> <li>-Value</li> <li>-Moon</li> <li>-Supper</li> <li>-Mouse</li> </ul>

	<p>Appreciate when they pronounce the words correctly. Then underline, EE, AI, IE, OA, IE, UE, OO, ER, OU 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 and long vowels.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Now, ask students to read pages 25-27 in pairs and pronounce long vowel words and consonant clusters. Each student should pronounce the words loudly enough for the other to hear and tell if the pronunciation is correct or not.</p> <p><b>Listening and Speaking:</b></p> <p>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 long vowels and 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 long vowels and each consonant in a cluster while pronouncing each word.</p> <p>Note: Pronouncing each word might take time, therefore, if you want you can play sounds of only a few words from the textbook.</p> <p>(20 mins)</p> <p><b>Writing:</b></p> <p>Now, ask students to solve Exercise G on page 28 in pairs. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>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</p>

	<p>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.</p>
<p>05 mins</p>	<p><b>Wrap up (Class Discussion):</b> Discuss answers of Exercise G.</p>
<p>05 mins</p>	<p><b>Homework assignment:</b> Review Long Vowels and Cluster Consonants from textbook pages 25-27 as homework. Read chapter 2 – Friends Forever again.</p>

**Lesson Plan 21**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:2

Unit Title: Friends Forever

LP: 21

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:

-Read a story that teaches children not to assume (negatively), for (negative) assumptions can destroy relationships and create unpleasant situations.

-Learn that misunderstanding between two friends can happen due to lack of clear communication.

-Learn that patience and a positive attitude can lead to reconciliation.

-Perform dialogues with expressions

**Teaching Aids/Materials/Resources:**

- Textbook

- Board & Marker

-Props (if required)

-Entrance and exit slips

Timeframe (40 mins)	Proceedings
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 read chapter 2 from home. Distribute entrance slips and ask students to write their expectations from today’s lesson.</p>



25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a performance based on chapter 2 in today's lesson.</p> <p><b>Reading:</b></p> <p>Divide students into groups and ask them to read chapter 2 – Friends Forever quickly. Now, generate a discussion around it and ask students what they've learnt from the chapter. Discuss what happens when one holds assumptions and does not communicate openly.</p> <p>(10 mins)</p> <p><b>Performance</b></p> <p><b>Listening and Speaking:</b></p> <p>Now, ask two students to step forward, who would like to perform the play in front of class. Give them props and show them their positions.</p> <p>Encourage students to perform dialogues with expressions given on page 28, Exercise H. Students could read from the textbook if they want. Alternatively, they could create their own dialogues.</p> <p>Once these two have performed the play, ask others in the class what they liked about the play and what could be done differently.</p> <p>(15 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 (Writing):</b></p> <p>Distribute exit slips and ask students to write one lesson they've learnt from chapter 2- friends forever.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise H again as homework.</p>

**Lesson Plan 22 – Review Lesson Plan**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:2

Unit Title: Friends Forever

LP: 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:

- Demonstrating possession using have/has, the apostrophe ('s) and possessive pronouns like mine, ours, yours, his, hers, theirs and its
- Demonstrating the use of prepositions in showing direction, time, location and space

**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 - Wind on the Hill

### Unit Overview

Unit 3 is a poem that children can enjoy reading. Students will enjoy the rhyming scheme of this poem. Wind on the Hill is a poem which will encourage students to think about wind and the factors that affect its speed and direction.

### Model Answers

#### Exercise A

- 1- He says so because the wind is blowing fast from place to place making it difficult for the poet to keep up.
- 2- The wind blew the kite from place to place for a day and night.
- 3- That the wind had been at the place where the kite was found.
- 4- That where the wind comes from and where it goes.
- 5- The wind probably is formed in the atmosphere, it blows from place to place and then eventually dies.

#### Exercise B

#### Questions for Discussion

- 1- No, the wind blows in all directions. It is light and moves around in the atmosphere.
- 2- Yes, there are days when wind doesn't blow at all. There are scientific reasons for it. When pressure builds in the atmosphere above sea or ocean, then the wind stops blowing. We see this happening often in Karachi.

#### Exercise C

- 1- Know-goes
- 2- Can-ran
- 3- Kite-night
- 4- Blew -too
- 5- Goes-knows

#### Exercise D

Encourage students to make their poem. Help them make stanzas.

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

**Exercise G**

- 1- Though
- 2- Because
- 3- Since
- 4- As
- 5- But
- 6- And
- 7- So
- 8- Yet
- 9- While
- 10- Whenever

**Exercise H**

- 1- Sara, Sana, Rania (Proper nouns), school, function (common nouns)
- 2- Bouquet of fresh flowers (collective noun), bride, groom (common nouns)
- 3- Flock of sheep (collective noun), shepherd, boy, pastures, tree (common nouns)
- 4- Computers, life, grandmother (common nouns)
- 5- Mrs Jamshed (Proper noun), hives of bees (collective noun), garden (common noun)
- 6- Dania (Proper noun), pair of shoes (collective noun), house (common noun)
- 7- Contestants, audition (common noun)
- 8- Pack of wolves (collective nouns), fawns (common noun)

**Exercise I**

- 1- Who will – who'll
- 2- Do not – don't
- 3- Could not – couldn't
- 4- Won't - would not
- 5- I will - I'll
- 6- Who'd

**Lesson Plan 23**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 23

Textbook Page/s: 29

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Enjoy a poem (Wind on the Hill) which will encourage students to think about wind and the factors that affect its speed and direction.
- Enjoy the rhyming scheme of this poem.

**Teaching Aids/Materials/Resources:**

- Textbook and Board & Marker
- A beautiful picture of wind blowing on hills
- Dictionary 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 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've seen wind in real life? Ask students if they can tell how does wind feel? Now, stick the picture on the board and ask students to describe the picture.</p> <p>Ask them if they know where does wind come from and where it goes?</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read a poem about wind in today's lesson.</p> <p><b>Reading:</b></p> <p>Divide students into groups and ask them to read the poem 'Wind on the Hill'. Give them 05 minutes to read the poem.</p>

	<p>Encourage them to use dictionaries to find meanings of difficult words. (05 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once they are done reading the poem, ask them what they've understood from it. Ask them questions like:</p> <ul style="list-style-type: none"><li>-Why does the poet say no one knows where the wind comes from and where it goes?</li><li>-Why couldn't the poet keep up with the wind?</li><li>-What would happen to the string of the kite if the poet stops holding it?</li><li>-How does the poet know where the wind has been?</li><li>-How in the poet comes to know where the wind has been and where it goes?</li><li>-What have you learnt from this poem?</li></ul> <p>(10 mins)</p> <p>Encourage students to understand the poem on their own. Tweak their understanding where required, but do not explain the poem line by line.</p> <p><b>Writing:</b></p> <p>In pairs, ask students to identify and write any rhyming words they can find in the poem in their notebooks. Encourage students to find any rhyming scheme/pattern in the poem. (05 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Discuss the rhyming words and pattern with the students. Ask them if they have any questions about the poem. (05 mins)</p> <p><b>Differentiated Plan:</b></p> <p>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.</p> <p>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</p>
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	<p>with first stanza, but struggling students gain confidence that 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, Wind on the Hill. 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 (Writing):</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 3 (poem) – Wind on the Hill on page 29 once again.</p>

**Lesson Plan 24**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 24

Textbook Page/s: 30

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Enjoy a poem (Wind on the Hill) which will encourage students to think about wind and the factors that affect its speed and direction.
- Enjoy the rhyming scheme of this poem.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- A beautiful picture of wind blowing on hills
- Dictionary

Timeframe (40 mins)	Proceedings
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 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 ‘Wind on Hills?</li> <li>-What is the being said about the wind?</li> <li>-Why do you think the poet says that no one knows where the wind comes from and where it goes?</li> <li>-How does the boy know where the wind has been?</li> </ul> <p>Encourage struggling learners to answer these questions.</p>



25 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 1-5 Exercise A on page 30 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	<b>Homework assignment:</b> Think of answers to questions given in Exercise B on page 30.
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**Lesson Plan 25**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 25

Textbook Page/s: 30

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Enjoy a poem (Wind on the Hill) which will encourage students to think about wind and the factors that affect its speed and direction.
- Learn new vocabulary words

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- A beautiful picture of wind blowing on hills
- Dictionary

Timeframe (40 mins)	Proceedings
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've pondered over questions given in Exercise B page 30. Ask them if they know what the wind looks like.</p> <p>Next, ask them if they know of the scientific process due to which wind forms and dies? Explain the process very briefly.</p>

25 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 F) and use them in their own sentences. You can give them the following words if required:</p> <ul style="list-style-type: none"> <li>-holding</li> <li>-string</li> <li>-blow</li> </ul> <p>(10 mins)</p> <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. (10 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 (Writing):</b></p> <p>Distribute exit slips and ask students to answer this question:</p> <ul style="list-style-type: none"> <li>-Find the common nouns, verbs in the poem (kite, day, night - nouns. Holding, ran, going - verbs)</li> </ul>

05 mins	<b>Homework assignment:</b> Review rhyming words (Exercise C) and meanings of difficult words and sentences (Exercise E and F) made in the class.
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**Lesson Plan 26**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 26

Textbook Page/s: 32-33

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Learn about conjunctions in detail

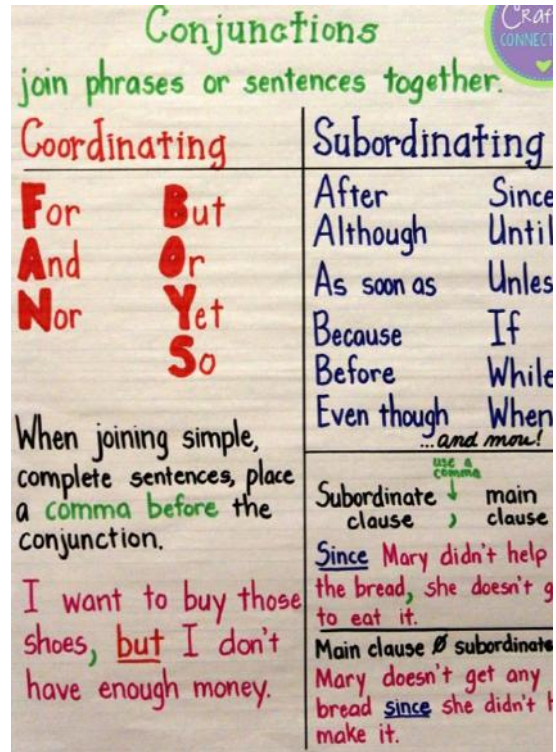
**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Conjunctions chart

Timeframe (40 mins)	Proceedings
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 ‘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, because, so, yet, since, until, than, etc.</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, because, so, yet, nor,).</p>

Ask students to discuss situations where conjunctions (and, or, but, so, because, if) are used. Now discuss coordinating and subordinating conjunctions with the students.

Tweak their understanding if required. Discuss the use of each types of conjunction clearly. Use this chart if you want:



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. (10 mins)

**Reading:**

Ask students to read the information on conjunctions given on pages 31-33 in pairs. (5 mins)

**Writing:**

Ask pairs to make sentences of two subordinating and 2 coordinating conjunctions together. (10 mins)

**Differentiated Plan:**

Some students might face difficulty in understanding the subordinating and coordinating conjunctions. While others are busy making sentences, make a separate group of those students who haven't understood conjunctions. Use the chart of

	<p>conjunctions to explain them where and how to use each type of conjunction. Do example sentences from the chart or make a few example sentences for their reference.</p> <p>If fast learners get done with their work earlier, ask them to make a sentence using these conjunctions:</p> <p>Since, whether, though, until.</p>
05 mins	<b>Wrap up (Writing):</b> Ask students to make a sentence of any one conjunction (coordinating or subordinating).
05 mins	<b>Homework assignment:</b> Review pages 31-32 again.



**Lesson Plan 27**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 27

Textbook Page/s: 33

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Learn about conjunctions in detail

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Conjunctions chart

Timeframe (40 mins)	Proceedings
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>Quickly recap all about coordinating and subordinating conjunctions students learnt in last class. Ask them to mention all conjunctions. Write all conjunctions that students can think of on the board esp. and, or, because, so, yet, since, until, than, etc.</p>
25 mins	<p><b>Lesson structure:</b></p> <p><b>Instructions</b></p> <p>Tell students they will attempt Exercise G about conjunctions in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask students to read the conjunctions chart given below and discuss situations where subordinating and coordinating conjunctions are used. Tweak their understanding if required. (5 mins)</p>

**Conjunctions**  
join phrases or sentences together.

Coordinating		Subordinating	
<b>F</b> or	<b>B</b> ut	After	Since
<b>A</b> nd	<b>O</b> r	Although	Until
<b>N</b> or	<b>Y</b> et	As soon as	Unless
	<b>S</b> o	Because	If
		Before	While
		Even though	When
When joining simple, complete sentences, place a <b>comma</b> before the conjunction.		...and more!	
I want to buy those shoes, <u>but</u> I don't have enough money.		Subordinate clause ↓ main clause USE A COMMA Since Mary didn't help the bread, she doesn't get to eat it. Main clause ∅ subordinate Mary doesn't get any bread <u>since</u> she didn't make it.	

**Reading and Writing:**

Ask students to read and solve the Exercise G on conjunctions given on page 33 in pairs. (15 mins)

**Listening and Speaking:**

Discuss answers of Exercise G as a whole class. (5 mins)

**Differentiated Plan:**

Some students might face difficulty in understanding the difference between coordinating and subordinating conjunctions. While others are busy doing Exercise G, make a separate group of those students who haven't understood these two types conjunctions.

Use examples from the textbook pages 32 – 33 to explain them where and how to use each type of conjunction. Do example sentences from the chart also and make a few example sentences for their reference.

You can also encourage struggling students to make sentences using conjunctions.

If fast learners get done with their work earlier, ask them to make a sentence using these conjunctions:

	Because, so, nor.
05 mins	<b>Wrap up (Class Discussion):</b> Ask students to ask any questions they have about conjunctions and answers those questions.
05 mins	<b>Homework assignment:</b> Review Exercise G on page 33 again.

**Lesson Plan 28**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 28

Textbook Page/s: 34-35

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Learn more countable, uncountable and collective nouns

**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 remember what they learnt about countable, uncountable and collective nouns in previous grades (grade 4).</p> <p>Write the following sentences on board and ask different students (esp. struggling learners) to identify the countable or uncountable nouns.</p> <ul style="list-style-type: none"> <li>-I had a few sips of mango milkshake.</li> <li>-Sarah bought four packets of biscuits from the market.</li> <li>-There’s hardly any water in the bucket.</li> <li>-My mother has a piece advice for you.</li> <li>-The newspaper is filled with exciting news.</li> </ul>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about countable, uncountable and collective nouns in today's class.</p> <p><b>Listening and Speaking:</b></p> <p>Explain students what are countable and uncountable nouns by using examples from the warm up.</p> <p>Next, write the following sentences on board and encourage students to identify collective nouns in the sentences.</p> <ul style="list-style-type: none"><li>- The <b>whole class of grade five students</b> were invited to watch the show,</li><li>-The <b>foreign football team</b> will arrive soon.</li><li>-A <b>beautiful pair of shoes</b> was kept for her.</li><li>-A <b>galaxy of stars</b> can be seen from their farmhouse.</li></ul> <p>Explain that collective nouns are used for a group of similar things. They present a collection of things.</p> <p>(10 mins)</p> <p><b>Reading:</b></p> <p>Encourage students to turn to pages 34-35 and read about Nouns in groups. (05 mins)</p> <p><b>Writing:</b></p> <p><b>Classwork:</b> Write the following sentences on board and encourage students to identify collective nouns in groups.</p> <ul style="list-style-type: none"><li>-A pride of lions attacked the two lonely deer.</li><li>-The forest of trees looked beautiful in autumn.</li><li>-The range of snow-capped mountains looked majestic from our hotel room's window,</li><li>-The class of students was busy doing their project-work.</li><li>-Salma bought a new pair of red shoes.</li></ul> <p>Note: Students should do classwork in their notebooks.</p>
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	<p>Once students are done identifying the collective nouns, ask them to solve Exercise H on pages 34-35.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>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 following collective nouns to help them understand the concept better.</p> <p>-<b>The team of young players</b> was energetic and better.</p> <p>-<b>A bouquet of flowers</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 pages 34-35.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise H on pages 34-35, and the list of collective nouns given on page 34.</p>

**Lesson Plan 29**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 29

Textbook Page/s: 35-36

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

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

**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>Write the word wouldn't on the board. Ask students to read the word and tell its full form. Ask students which form is 'wouldn't' in at the moment.</p> <p>Build on their prior knowledge as students have studied contractions in grade 4.</p>
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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 'couldn't' on the board. Ask students to read the word and tell its form. Ask them the form full of couldn'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>We're</p> <p>Aren't</p> <p>There's</p> <p>It's</p> <p>She's</p> <p>Let's</p> <p>They've</p> <p>Shouldn'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 pages 35-36 in pairs. (5 mins)</p> <p><b>Writing:</b></p> <p>Once done, encourage students to do Exercise I. It could be individual work. (10 mins)</p> <p><b>Differentiated Plan:</b></p>
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	<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 35</p> <p>Also, you can ask struggling students to do all simple words (the ones they can manage themselves) from Exercise I 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 5 contraction and their full form of word.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise I again.</p>

**Lesson Plan 30**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 30

Textbook Page/s: 36-37

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- 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 read Exercise J.</p>
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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 quickly read Exercise J on pages 36-37 in groups. Tell students they will do a performance today.</p> <p>(10 mins)</p> <p><b>Performance:</b></p> <p>Ask one student to be the teacher, other to be Asad, and the third to be Ali, fourth student can be Imran, fifth can be Hassan. Encourage these students to come in front of the class and perform the dialogues with actions given on pages 36-37.</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 J once again with expressions.</p>

**Lesson Plan 31**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 29

Textbook Page/s: 37

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Learn more about weather in your city and take hourly temperature (Project Work).

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

ICT integration in the lesson

<p>05 mins</p>	<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>Take students to computer lab so they can do research about Pakistan’s climate and the weather in different cities of the country.</p>
<p>30 mins</p>	<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 weather in different cities.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Make pairs and ask students to do research Pakistan’s climate. Ask students to look up things like: location of Pakistan geographically, climatic conditions and reasons, plants that grow in the country, seasonal fruits, flowers and vegetables. Then ask them to find out how the weather is like in different cities, and how it changes over the year.</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 findings 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 one pair to present on location of Pakistan geographically, the other to present on climatic conditions and reasons, the third to present on plants and trees that grow in Pakistan, the fourth to present on seasonal flowers, fruits and vegetables. The last pair can present on weather in different cities and how it changes over a year.</p> <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>Review the project work done as class assignment. Note temperature every hour for a day and write a paragraph on how it changes from day to night.</p>

**Lesson Plan 32**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 30

Textbook Page/s: 32-33

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Learn more about conjunctions (in detail)

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Conjunctions chart
- Worksheet

Timeframe (40 mins)	Proceedings
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>Quickly recap all about coordinating and subordinating conjunctions students learnt in previous lessons.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions</b></p> <p>Tell students they will attempt more exercises about conjunctions in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask students to read the conjunctions chart given below and quickly discuss some situations where subordinating and coordinating conjunctions are used. Tweak their understanding if required. (5 mins)</p>

Conjunctions	
join phrases or sentences together.	
Coordinating	Subordinating
<p><b>F</b>or      <b>B</b>ut  <b>A</b>nd      <b>O</b>r  <b>N</b>or      <b>Y</b>et              <b>S</b>o</p>	<p>After      Since  Although      Until  As soon as      Unless  Because      If  Before      While  Even though      When  ...and more!</p>
<p>When joining simple, complete sentences, place a <b>comma</b> before the conjunction.</p>	
<p>I want to buy those shoes, <b>but</b> I don't have enough money.</p>	
<p>Subordinate clause ↓ main clause  <small>USE A COMMA</small></p> <p><b>Since</b> Mary didn't help the bread, she doesn't get to eat it.</p>	
<p>Main clause ≠ subordinate  Mary doesn't get any bread <b>since</b> she didn't make it.</p>	

**Reading and Writing:**

Ask students to read the attached worksheet and solve it individually.

(15 mins)

**Listening and Speaking:**

Discuss answers of worksheet as a whole class. (5 mins)

**Differentiated Plan:**

Some students might face difficulty in solving the worksheet. 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 and textbook examples to explain them where and how to use each conjunction.

Make a few sentences for their reference.

You can also encourage struggling students to make sentences using conjunctions (and, or, but, so, because, if).

If fast learners get done with their work earlier, ask them to make a sentence using these conjunctions:

Whether, Whenever, Though, Because, For

05 mins	<b>Wrap up (Class Discussion):</b> Ask students if they have any questions about conjunctions and answer them.
05 mins	<b>Homework assignment:</b> Review the worksheet done as class assignment again.



**Lesson Plan 33 – Review Lesson Plan**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:3

Unit Title: Wind on the Hill

LP: 33

Textbook Page/s: 32-33

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

By the end of this lesson, the students will:

- Recognizing the function of two types conjunctions (joining words): Subordinating Conjunctions and Coordinating Conjunctions
- Identifying and demonstrate the use of countable and uncountable, collective nouns from the immediate and extended environment

**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- The Story of Braille

### Unit Overview

Unit 4 is a life story of Louise Braille and the invention of Braille. It encourages the students to take an active interest in scientific research and become beneficial for society.

### Model Answers

#### Exercise A

- 1- Braille accidentally hit a tool in his eye which made him blind.
- 2- The books were printed on a heavy, waxed paper.
- 3- Charles Barbier was a retired French army captain. He invented an engaging way for his soldiers to send and read messages at night by punching dots and dashes into heavy paper.
- 4- He invented a new code that was easier to learn and quicker to read.
- 5- He was disappointed because the French king wouldn't make the dot alphabet an official language for the blind and also because the director of Royal Institute for Blind Youth was removed from his position and the new director wouldn't allow blind students to use Braille's dot alphabet system.

#### Exercise B

#### Questions for Discussion

- 1- Because he didn't want the blind people to be very independent, and to learn to read and write.
- 2- Blind have problems in crossing roads, shopping at grocery stores, climbing stairs, taking public transport vehicles, etc. The government and citizens together can build special overhead bridges to help blind cross roads. Shops can have ramps and embossed supplies to help blind shop efficiently. Public vehicles can have a special corner reserved for handicapped individuals.
- 3- Braille invented the dot alphabet system through which the blind could acquire education. Hence the sentence means that Braille created ways for the blind to become educated.

#### 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**

- 1- Will try
- 2- Went
- 3- Was
- 4- Was shining
- 5- Will not tell
- 6- Took
- 7- Go
- 8- Slept
- 9- Is listening
- 10- Will go
- 11- Wake up, slept
- 12- Am not wearing

**Exercise F**

- 1- To be very smart
- 2- To be very busy
- 3- To be very light
- 4- To cry a lot
- 5- To hit softly
- 6- To run fast

**Lesson Plan 34**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 34

Textbook Page/s: 38-40

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Life story of Louise Braille and the invention of Braille.
- Taking an active interest in scientific research and become beneficial for society

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Picture of Louis Braille and the Braille for blind
- Exit slips

Timeframe (40 mins)	Proceedings
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 Louis Braille and Braille’s picture on the board and ask students what they know about them.</p> <p>Write their feedback/points on board. Encourage them to talk about Braille as an instrument for the blind to read.</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> <p><b>Reading and Writing:</b></p> <p>Instruct students to read pages 38-40, chapter 4 – The Story of Braille. Ask students to find meanings of difficult words and write meanings in the notebooks. Clearly tell students they have 10 mins to read chapter 4. (Cooperative learning)</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>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.</p> <p>Ask them questions like:</p> <ul style="list-style-type: none"> <li>-How did little Louis become blind?</li> <li>-What were the difficulties he faced as a young blind student?</li> <li>- In which institute did his father enrol him on the insistence of the priest?</li> <li>-How old was Louis when he joined the Royal Institute for Blind Youth?</li> <li>-What is embossing? Why was Louis facing problems reading embossed books?</li> <li>-Who was Charles Barbier? What did he invent?</li> <li>-What did Louis do when he was 15 years old?</li> <li>-Why was the director impressed with Louis?</li> <li>-What's the Dot Alphabet?</li> <li>-What did the king do that broke Louis' heart?</li> <li>-What happened with the director of the Royal Institute?</li> <li>-When and where did Louis pass away? Do not explain the chapter word by word rather check understanding through</li> </ul>
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	<p>questions. Ask students meanings of difficult words. Ask each group meanings of at least 2 difficult words. (15 mins)</p> <p><b>Differentiated Plan:</b> Some students might face difficulty in understanding the chapter. Ask them simple and different questions to help them understand the chapter, like:</p> <ul style="list-style-type: none"><li>-Who was Louis Brialle?</li><li>-What did he invent at Royal Institute for Blind?</li><li>-What broke Louis’ heart and why?</li><li>-What was the Dot Alphabet?’</li></ul> <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>
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05 mins	<b>Wrap up (Writing):</b> Distribute exit slips to students. Ask them to write answer of the following questions:  -What did you learn from this chapter?  -How would you like to help the blind?
05 mins	<b>Homework assignment:</b>  Read chapter 4 – The Story of Braille once again.

**Lesson Plan 35**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 35

Textbook Page/s: 41

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Life story of Louise Braille and the invention of Braille.
- Taking an active interest in scientific research and become beneficial for society

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Picture of Louis Braille and the Braille for blind
- 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 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 Louis Braille’s personality like? Mention any three 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 41 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 chapter 4. 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:1,3 and 5 from Exercise A to do.</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 36**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 36

Textbook Page/s: 41

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Life story of Louise Braille and the invention of Braille.
- Taking an active interest in scientific research and become beneficial for society
- New vocabulary words that they can use in different sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Picture of Louis Braille and the Braille for blind
- 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 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>Do a quick recap of chapter 4. Discuss how student can help blind people? Discuss the measure that government can take to facilitate the blind people.</p> <p>Distribute entrance slips and ask them to answer this question:</p> <p>-What advice would you like to give the government when it comes to facilitating the blind?</p>
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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 42 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 37**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 37

Textbook Page/s: 42

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Life story of Louise Braille and the invention of Braille.
- Taking an active interest in scientific research and become beneficial for society
- Present tenses and present continuous tenses

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Present tenses and present continuous tenses 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>Write these sentences on the board and ask if they can tell the tense of the sentence and the difference between the two:</p> <p>They play in the ground.</p> <p>They are playing in the ground.</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 tenses and present continuous tenses in today’s lesson</p> <p><b>Reading, Listening and Speaking:</b></p>

Show the present tense and present continuous charts to the students. Ask them to read the sentences written in the chart in groups. Discuss the structure and the use of –ing in present continuous sentences along with verb + ing. Discuss the use of –s in present tense. Tell students what present continuous and present tenses show and where they are used. (10 mins)

**Present Continuous Tense** indicate an action which is in progress at the time of speaking or at the present time.

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

**PRESENT SIMPLE**

**TO BE**

**+** S + am/is/are + predicate...

**-** S + am/is/are + not + predicate...

**?** Am/Is/ Are + S + predicate?

**VERBS**

S + verb + object...

S + don't/doesn't + verb + object...

Do/ Does + S + verb + object?

**Usage**

- Express general truth
- Habits
- Future timetables
- Future after "when", "until" ...
- Permanent situations
- For newspaper headlines
- With non-progressive
- When telling stories
- For giving directions and instructions

**Example**

- The sun rises in the east.
- I play badminton every Tuesday.
- Our train leaves at 9 am.
- I won't go out until it stops raining.
- He works in a bank.
- Man enters space.
- I believe that you are innocent.
- Suddenly, the window opens and a masked man enters.
- First of all, you break the eggs and whisk with sugar.

**Writing:**

Now, in groups, ask students to make 3 sentences of present tense and change them into present continuous tenses.

**Class Discussion:**

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)

Next, in groups, ask students to read Exercise F and identify the present continuous tense. (5 mins)

**Differentiated Plan:**

	<p>Some students might face difficulty in identifying and making sentences in present tense and present continuous tenses.</p> <p>While others are busy making sentences, help struggling students understand the concept of present tense and 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.</p> <p>Explain struggling students the use of is/am/are + -ing in present continuous tenses.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask students if they have questions about the two tenses. Read pages 42 and 43 from the textbook.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review pages 42 and 43 from the textbook.</p>

**Lesson Plan 38**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 38

Textbook Page/s: 43-44

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Life story of Louise Braille and the invention of Braille.
- Taking an active interest in scientific research and become beneficial for society
- Past tenses and past continuous tenses

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Past tenses and past continuous tenses 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>Distribute entrance slips to the students and ask them to write one sentence of Past Tense on the slip. Next, tell them to exchange slips with their classmate and read their sentence.</p>
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28 mins

**Lesson structure****Instructions:**

Tell students they will learn about past tense and past continuous tenses in today's lesson.

**Reading, Listening and Speaking:**

Now show the past tense and past continuous chart to the students. Ask them to read the charts once and then discuss the structure as well as the uses of past tense and 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.

Use these two charts 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.

**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?

(10 mins)

**Writing:**



	<p>In groups, ask students to make 2 sentences of past tense and past continuous tenses. (10 mins)</p> <p><b>Presentation:</b></p> <p>Once done, ask each group to come forward in the class and share their past tenses and past continuous tense sentences with the rest of the class. Encourage their classmates to give constructive feedback to presenting students. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in identifying the past tense and past continuous tenses. While others are busy making sentences, help the struggling students understand the concept of past tenses and past continuous tenses. You might have to explain them the structure and use of these tenses again.</p> <p>You can use examples from the chart to help them identify the structure of past tense and past continuous tense. Explain struggling students the use of was/were + -ing in past continuous tenses.</p> <p>If fast learners get done with their work earlier, encourage them to help struggling learners.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Read pages 43 and 44 from the textbook.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Read pages 43 and 44 from the textbook.</p>

**Lesson Plan 39**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 39

Textbook Page/s: 44-45

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Life story of Louise Braille and the invention of Braille.
- Taking an active interest in scientific research and become beneficial for society
- Future tenses and future continuous tenses

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Future tenses and future continuous tenses 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>Distribute entrance slips to the students and ask them to write one sentence of Future 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 future tense and future continuous tenses in today’s lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Now show the future tense and future continuous chart to the students. Ask them to read the charts once and then discuss the structure as well as the uses of future tense and future continuous tense in detail with the students.</p>

Explain the use of will be with verb + ing in the future continuous tense. At times, when the sentence is in negative, we need to add not.

Use these two charts 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.

### 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

(10 mins)

**Writing:**

In groups, ask students to make 2 sentences of future tense and future continuous tenses. (10 mins)

**Presentation:**

Once done, ask each group to come forward in the class and share their future tenses and future continuous tense sentences with the rest of the class. Encourage their classmates to give constructive feedback to presenting students. (5 mins)

	<p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in identifying the future tense and future continuous tenses. While others are busy making sentences, help the struggling students understand the concept of future tenses and future continuous tenses. You might have to explain them the structure and use of these tenses again.</p> <p>You can use examples from the chart to help them identify the structure of future tense and future continuous tense.</p> <p>Explain struggling students the use of will be verb + -ing in future continuous tenses.</p> <p>If fast learners get done with their work earlier, encourage them to help struggling learners.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Read pages 44 and 45 from the textbook.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Read pages 44 and 45 from the textbook.</p>

**Lesson Plan 40**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 40

Textbook Page/s: 45

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Life story of Louise Braille and the invention of Braille.
- Taking an active interest in scientific research and become beneficial for society
- Use appropriate tenses in the blanks

**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>Distribute entrance slips to the students and ask them to write one sentence of each Present Tense, Past Tense and Future Tense on the slip. Next, tell them to exchange slips with their classmate and read their sentence.</p>
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28 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn tenses appropriately in today's lesson.</p> <p><b>Reading and Writing:</b></p> <p>Ask students to attempt Exercise E on page 45 in pairs. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once done, discuss answers of Exercise E with whole class. Appreciate students for giving correct answers. If students give any wrong answers, correct them gently.</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in identifying tense correctly. While others are busy making sentences, help the struggling students understand the concept of simple and continuous tenses. You might have to explain them the structure and use of these tenses again.</p> <p>You can use examples from tenses chart to help them identify the structure of simple and continuous tense.</p> <p>If fast learners get done with their work earlier, encourage them to help struggling learners.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Read pages 42 - 45 from the textbook.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Read pages 42 - 45 from the textbook.</p>

**Lesson Plan 41**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 41

Textbook Page/s: 46

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Life story of Louise Braille and the invention of Braille.
- Taking an active interest in scientific research and become beneficial for society
- Transitional devices in detail

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart papers
- Transitional devices 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 what they remember about transitional devices they learnt in grade 4. Build on prior knowledge.</p>
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28 mins

**Lesson structure**

**Instructions:**

Tell students they will learn more about transitional devices in today’s lesson.

**Reading, Listening and Speaking:**

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.

Sentence: You have the day off today, therefore make good use of it and sleep.

Discuss with students that at times when sentences have two parts where different ideas are discussed, they are joined by 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. Make oral sentences for them to understand the concept.

TRANSITION WORDS IN ENGLISH			
Emphasis	Addition	Contrast	Order
Undoubtedly	Along with	Unlike	Following
Unquestionably	Apart from this	Nevertheless	At this time
Obviously	Moreover	On the other hand	Previously
Particularly / in particular	Furthermore	Nonetheless	First/ firstly
Especially	Also	Despite / in spite of	Second/ secondly
Clearly	Too	In contrast (to)	Third/ thirdly
Importantly	As well as that	Contrary to	Finally
Absolutely	Besides	Whereas	Subsequently
Definitely	In addition	Alternatively	Above all
Without a doubt	Not only...but also	Conversely	Before
Indeed	In addition to this	Even so	Last but not least
It should be noted	Additionally / an additional	Differing from	First and foremost

(15 mins)

**Writing:**

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

Therefore

However

Then

Next

(10 mins)



	<p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in understanding 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.</p> <p>If fast learners manage to sentences earlier, encourage them to make sentences of more transitional devices such as: otherwise, than, also, besides.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>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.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review transitional devices sentences made in class again at home.</p>

**Lesson Plan 42**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 42

Textbook Page/s: 47

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Life story of Louise Braille and the invention of Braille.
- Taking an active interest in scientific research and become beneficial for society
- Similes in detail

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart papers
- 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.</p> <p>Hold/point towards feather cut-out/picture and write on the board:</p> <p>As light as a feather.</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>Quickly recap the concept of simile as students have already studied it in grade 4.</p>
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28 mins

**Lesson structure**

**Instructions:**

Tell students they will learn about similes in today’s lesson.

**Reading, Listening and Speaking:**

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:

**WHAT IS A SIMILE?**

**SIMILE DEFINITION**

- A simile is a form of figurative language in which a comparison is made between two things which have something in common, using the words like or as. The simile is used to describe an item, abstract, concepts or action by comparing it to something else in order to make the statement more creative and artistic.
- When used as literary device, a simile can give a more emotional and graphic feel to a piece of writing and enables the author to better convey the description by using this type of figure of speech as a comparison.

**Simile Examples in Spoken Language**

- They fight like cats and dogs.
- Her hair flows like silk.
- I am as busy as a bee.
- The kid is as quick as a flash.
- My grandfather was as old as a tree.
- The child is as light as a feather.
- Her hair is as black as coal.
- I feel as fresh as a daisy.
- Her attitude is as cold as a cucumber.
- The whole family is as common as mud.
- Her eyes are as blue as the sky.
- My cousin is as fast as a cheetah.
- It was as hot as hell in Dubai.
- Her face was as pale as white as a sheet.
- My daughter is as sweet as sugar.

**SIMILE EXAMPLES**

**Simile Examples in Literature**

- In the song "I'm a Little Teardrop" by The Chordettes, we can see an example of simile in the line "my hair like the blue opening sky".
- "I've been working like a dog" is an example of a simile from the song "A Hard Day's Night" written by the Beatles.
- "You are as cold as ice" is a simile from the song "Cold as Ice" by the band Cream.
- In the poem "The Wind" written by Ernest Hemingway, we can see an example of simile in the line "the cat is like a blackbird" or "a trapped bird".
- "There's a small red flower" is a simile from the poem "The Red Flower" by John Keats.

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Use each example given in the chart to explain how two objects are being compared. 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 47 of the textbook and read some example simile sentences given there. (15 mins)

**Writing:**

Ask students to complete Exercise F on page 47 in pairs.

(13 mins)

**Differentiated Plan:**

Some students might find it difficult to make sentences. Explain them meanings of each simile they’ve chosen and help them make sentences. Monitor their work closely.

	<p>If fast learners get done with their work earlier, ask them to help their peers make sentences of similes.</p>
<p>05 mins</p>	<p><b>Wrap up:</b> Discuss answers of Exercise with the entire class.</p>
<p>02 mins</p>	<p><b>Homework assignment:</b> Review similes on page 47 given in the textbook.</p>

**Lesson Plan 43**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 43

Textbook Page/s: 47-48

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Life story of Louise Braille and the invention of Braille.
- Taking an active interest in scientific research and become beneficial for society
- 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 what they have learnt from the chapter 4 – The Story of Braille?</p>
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35 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will write and do a role play in today’s lesson.</p> <p><b>Reading:</b></p> <p>In pairs, ask students to read dialogues given in Exercise G on pages 47-48 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 pairs and encourage each pair to write their own role play (with dialogues, characters, setting, etc.) on the topic ‘How to help the blind’. Ask students to use this and previous role plays given in the textbook for reference. Tell students they can have as many 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 pair 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. 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 G again.</p>

**Lesson Plan 44 – Review Lesson Plan**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:4

Unit Title: The Story of Braille

LP: 44

Textbook Page/s: 47-48

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Illustrating the use of simple present, past and future and continuous tenses (definitions of verb and present, past, future, continuous verbs) in their written and oral communication

-Revising transitional devices

-Analyzing and using similes in speech and writing

**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 -The Shopping Spree

### Unit overview

Unit 5 is a purposeful dialogue between parents and children while they are out shopping for different things. It teaches children the difference between needs and wants. It helps students understand the importance of staying on a budget and purchasing items which fall within their budget only.

### Model Answers

#### Exercise A

- 1- His mother made him think what was more important, the shoes or the game, as they had a limited shopping budget. Therefore, Hasan decided that since shoes are more important, he should buy those and not the board game.
- 2- A budget is the amount of money kept aside for something. There Rs 2000 for Hasan's shopping.
- 3- Because she already had enough dresses to wear to the wedding.
- 4- Rabia bought a book instead of a dress. Books are always better because they impart knowledge, many people can read them and one can always re-read a book.
- 5- They parents were correct. One must always buy things they need not want, so they stay within budget and do some savings.

#### Exercise B

#### Questions for Discussion

- 1- Yes, because Hasan needed shoes more than the game.
- 2- Shaikh Saadi is a popular Persian poet. His best-known works include Bustan (The Orchard) and Gulistan (The Rose Garden).
- 3- I'd like to buy a new school uniform, books, stationery items (answers may vary)

#### 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

- 1- Indirect speech
- 2- Indirect speech
- 3- Direct speech



- 4- Indirect speech
- 5- Direct speech
- 6- Indirect speech
- 7- Direct speech
- 8- Indirect speech

**Exercise F**

Encourage the students to pronounce the given compound words loudly. Correct their pronunciation where required.

**Exercise H**

Discuss the picture story in class first. You can do a mind mapping session too so students can gather ideas of what to write in the story. Then form pairs and ask each pair to work on their story. Invite pairs to share their picture story with the rest of the class.

**Lesson Plan 45**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 45

Textbook Page/s: 49-51

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.

**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 know the difference between needs and wants?</p> <p>Do a brainstorming session with them about what typically happens when one goes for shopping. Talk briefly about the budget and all the fun one has while shopping.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read a purposeful dialogue between parents and children while they are out shopping for different things.</p> <p><b>Reading:</b></p> <p>Divide the class into groups. Now ask them to read the chapter 5 – The Shopping Spree thoroughly and find the meanings of any words they find difficult. (10 mins)</p> <p><b>Listening and Speaking:</b></p>

	<p>Now ask students what they have understood from the chapter. Generate a discussion around the chapter by asking these questions:</p> <ul style="list-style-type: none"> <li>-Why did Mother and Father take the children for shopping?</li> <li>-What did Hasan want to buy? And Rabia?</li> <li>-What did Mother explain about thinking about one’s needs and wants?</li> <li>-What the difference between needs and wants?</li> <li>-What’s a budget?</li> <li>-Why must one think of the budget?</li> <li>-What did Father explain about the budget?</li> <li>-What did Hasan and Rabia buy in the end?</li> </ul> <p>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)</p> <p><b>Differentiated Plan:</b></p> <p>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.</p> <p>Ask fast learners to help struggling learners understand the lesson.</p>
05 mins	<p><b>Wrap up (Writing):</b></p> <p>Distribute exit slips to students. Ask them to answer these questions:</p> <ul style="list-style-type: none"> <li>-Which incident (out of all given in the chapter) inspired you the most and why?</li> <li>- What lesson do we learn from the lesson – The Shopping Spree?</li> </ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 7 once again thoroughly.</p>

**Lesson Plan 46**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 46

Textbook Page/s: 52

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.

**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. 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>-Why didn't Mother and Father want children to spend on the things they wanted to buy?</li> <li>-What are needs and wants, and the what's the difference between them?</li> <li>-What a budget? Why is it important to stay within budget?</li> </ul>
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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 1-5 of Exercise A on page 52 in pairs, think of answers and then discuss their respective answers with each other.</p> <p>Once done, ask students to read questions 1-3 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>-What would you like to buy the next you go shopping with your family?</li> <li>-If you were given Rs 1000, what would you buy? Think about needs and wants. -</li> </ul>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask students what they liked about chapter 5?</p> <p>Also, ask them if they think Hasan chose the right thing to buy? Why or why not?</p>

05 mins	<b>Homework assignment:</b> Discuss Q1- 3 Exercise B with your family.
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**Lesson Plan 47**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 47

Textbook Page/s: 52

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.
- New vocabulary words

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker

05 mins	<b>Warm up:</b> 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)
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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 on page 52 as well of 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. 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 53 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>• Display</li> <li>• Purchasing</li> <li>• Numerous</li> </ul>
05 mins	<p><b>Wrap up:</b></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.)
05 mins	<b>Homework assignment:</b> Review words, meaning and sentences (Ex C and D).

**Lesson Plan 48**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 48

Textbook Page/s: 53-55

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.
- Direct and indirect speech

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Direct and indirect speech 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 what they know about direct and indirect speech? Students might not know much as they are learning about this topic for the first time.</p> <p>Write these two sentences on board and then which sentence is in direct speech and which is in indirect speech.</p> <p>- 'I am going to sleep,' Rashid said.</p> <p>-Rashid said he was going to sleep.</p> <p>Tell students how the first sentence is direct speech and the second sentence is in indirect speech.</p>
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25 mins

**Lesson structure****Instructions:**

Tell students they will learn about direct and indirect speech in today's lesson.

**Reading, Listening and Speaking:**

Stick the chart of direct and indirect speech on the board. Explain that direct speech has words said by the speaker directly, while indirect speech is reported words. Indirect speech is always in the past tense.

Use this chart:

Direct Speech	Reported Speech
<b><i>Present Simple</i></b>	<b><i>Past Simple</i></b>
<ul style="list-style-type: none"> <li>○ "He's American," she said.</li> <li>○ "I'm happy to see you," Mary said.</li> <li>○ " He asked, "Are you busy tonight?"</li> </ul>	<ul style="list-style-type: none"> <li>○ She said he <b>was</b> American.</li> <li>○ Mary said <b>that</b> she <b>was</b> happy to see me.</li> <li>○ He asked me <b>if</b> I <b>was</b> busy tonight.</li> </ul>

Explain the use of punctuation marks in direct and indirect speech. Explain how inverted commas open and close in speech. Also, focus on the tenses as they change in direct and indirect speech.

Tell students direct speech make one's writing more interesting to read.

Ask students to turn to pages 53 and 54 of the textbook and read some example of direct and indirect speeches given there. (15 mins)

**Writing:**

Ask students to write two sentences in direct speech and two in indirect speech in pairs.

**Listening and Speaking:**

	<p>Once done, ask different pairs to share their sentences with the entire class.</p> <p>(13 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to make direct and indirect speech sentences. Explain the concept of direct and indirect speech again while others are busy writing their sentences. Help them make sentences. Monitor their work closely.</p> <p>If fast learners get done with their work earlier, ask them to help their peers make direct and indirect speech sentences.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Distribute exit slips to the students. Ask them to write one sentence of direct speech and one of indirect speech.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review direct speech and indirect speech from pages 53-55 of textbook.</p>

**Lesson Plan 49**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 49

Textbook Page/s: 56

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.
- Identifying the direct and indirect speech

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Direct and indirect speech 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. Quickly review direct and indirect speech, its punctuation marks and tenses with the students as studied in previous classes.</p>
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25 mins

**Lesson structure****Instructions:**

Tell students they will practice identifying direct and indirect speech.

**Reading, Listening and Speaking:**

Encourage students to read direct and indirect speech chart again. Discuss any questions that students might about direct and indirect speech.

Direct Speech	Reported Speech
<b><i>Present Simple</i></b>	<b><i>Past Simple</i></b>
<ul style="list-style-type: none"> <li>○ "He's American," she said.</li> <li>○ "I'm happy to see you," Mary said.</li> <li>○ " He asked, "Are you busy tonight?"</li> </ul>	<ul style="list-style-type: none"> <li>○ She said he <b>was</b> American.</li> <li>○ Mary said <u>that</u> she <b>was</b> happy to see me.</li> <li>○ He asked me <u>if</u> I <b>was</b> busy tonight.</li> </ul>

(10 mins)

**Writing:**

Encourage students to read direct and indirect speech Exercise E given on page 56 in pairs. Encourage them to identify the speech in pairs.

**Differentiated Plan:**

Some students might find it difficult to solve Exercise E. Help the struggling students identify the sentences correctly. Use the chart to help the students identify direct and indirect speech sentences.

If fast learners complete the exercise earlier, then ask them to identify the following sentences.

- 1- 'I was baking a cake,' mother said.
- 2- The boy said he was reading a book in the library.
- 3- The young chef told us he knew how to cook many Pakistani dishes.

	<p>4- 'I will sleep early tonight,' father said.</p>
<p>05 mins</p>	<p><b>Wrap up (Class discussion):</b>                  Discuss answers of Exercise E with the whole class. If students give any wrong answers then correct them gently.</p>
<p>05 mins</p>	<p><b>Homework assignment:</b>                  Review Exercise E once again.</p>

**Lesson Plan 50**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 50

Textbook Page/s: 56

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.
- Identifying different types of paragraphs

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart on different types of paragraphs

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>Distribute entrance slips and tell students to write two sentences of direct speech and two of indirect speech.</p>
28 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about different types of paragraphs.</p> <p><b>Listening and Speaking:</b></p> <p>Show student this chart and discuss different types of paragraphs and examples. Explain each type in detail to the students. (10 mins)</p>



	<p style="text-align: center;"><b>Example Topic Sentences of Essay Types</b></p> <p><b>Narrative Paragraph</b> - Last week was one of the hardest weeks of my life.</p> <p><b>Descriptive Paragraph</b> - Martin Luther King Jr. was one of the most influential figures in American history.</p> <p><b>Expository Paragraph</b> - Making pancakes from scratch is an easy process and worth the extra time.</p> <p><b>Argumentative Essay</b> - Installing solar panels on your roof is the only way you should be getting electricity.</p> <p><b>Reading and Writing;</b></p> <p>Make groups and encourage them to read about different types of paragraphs given on page 56. Then, ask these groups to think of an example of each type of paragraph. (10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once done, ask each group to share examples of each type of paragraph with the rest of the class. Ask their classmates to give constructive feedback. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to think of examples of each type of paragraph. Help them differentiate between different types of paragraphs.</p> <p>Use textbook examples and those from the chart for this purpose.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Discuss further examples of different types of paragraphs with students.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review types of paragraphs on page 56 again.</p>

**Lesson Plan 51**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 51

Textbook Page/s: 57

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**


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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.
- Identifying compound word

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart on different types of compound words

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. They've learnt about Compound words in grade 4. Use this chart if you want to:</p>
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	<div style="text-align: right;">  </div> <h2 style="text-align: center;">Types Of Compound Words</h2> <div style="background-color: #fff9c4; padding: 5px; text-align: center; margin: 10px 0;"> <b>Closed Compoun</b> </div> <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> <div style="background-color: #fff9c4; padding: 5px; text-align: center; margin: 10px 0;"> <b>Hyphenated Compouns</b> </div> <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> <div style="background-color: #fff9c4; padding: 5px; text-align: center; margin: 10px 0;"> <b>Open Compouns</b> </div> <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>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 52**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 52

Textbook Page/s: 58

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.
- Identifying compound word

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart on different types of compound words

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 compound words used in previous lesson on the board and ask students to read it. Tell them they will play a fun game about compound words.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will find words in compound words maze in today's lesson.</p> <p><b>Reading, Writing, Listening and Speaking:</b></p> <p>Encourage students to turn to page 58 and find all compound words in the word maze. Pair that completes the maze first will win the game. Award the students with a small gift. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once done, discuss the where words in the word maze. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Guide struggling 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 what different stationery items are used for.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Revise compound words given on page 57.</p>

**Lesson Plan 53**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 53

Textbook Page/s: 58

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.
- Write a picture story in their own words.

**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 know about picture story writing. Write this heading on the board and take ideas from the students. Write all their ideas on board. Students have already done this in grade 4 so build on prior knowledge.</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 58-59 Exercise H, in groups, 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 58-59 in their own words. Every student should their own picture story but they can discuss the story in groups. 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: 180 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: child plants a seed – he waters it every day- seed grows into small plant – the small plant grows into a big tree- big tree bears apples – he reaps apples – he sells apples.</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 54**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 54

Textbook Page/s: 59-60

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.
- Performing 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>Make groups of four students and ask them to read the oral communication exercise given on page 59-60</p> <p>Assign different roles to the group members as described earlier.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will write a script for role play 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 59-60 in groups. Ask them some questions related to dialogues like:</p> <ul style="list-style-type: none"> <li>-How are needs and wants different?</li> <li>-Why do you think we should think if we want something or need it?</li> </ul> <p>Now, tell them to prepare a script on the topic 'Shopping for Eid on a budget'. 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 55**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 55

Textbook Page/s: 59-60

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- The difference between needs and wants.
- The importance of staying on a budget and purchasing items which fall within their budget only.
- Performing 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 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 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>

**Lesson Plan 56 – Review Lesson Plan**

Subject: English

Grade: 5

Term: 1st

Week:

Unit:5

Unit Title: The Shopping Spree

LP: 56

Textbook Page/s: 59-60

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Recognizing and understanding the difference between Direct and Indirect speech
- Identifying the function of Direct and Indirect speech in simple texts
- Learning about different types of paragraphs: narrative, descriptive and expository paragraphs
- Using common compound words in speech and own writing

**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	<b>Wrap up:</b>

	Ask students how was their assessment. Ask them if they found any part difficult. Take their views about the assessment paper.
--	--

## Unit 2 – Friends Forever — Worksheet 1

### Lesson Plan 15

#### Q1. Fill in the blanks using has and have appropriately.

- a- Ali \_\_\_\_\_ many story books.
- b- There are many children who \_\_\_\_\_ toy cars.
- c- Sana and Alina \_\_\_\_\_ maths test tomorrow.
- d- My father \_\_\_\_\_ a laptop.
- e- The children \_\_\_\_\_ stopped playing cricket in the ground.
- f- The bulls \_\_\_\_\_ sharp horn so please be careful.
- g- We \_\_\_\_\_ to go now and check our rooms.
- h- They \_\_\_\_\_ gone to their grandparents' house.
- i- I \_\_\_\_\_ a new dress.
- j- You and I \_\_\_\_\_ to do this task ourselves.
- k- She \_\_\_\_\_ many crayons but she wouldn't share.



## Unit 2 – Friends Forever — Worksheet 2

### Lesson Plan 16

#### **Q1- Add apostrophes to show possession.**

- 1- Danish work was so good that it was used as an example.
- 2- My mother's handbag has been missing since yesterday.
- 3- The girl's shoes were costly, so we didn't buy any pair today.
- 4- Ali's composition was chosen to be published by the editor.

#### **Q2 – Use appropriate possessive pronouns to fill in the blanks.**

- 5- I will bring my notebooks and you bring \_\_\_\_\_.
- 6- This is your bed and that is \_\_\_\_\_.
- 7- I like your purse, and I like \_\_\_\_\_ too.
- 8- This book is \_\_\_\_\_.

**Unit 3 – Wind on the Hill – Worksheet 1****Lesson Plan 30****Q1- Fill in the blanks with appropriate conjunctions.**

- 1- Kiran wanted to fly to Lahore \_\_\_\_\_ Erum wanted to go by train. (but, nor)
- 2- I want to reach school on time \_\_\_\_\_ I have a test in first period. (because, either)
- 3- Do you like chocolate \_\_\_\_\_ vanilla ice cream? (because, and)
- 4- I have to wake up early \_\_\_\_\_ I am going to bed early tonight. (and, so)
- 5- I was on time \_\_\_\_\_ everyone in my department reached late today. (so, but)
- 6- These are simple method \_\_\_\_\_ very effective. (and, yet)
- 7- I will \_\_\_\_\_ take my vacations in June \_\_\_\_\_ in July (either, or/ neither, nor)
- 8- \_\_\_\_\_ I'm sad or happy, I try to keep a positive attitude. (Or, whether)
- 9- I don't like to eat sweets \_\_\_\_\_ I prefer to order a milkshake. (so, or)
- 10- \_\_\_\_\_ my father doesn't like to drive; he takes a rickshaw. (yet, since)

**Unit 1 – I Love Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- 1- Why did Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ prolong his Sajdah? (3)
- 2- Do you follow in the footsteps of the Holy Prophet صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ? How do you do think? Give examples. (4)
- 3- What is meant by the lines that our love for Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ is an active process? (3)

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

- 1- Prolong
- 2- Anxiety
- 3- Demonstrate
- 4- Amazement
- 5- Strive

**Q3- Write a small paragraph containing all personal, interrogative, demonstrative and relative pronouns you have learnt. (5)****Q4- Write the feminine of the following. (2)**

- 1-Master
- 2-Butler
- 3-Drake
- 4-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 – Friends Forever****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- |  |     |
|--|-----|
| 1- Why was Sarah upset with Alina?                                       | (2) |
| 2- Was what Alina did a right thing to do? Give reasons for your answer. | (2) |
| 3- What did Mother tell Sarah to do?                                     | (2) |
| 4- Did Mother’s advice work? How? Elaborate.                             | (2) |
| 5- If you were in Alina’s place, what would you have done?               | (2) |

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

- a- Skip
- b- Withhold
- c- Ruin
- d- Apologize
- e- Assume

**Q3- Insert apostrophes at the correct space. (3)**

- a- My mothers pet cat had gone missing.
- b- Shes a wonderful kid.
- c- I hope its a beautiful gift.

**Q4 – Insert has, have in the blanks. (2)**

- a- She \_\_\_\_\_ three dolls.
- b- They \_\_\_\_\_ gone to meet their grandparents.
- c- He \_\_\_\_\_ sought some advice.
- d- We \_\_\_\_\_ planned a get-together.
- e- It \_\_\_\_\_ drank some milk.

**Q5 – Insert prepositions correctly. (5)**

- a) There’s water \_\_\_\_\_ the bridge. (under, in)
- b) The cat is sitting \_\_\_\_\_ the box. (in, since)
- c) They have not visited us \_\_\_\_\_ January. (since, yet)
- d) The pen is kept \_\_\_\_\_ the book. (beside, despite)
- e) Let’s meet \_\_\_\_\_ the bus stop. (in, at)

**Unit 3 – Wind on the Hill****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- |  |     |
|--|-----|
| 1- Why does the poet say he cannot keep up with the wind?            | (2) |
| 2- What does the wind do to the kite?                                | (2) |
| 3- Where does the wind come from and where it goes?                  | (2) |
| 4- How does the poet know that the wind has been at a certain place? | (2) |
| 5- What does the wind do to the poet?                                | (2) |

**Q2 – Write the meanings of following words and use them in your own sentences. (3)**

- a- String
- b- Holding
- c- Blow
- d- Somewhere
- e- Wherever
- f- Blew

**Q3 - Fill in the blanks with the correct conjunctions. (12)**

- a- I couldn't call you \_\_\_\_\_ I was busy. (due to, because)
- b- I had some money \_\_\_\_\_ I thought of buying her a gift. (so, despite)
- c- \_\_\_\_\_ you come or not, we are going to the dinner party.
- d- Sara \_\_\_\_\_ I are good friends.
- e- \_\_\_\_\_ you know we have made a deal; you should abide by it.
- f- \_\_\_\_\_ you don't want to come, don't.
- g- The milkman hasn't come \_\_\_\_\_.
- h- Ali is better \_\_\_\_\_ Aqib at cricket.
- i- I am ill \_\_\_\_\_ I will study for tomorrow.
- j- I have been waiting for you \_\_\_\_\_ 4 O'clock.
- k- We waited for you \_\_\_\_\_ evening.
- l- You should know \_\_\_\_\_ we, as your parents, care for you.

**Unit 4 – The Story of Braille****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- 1- What happened to Louis Braille in childhood, which made him lose his sight? (2)
- 2- What did Louis Braille invent at the age of 15? (2)
- 3- Why was Louis Braille so disappointed in the last few years of his life? (2)
- 4- What did Louis Braille invent? (2)
- 5- why was the director of Royal Institute for Blind Youth kicked out? (2)

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

- 1- Encountered
- 2- Convinced
- 3- Embossed
- 4- Plaque
- 5- Disheartened

**Q3 – Write four sentences of Present Tenses. (2)****Q4- Write four sentences in Past Tenses. (2)****Q5- Write four sentences in Future Tenses. (2)****Q6 – Make sentences of the following similes: (4)**

- a- As smart as a fox
- b- As busy as a bee
- c- Hit like a girl
- d- Cry like a baby

**Unit 5 – The Shopping Spree****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- 1- How did Hasan and Rabia came to the final conclusion of what they needed? (3)
- 2- What is the difference between needs and wants? (3)
- 3- Do you agree that what Rabia and Hasan bought was better? Why? (4)

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

- a- Expensive
- b- Purchase
- c- Desire
- d- Nearly
- e- Budget

**Q3 – Write three sentences in direct speech. (3)****Q4- Write three sentences in indirect speech. (3)****Q5- Make sentences of the following compound words: (4)**

- a- On-site
- b- Bodyguard
- c- High school
- d- Homework

## Terminal Assessment Paper

First Term

Objectives

Total Marks: 50

Students should be able to:

1. Apply personal, demonstrative, interrogative and relative pronouns (e.g. I, my, me, we, our, us, you, your, you, he, his, him, she, her, her, it, its, it, they, their, them, this, these, that, those, what, when, where, who, how, why and which) correctly in their writing
2. Correctly illustrate the use of present, past and future indefinite and continuous tenses (definitions of verb and present, past, future, continuous verbs) in their written and oral communication
3. Identify the function of Direct and Indirect speech in simple texts
4. Identify Direct and Indirect Speech

1- Answer the following questions.

(20)

- a. What do you think the sentence Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ has a higher claim on the believers than they have on themselves' mean?
- b. How is our love for Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ an active process? Explain with examples.
- c. Do you follow in the footsteps of Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ? Give examples of some of your actions which are in line with his teachings.
- d. Why was Sarah upset? How did she behave when she was upset?
- e. What was Mother's advice to Sarah? Did it work?
- f. Why does the poet say that he cannot keep up with the wind even if he ran?
- g. Do you know where the wind comes from and where it goes?
- h. How were the books for blind printed at the Royal Institute for Blind Youth when Louis first joined?
- i. What did Rabia and Hasan want to buy? Why didn't they buy what they first thought they should buy? Explain your answer in detail.
- j. What do you think of Rabia and Hasan's final choice of things? Do you think they did the right thing by purchasing them? Why or why not?

2- Fill in the blanks with appropriate pronoun.

(10)

- a. Khadija \_\_\_\_\_ lost her book. Can you please give \_\_\_\_\_ to hr for a while? (have, has, you, yours)
- b. Her doll house is bigger than \_\_\_\_\_. (our, ours)
- c. \_\_\_\_\_ house has three rooms. How many does \_\_\_\_\_ have? (My, yours, you, me)



- d. This is not my lunch box. It is \_\_\_\_\_. (His, he)
- e. My favourite colours are red and yellow. What are \_\_\_\_\_. (you, yours)
- f. My friends \_\_\_\_\_ baked me a cake. (have, has)
- g. My son's teacher helps \_\_\_\_\_ at school. (him, he)
- h. I \_\_\_\_\_ completed all my work.

**3- Write three sentences of Present, Past and Future Tense each.** (9)

**4- Identify which sentences are in direct tense and which are in indirect speech.** (5)

- a. 'I have finished cleaning the cupboard', said Sarah.
- b. My teacher told me that she has checked all our final term papers.
- c. The postman told us that he had delivered all the mail.
- d. 'Please finish your lunch quickly,' Mom told Ali.
- e. 'Let's go out and play hide and seek,' little Maria suggested.

**5-Identify the continuous tenses in the sentences given below.** (6)

- a. It was raining when my parents left for the airport.
- b. My grandmother is preparing delicious lunch for us.
- c. She will be completing her medical education soon.
- d. Dania was sleeping when her sister rang.
- e. My father will be buying us a new swing soon.
- f. Rabia is reading the new book she just bought.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

# SPECTRUM ENGLISH

## SECOND TERM

TEACHING GUIDE

5



**Prepared by:**  
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**Reviewer:**  
Saifullah Khalid

# Spectrum English Grade 5

## 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 Islamiat 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 6 - Who's Pecking?

### Unit Overview

Unit 6 is a lesson that has interesting facts about woodpeckers. It contains an introduction about woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner. It encourages children to think about environmental conservation as it is one of the greatest Blessings of Allah ﷻ for mankind.

### Model Answers

#### Exercise A

- 1- More than 180 species of woodpeckers are found worldwide.
- 2- Scaly-bellied woodpeckers are found in Pakistan, Afghanistan, Nepal and Turkmenistan.
- 3- Downy woodpecker would gladly live in birdhouses.
- 4- Woodpeckers are found in black, white, red, yellow and golden shades mostly.
- 5- 20 times

#### Exercise B

#### Questions for Discussion

- 1- Deforestation is the biggest threat. We need to stop cutting down forests, else woodpeckers might become extinct.
- 2- I love parrots because they have vibrant colours and can mimic humans. Parrots are green and colour in colour. They like to eat fruits.

#### Exercise C

Teachers can integrate ICT in this exercise. You can take students to the computer lab to do some research about the woodpeckers and then assign them to make posters as homework. Else, you can assign them to make posters in class too, as classwork. This work can be done as a group or pair. Then, invite each pair or group to present their posters to the rest of the class.

#### Exercise D

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 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

- 1- Gohar said to his mother, 'I have done my homework.'

- 2- The Commander said, 'March on, soldiers.'
- 3- Ali said to his friend, 'Please help me complete this assignment.'
- 4- He said that he was looking for a job.
- 5- She told me that it was not a profitable business.
- 6- The teacher asked the students to close their books quickly.
- 7- My father asked if I still intended to leave the city.
- 8- 'Why are you crying?' asked mother.

**Exercise G**

- 1- Watch
- 2- Watch
- 3- Bit
- 4- Bit
- 5- Treat
- 6- Treat
- 7- Address
- 8- Address
- 9- Well
- 10- Well

**Lesson Plan 57**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit: 6

Unit Title: Who's Pecking?

LP: 57

Textbook Page/s: 61-63

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-introduced with woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner.

-encouraged to think about environmental conservation being one of the greatest Blessings of Allah جل جلاله.

**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 if they know anything about woodpeckers?</p> <p>Ask them if they know where woodpeckers live, what they eat, their colours, etc?</p>
mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell student they will read all about woodpeckers 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 6, 'Who's Pecking?' in groups. 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. (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 piece of information they have gathered from this chapter. Keep probing to elicit their understanding. You can ask the following questions:</p> <ul style="list-style-type: none"> <li>-Where are woodpeckers found in the Asian region?</li> <li>-What do the backyard woodpeckers eat?</li> <li>-What are their colours?</li> <li>-How many times do they peck a day?</li> <li>-Why don't they get headaches?</li> <li>-What's the greatest threat to woodpeckers?</li> <li>-How can we save woodpeckers and other wildlife?</li> <li>-Which other creature is a threat to woodpeckers?</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>
<p>05 mins</p>	<p><b>Wrap up (Class Discussion):</b></p> <p>Towards the end of the chapter, ask the following questions to assess students' understanding:</p> <ul style="list-style-type: none"> <li>-Where do woodpeckers live?</li> <li>-What do they eat?</li> <li>-Woodpeckers are of which colours?</li> </ul>

05 mins	<b>Homework assignment:</b>  Read chapter 6 on pages 61-63 once again.  Do research about woodpeckers and find out more about their habitats, food and colours. Find out which others wild animals face the threat of extinction due to deforestation.
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**Lesson Plan 58**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit: 6

Unit Title: Who's Pecking?

LP: 58

Textbook Page/s: 64

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- introduced with woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner.
- encouraged children to think about environmental conservation.
- using new vocabulary words in their writings.

**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 if they have seen a woodpecker in their daily lives? Ask if they've done research about peckers (given for homework) and what were their findings? Allow at least three students to share the findings of their research.</p> <p>Give constructive feedback to these students.</p>
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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 59**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit: 6

Unit Title: Who's Pecking?

LP: 59

Textbook Page/s: 64

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner.
- to think about environmental conservation.
- using new vocabulary words in their writings.

**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 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>
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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 given on page 64. 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 60**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit: 6	Unit Title: Who's Pecking?
LP: 60	Textbook Page/s: 64-66	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner.
- to think about environmental conservation.
- changing direct speech into indirect speech.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of direct and indirect speech

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 remember about direct and indirect speech. Review basic direct and indirect speech sentences, its punctuation marks and tenses with the students as studied in previous classes.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn changing direct speech into indirect speech in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Encourage students to read the sentences given in the direct and indirect speech chart. The chart explains basic differences of direct and indirect speech and how the direct speech changes into indirect speech. Discuss how pronouns and tenses are changed in the direct and indirect speech.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>No</th> <th>Direct Speech</th> <th>Indirect Speech</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>He said, 'I am busy.'</td> <td>He said that <i>he</i> was busy.</td> </tr> <tr> <td>02</td> <td>She said, 'I am unwell.'</td> <td>She said that <i>she</i> was unwell.</td> </tr> <tr> <td>03</td> <td>I said, 'I will be late.'</td> <td>I said that <i>I</i> would be late.</td> </tr> <tr> <td>04</td> <td>They said, 'We will not permit this.'</td> <td>They said that <i>they</i> would not permit that.</td> </tr> <tr> <td>05</td> <td>We said, 'We need to buy some clothes.'</td> <td>We said that <i>we</i> needed to buy some clothes.</td> </tr> </tbody> </table> </div> <p>(10 mins)</p> <p><b>Writing:</b></p> <p>Encourage students to read direct and indirect speech rules given on pages 65-66 in pairs. Encourage them to discuss how pronouns and tenses have changed the speech in pairs.</p> <p>Ask them to make two sentences in direct speech and change them into indirect speech. (10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Ask each pair to share their sentences with the rest of the class. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to understand how direct speech changes into indirect speech. Help the struggling students identify the changes correctly. Use the chart to help the students identify the changes in the direct and indirect speech sentences.</p> <p>If fast learners complete the exercise earlier, then ask them to try changes the following sentences into direct and indirect speech.</p>	No	Direct Speech	Indirect Speech	01	He said, 'I am busy.'	He said that <i>he</i> was busy.	02	She said, 'I am unwell.'	She said that <i>she</i> was unwell.	03	I said, 'I will be late.'	I said that <i>I</i> would be late.	04	They said, 'We will not permit this.'	They said that <i>they</i> would not permit that.	05	We said, 'We need to buy some clothes.'	We said that <i>we</i> needed to buy some clothes.
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05	We said, 'We need to buy some clothes.'	We said that <i>we</i> needed to buy some clothes.																	

	<ol style="list-style-type: none"> <li>1- 'I am baking a cake,' mother said.</li> <li>2- The boy said, 'I am reading a book in the library.'</li> <li>3- 'I will sleep early tonight,' father said.</li> </ol>
05 mins	<p><b>Wrap up (Class discussion):</b> Discuss any questions students might have about changing direct speech into indirect and vice versa.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Direct and Indirect speech rules given on pages 65-66 once again.</p>

**Lesson Plan 61**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:6

Unit Title: Who's Pecking?

LP: 61

Textbook Page/s

64-66

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

-Introducing woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner.

-encouraging children to think about environmental conservation.

-changing direct speech into indirect speech.

**Teaching Aids/Materials/Resources:**

- Textbook

- Board & Marker

-Chart of direct and indirect speech

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. Quickly review direct and indirect speech, its punctuation marks and tenses with the students as studied in previous classes.</p>
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<p>25 mins</p>	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice identifying and changing direct and indirect speech.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Encourage students to read direct and indirect speech chart again. Discuss any questions that students might about changing direct speech into indirect speech.</p> <table border="1" data-bbox="609 604 1149 856"> <thead> <tr> <th>No</th> <th>Direct Speech</th> <th>Indirect Speech</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>He said, 'I am busy.'</td> <td>He said that <b>he</b> was busy.</td> </tr> <tr> <td>02</td> <td>She said, 'I am unwell.'</td> <td>She said that <b>she</b> was unwell.</td> </tr> <tr> <td>03</td> <td>I said, 'I will be late.'</td> <td>I said that <b>I</b> would be late.</td> </tr> <tr> <td>04</td> <td>They said, 'We will not permit this.'</td> <td>They said that <b>they</b> would not permit that.</td> </tr> <tr> <td>05</td> <td>We said, 'We need to buy some clothes.'</td> <td>We said that <b>we</b> needed to buy some clothes.</td> </tr> </tbody> </table> <p>(10 mins)</p> <p><b>Writing:</b></p> <p>Encourage students to read direct and indirect speech Exercise F given on page 67 in pairs. Encourage them to identify the speech as well as the errors in pairs and write answers in their notebooks.</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to solve Exercise F. Help the struggling students identify the sentences correctly. Use the chart to help the students change direct speech into indirect speech sentences.</p> <p>If fast learners complete the exercise earlier, then ask them to identify the mistakes following sentences.</p> <ol style="list-style-type: none"> <li>1. I am reading a books baking mother said.</li> <li>2. The boy said he is reading a book in the library.</li> <li>3. The young chef tells us he knew how to cook many Pakistani dishes.</li> <li>4. I will sleep early tonight father said.</li> </ol>	No	Direct Speech	Indirect Speech	01	He said, 'I am busy.'	He said that <b>he</b> was busy.	02	She said, 'I am unwell.'	She said that <b>she</b> was unwell.	03	I said, 'I will be late.'	I said that <b>I</b> would be late.	04	They said, 'We will not permit this.'	They said that <b>they</b> would not permit that.	05	We said, 'We need to buy some clothes.'	We said that <b>we</b> needed to buy some clothes.
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05	We said, 'We need to buy some clothes.'	We said that <b>we</b> needed to buy some clothes.																	
<p>05 mins</p>	<p><b>Wrap up (Class discussion):</b></p> <p>Discuss answers of Exercise F with the whole class. If students give any wrong answers, then correct them gently.</p>																		

05 mins	<b>Homework assignment:</b> Review Exercise F once again.
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**Lesson Plan 62**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:6

Unit Title: Who's Pecking?

LP: 62

Textbook Page/s: 67-68

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Introducing woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner.
- encouraging children to think about environmental conservation.
- identify basic sounds of the digraphs ch, sh, th, wh, ph and ng as in words like chair, shoes, three, that and phone.
- identify basic trigraph sounds.

**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 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>Next, tell them they will practice pronouncing different word (digraphs).</p>
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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 and trigraphs – igh, ore, ear, are, air.</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> <ul style="list-style-type: none"> <li>-knight</li> <li>-feet</li> <li>-peek</li> <li>-shook</li> <li>-brief</li> <li>-chess</li> <li>-tuck</li> <li>-lunch</li> <li>-chief</li> <li>-chef</li> <li>-thief</li> </ul> <p>Then pronounce trigraphs: Sigh, Bore, Dear, Fair</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 and trigraph given in the textbook. Encourage students to look at the spelling of all the words in the textbook on pages 67-68 while listening to the sounds. Ask them repeat each word's pronunciation after listening to the tape.</p> <p>(20 mins)</p>
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	<p><b>Note: Please play sounds of all the words (of every digraph and trigraph) 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 make sentences of at least two words with any digraphs and one trigraph. (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> <p>sigh</p> <p>bore</p> <p>dare</p> <p>speak</p> <p>reach</p> <p>beach</p> <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>Read Digraphs and Trigraphs on pages 67-68.</p>

**Lesson Plan 63**

Subject: English                      Grade: 5                      Term: 2nd  
 Week:                                      Unit:6                                      Unit Title: Who's Pecking?  
 LP: 63                                      Textbook Page/s: 68-69                      Duration: 40 minutes  
 Teacher:                                      School:                                      Date:

**Student Learning Outcomes (SLOs)**

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

- introducing woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner.
- encouraging children to think about environmental conservation.
- identify and use homonyms in sentences.

**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 الرحمن الرحيم out loud before 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 learn about homonyms.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write different homonyms on board, for example, well, bit, watch, address, treat.</p> <p>Ask students to tell the difference between these words. Appreciate them when they tell the correct answers.</p> <p>Explain to students that words that have the same pronunciations and spellings but different meanings are called homonyms. (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 5 homonyms and make sentences. (10 mins)</p> <p><b>Presentation:</b></p> <p>Once students are done listing homonyms and making sentences, ask each group to come forward in turns.</p> <p>They should write one homonym on board and encourage other groups to suggest the word's different meanings. Each group could ask three words 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 homonyms 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 Homonyms on pages 68-69.</p>

**Lesson Plan 64**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:6	Unit Title: Who's Pecking?
LP: 64	Textbook Page/s: 68-69	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- introducing woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner.
- encouraging children to think about environmental conservation.
- identify and use homonyms in 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>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 learn about homonyms 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 G. 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. (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.</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 6 once again.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Towards the end of the lesson, ask what they learnt about homonyms in these two lessons.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise G on pages 68-69 once again. Read Exercise H on pages 69-70.</p>

**Lesson Plan 65**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:6

Unit Title: Who's Pecking?

LP: 65

Textbook Page/s: 68-69

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- introducing woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner.
- encouraging children to think about environmental conservation.
- perform a role play based on the story to demonstrate its concept.

**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 have read Exercise H.</p>
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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>Now, ask students to quickly read Exercise H in groups. Tell students they will do a performance today. (10 mins)</p> <p><b>Performance:</b></p> <p>Encourage these students to come in front of the class and perform the dialogues with actions given on pages 69-70.</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> 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 H once again with expressions.</p>

**Lesson Plan 66 – Review Lesson Plan**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:6

Unit Title: Who's Pecking?

LP: 66

Textbook Page/s: 68-69

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- introducing woodpeckers, their habitats, eating patterns and threats to their flocks to the children in an exciting manner.
- encouraging children to think about environmental conservation.
- perform a role play based on the story to demonstrate its concept.

**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 their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## Unit 7 - Little Things

### Unit Overview

Unit 7 is a poem that children can enjoy reading. The poem has rhymes that the students will enjoy.

It teaches a moral lesson that good deeds make our world a beautiful place.

### Model Answers

#### Exercise A

- 1- The poet is explaining that huge oceans and seas are made from little drops of water. Similarly, large parts of land are made from tiny sand grains. Likewise, our age and time are made from small little moments that we spend in this world. She is explaining that each minute that we spend on this earth, make our lives, and become a part of us.
- 2- Our small errors corrupt us and lead us away from the right, virtuous path. Our bad deeds eat away our souls.
- 3- She is calling little moments humble because they might not be as important as some other big moments of our lives. However, they still are a part of our lives and us.
- 4- Love, kindness, humility, happiness make our earth beautiful.

#### Exercise B

##### Questions for Discussion.

- 1- The gist that each little moment that we pass on this earth become a part of our lives. Therefore, no matter how small a moment is, we must be kind and happy in it, for it will become a part of our lives.
- 2- By praying five times a day and remembering Allah each and every moment.

#### 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

- 1- Active Voice
- 2- Passive Voice
- 3- Passive Voice
- 4- Active Voice
- 5- Active Voice

- 6- Active Voice
- 7- Active Voice
- 8- Passive Voice
- 9- Active Voice
- 10- Passive Voice
- 11- Passive Voice
- 12- Active Voice
- 13- Passive Voice
- 14- Active Voice
- 15- Active Voice

**Exercise F**

Encourage the students to discuss the prompt given in the exercise as pairs or in groups. Then write their own stories. Ask them to share their stories with their classmates.

**Exercise G**

Ask the students to pronounce the words given in Exercise G and then discuss the letters that make long vowel sounds. Explain the reason why vowels make long sounds.

**Lesson Plan 67**

Subject: English                      Grade: 5                      Term: 2nd  
 Week:                                      Unit:7                              Unit Title: Little Things  
 LP: 67                                      Textbook Page/s: 70                      Duration: 40 minutes  
 Teacher:                                  School:                                  Date:

**Student Learning Outcomes (SLOs)**

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

- a poem that has rhymes that the students will enjoy.
- a moral lesson that good deeds make our world a beautiful place.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- A beautiful, scenic picture showing hills, rivers, greenery, 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>Stick the picture on board and ask students what they see in it. Discuss about the beautiful mountain and rivers. Discuss how these beautiful things make Earth a better place. Then, ask which emotions and feelings make Earth a beautiful place? Take students’ ideas and write them on board.</p>
30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read poem Little Things unit 7 in today’s class.</p> <p><b>Reading:</b></p> <p>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?</p>

Divide the students into groups. Make them sit in shade and encourage them to read chapter 7, poem Little Things on page 70. Encourage them to find meanings of any difficult words.

**Listening and Speaking:**

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

- What's makes ocean and huge, beauteous land?
- What makes little moments beautiful? Why does the poet call them humble?
- What do errors and lies do to our soul?
- What do little deeds of kindness and words of love do to the people in this world?
- If everyone does kind deeds, how will this world become?

(15 mins)

**Presentation (Writing):**

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

- 1- What makes this world a better place to live in?
- 2- What happens when an individual goes stray, to himself and this world? (5 mins)

Ask each group to present their opinions to the entire class. (10 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 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.

Encourage fast learners to write one or two sentences about each presentation in their notebooks to keep them busy from creating trouble in class.



00 mins	<b>Wrap up (Presentation):</b> You can take wrap up time to complete the presentations.
05 mins	<b>Homework assignment:</b> Read chapter 7, poem about Little Things once again.

**Lesson Plan 68**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:7

Unit Title: Little Things

LP: 68

Textbook Page/s: 70

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- a poem that has rhymes that the students will enjoy.
- a moral lesson that good deeds make our world a beautiful place.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- A beautiful, scenic picture showing hills, rivers, greenery, 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 students their opinions on how good and bad deeds influence our lives? What do good and bad deeds do to this world?</p> <p>Give constructive feedback to these students.</p>
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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 69**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:7

Unit Title: Little Things

LP: 69

Textbook Page/s: 71

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- a poem that has rhymes that the students will enjoy.
- a moral lesson that good deeds make our world a beautiful place.

**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>
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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 given on page 71. Instruct them to write the meanings and sentences in their notebooks. Tell students they can share their sentences with their classmate (one who sits next to them) 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 70**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:7

Unit Title: Little Things

LP: 70

Textbook Page/s: 72-73

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- a poem that has rhymes that the students will enjoy.
- a moral lesson that good deeds make our world a beautiful place.
- identifying the difference between Active and Passive Voice.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of Active and Passive voice

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 anything about active and passive voice. Write these two sentences on board and ask students if they can differentiate between the two:</p> <p>The girl waters the plants.</p> <p>The plants are watered by the girl.</p>
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25 mins

**Lesson structure**

**Instructions:**

Tell students they will learn about active and passive voice in today’s lesson.

**Reading, Listening and Speaking:**

Encourage students to read the sentences given in the active and passive voice chart. The chart explains basic differences of active and passive voice and how active voice changes into passive voice. Discuss how tenses are changed in active and passive voice. Discuss how subject and object changes in active and passive voice.

Present Simple Tense	
Auxiliary verbs used in Passive Voice: Is/are/am	
Active Voices	Passive Voices
He writes a letter.	A letter is written by him.
He does not write a letter.	A letter is not written by him.
Does he write a letter?	Is a letter written by him?
They sell books.	Books are sold by them.
She helps me.	I am helped by her.

(10 mins)

**Listening and Speaking:**

Encourage students to read active and passive voice rules given on pages 72-74 in pairs. Encourage them to discuss how tenses have changed in both active and passive voice in pairs.

Now do this exercise orally with the students so they can identify the differences between active and passive voice. Discuss how objects and subjects change their place.

- She bakes a cake.
- A cake is baked by her.
- Ali read a book.
- A book is read by Ali.
- Sarah irons her clothes.
- Clothes are ironed by Sarah.
- I prepare breakfast every day.
- Breakfast is prepared by me every day.
- My sister is making tea.
- Tea is being prepared by my sister.

(15 mins)

	<p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to understand how active and passive voice. Help the struggling students identify the changes correctly. Use the chart to help the students identify the changes in active and passive voice sentences.</p>
05 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Discuss any questions students might have about identifying active and passive voices. Answer all their questions.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Active and Passive voice sentences given on pages 72-73 once again.</p>



**Lesson Plan 71**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:7	Unit Title: Little Things
LP: 71	Textbook Page/s:72-73	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- a poem that has rhymes that the students will enjoy.
- a moral lesson that good deeds make our world a beautiful place.
- identifying the difference between Active and Passive Voice

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Marker
- Chart of Active and Passive voice

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 what they understood about active and passive voice. Write these two sentences on board and ask students if they can differentiate between the two:</p> <p>The girl cleans her cupboard regularly.</p> <p>The cupboard is cleaned by the girl regularly.</p>
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30 mins

**Lesson structure****Instructions:**

Tell students they will practice identifying active and passive voice in today's lesson.

**Reading, Listening and Speaking:**

Encourage students to read the sentences given in the active and passive voice chart once again. Discuss the basic differences of active and passive voice and how active voice changes into passive voice. Ask students if they have understood how tenses are changed in active and passive voice. Discuss how subject and object changes in active and passive voice.

Present Simple Tense	
Auxiliary verbs used in Passive Voice: Is/are/am	
Active Voices	Passive Voices
He writes a letter.	A letter <b>is</b> written by him.
He does not write a letter.	A letter <b>is not</b> written by him.
Does he write a letter?	<b>Is</b> a letter written by him?
They sell books.	Books <b>are</b> sold by them.
She helps me.	I <b>am</b> helped by her.

(10 mins)

**Listening and Speaking:**

Encourage students to read active and passive voice rules given on pages 72-74 in pairs. Ask students to attempt Exercise E in pairs. Encourage them to discuss how tenses have changed in both active and passive voice in pairs.

Ask each pair to give an answer. Discuss all the answers with the rest of the class.

(15 mins)

**Writing:**

Ask students to write answers in their notebooks. (5 mins)

**Differentiated Plan:**

Some students might find it difficult to understand and identify active and passive voice. Help the struggling students identify the changes correctly. Use the chart to help the students identify the changes in active and passive voice sentences.

	<p>If fast learners complete the exercise E, then ask them to write two sentences in active and two in passive.</p>
<p>00 mins</p>	<p><b>Wrap up (Class discussion):</b> Use this time in discussing Exercise E.</p>
<p>05 mins</p>	<p><b>Homework assignment:</b> Review Exercise E once again done as class assignment.</p>

**Lesson Plan 72**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:7	Unit Title: Little Things
LP: 72	Textbook Page/s: 74-75	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- a poem that has rhymes that the students will enjoy.
- a moral lesson that good deeds make our world a beautiful place.
- different parts of a story

**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 story writing. Students should know as they have learnt about story writing in grade 4. Write this heading on the board and take ideas from the students. Write all their ideas on board.</p> <p>Next, quickly recap storytelling with students. Tell them that a story has pictures, which are used to depict different scenes of it. Inform students that storytelling is fun.</p>
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30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will write a story in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Ask students to refer to pages 75-76 and quickly read the given story. Then ask them to discuss in groups the plot and characters of the story.</p> <p>Do a brainstorming session with them about the story. Help them understand the beginning, plot, and ending of the story. Discuss how characters evolve in the story and how they are the main part of the story.</p> <p>Tell students good stories always have a moral lesson.</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 discuss and write a story using prompts given in Exercise F on page 76 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: 180 words.</p> <p>(20 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to write a story. Help them make introduction and plot of the story using the prompts given in exercise.</p>
00 mins	<p><b>Wrap up (Story Reading Session):</b></p> <p>Use this time in writing the story, Exercise E.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review stories that you wrote in class once again at home</p>

**Lesson Plan 73**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:7	Unit Title: Little Things
LP: 73	Textbook Page/s: 74-75	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- a poem that has rhymes that the students will enjoy.
- a moral lesson that good deeds make our world a beautiful place.
- different parts of a story.

**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 them if they have completed the stories they were writing in the last class.</p> <p>Next, quickly recap different part of a story like beginning, plot, ending, climax with students.</p>
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30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read their respective stories in today’s lesson.</p> <p><b>Writing:</b></p> <p>Tell students they have 10 mins to quickly finish and proofread their stories. (10 mins)</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Encourage students to share their stories with their classmates. Ask at least five to six students to present their stories to the class.</p> <p>Encourage the rest of the class to give constructive feedback. (20 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage shy students to share their stories with the rest of the class. Encourage others to give constructive feedback. Appreciative their efforts.</p>
00 mins	<p><b>Wrap up:</b></p> <p>Quickly recap different parts of a story.</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 74**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:7	Unit Title: Little Things
LP: 74	Textbook Page/s: 77	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- a poem that has rhymes that the students will enjoy.
- a moral lesson that good deeds make our world a beautiful place.
- long Vowel Sounds (EE, EA).

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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. Quickly review different parts of a story with students.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will practice pronouncing long vowel sounds – EE and EA.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Encourage students to read long vowel sounds words given on page 77 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 – EE and EA sounds. Pronounce words with students. (10 mins)</p> <p><b>Writing:</b></p> <p>Encourage students to pronounce words given Exercise G in pairs. (15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to pronounce words given in Exercise G. Help the struggling students pronounce long vowel sounds clearly.</p>
05 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Ask students to pronounce EA, EE words once again on page 77.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise G once again.</p>

**Lesson Plan 75**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:7

Unit Title: Little Things

LP: 75

Textbook Page/s: 77-78

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- a poem that has rhymes that the students will enjoy.
- a moral lesson that good deeds make our world a beautiful place.
- and speak to ask and answer questions, perform a dialogue, engage in a conversation and hold a discussion.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 if they like writing a story? Quickly discuss different parts of a story.</p>
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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 H on pages 77-78 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 topic 'Good deeds make world a happier place'. Ask students to use this and previous role plays given in the textbook for reference. Tell students they can have as many 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 H again.</p>

**Lesson Plan 76**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:7

Unit Title: Little Things

LP: 76

Textbook Page/s: 71

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- a poem that has rhymes that the students will enjoy.
- a moral lesson that good deeds make our world a beautiful place.
- complete project work.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Chart papers, stationery items, etc.

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 if they remember the benefits of doing good deeds. Do a quick mind map around how this world would look if everyone did good deeds only.</p>
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35 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will make a poster about ‘how a world would look with good deeds’ only.</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 world with good deeds only. They can take pictures from the magazines/newspapers or draw them. Instruct students to write a few sentences about things (good deeds) 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 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 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 77 – Review Lesson Plan**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:7

Unit Title: Little Things

LP: 77

Textbook Page/s: 71

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- identifying Active and Passive Voice in simple sentences.
- learning how to write a story and understanding its essential components.

**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 their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## Unit 8 - Ramadan Mubarak!

### Unit Overview

Unit 8 is a meaningful dialogue between a father and son while they are preparing for the holy month of Ramadan. It helps the students understand the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers. The essence of the unit is to teach children about the spiritual development of a person. It is essential to tell students that spirituality is only sought within the parameters of Islam and other than Islam it means nothing.

Unit 8 makes us reflect on the importance of Islamic teachings and values.

### Model Answers

#### Exercise A

- 1- Ali was excited because the crescent moon of the Holy month of Ramadan had been sight. Ramadan was starting from the next day.
- 2- Ali wanted to buy junk food, like chips and biscuits but his father denied. His father advised him to purchase healthy food.
- 3- We perform Tahajjud in the middle of night after waking up from sleep.
- 4- We break our fast at iftar.
- 5- Taraweeh is the additional salah we perform at night after the isha pray during Ramadan. Our Holy Prophet صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ said, 'Whoever observes night salah in Ramadan as an expression of his faith and to seek reward from Allah, his previous sins will be blotted out.'

#### Exercise B

#### Questions for Discussion

- 1- Saum helps to purify our minds and bodies. When we fast and spend time in worshipping Allah, our hearts get cleansed of all the evil and negative thoughts. Similarly, when we don't eat the whole day, our body gets a chance to rejuvenate.
- 2- Yes, it does. There's a lot of peace and calm right before Fajr because Allah comes down to the lowest heaven to listen to the prayers of those who are praying to him.
- 3- We offer Eid prayers in the morning and then visit our relatives. We get Eidi and eat lots of delicious dishes.

#### 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**

- 1- Our team won the cricket match.
- 2- An ant bit Fareeha.
- 3- Our teacher selected Ali to give the presentation.
- 4- Young children made the snowman.
- 5- My mother called the plumber.

**Exercise F**

- 1- A letter is received by him every week.
- 2- Delicious cakes are baked by Khalida.
- 3- All the furniture was moved by me.
- 4- The kitchen is cleaned by my mother at night.
- 5- The plants are watered by the younger gardener daily.

**Exercise G**

- 1- W - two
- 2- T - bustle
- 3- T - listen
- 4- S - island
- 5- E - age
- 6- E - breathe
- 7- D – Wednesday
- 8- C - science
- 9- B - doubt
- 10- H – ache



**Lesson Plan 78**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:8	Unit Title: Ramadan Mubarak!
LP: 78	Textbook Page/s: 79-81	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers.
- importance of Islamic teachings and values.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 feeling today. Ask students these questions:</p> <ul style="list-style-type: none"> <li>-How your Ramadan is usually spent?</li> <li>-What is their routine like during Ramadan?</li> <li>-What do they eat at Sehr and Iftar?</li> <li>-Do they consume oily foods like pakoras and samosas or healthy diet like fruits and vegetables?</li> </ul>
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28 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will read how Ali Nooruddin spends his Ramadan in chapter 8 – Ramadan Mubarak.</p> <p><b>Reading:</b></p> <p>Divide the class in pairs and ask them to read chapter 8 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.</p> <ul style="list-style-type: none"> <li>-Why was Ali excited?</li> <li>-What did Ali and his father went to do?</li> <li>-what did Ali want to buy? Why did his father object to that?</li> <li>-What should one eat during Ramadan?</li> <li>-What are the benefits of eating healthy food?</li> <li>-What is the night prayer called? Why do we pray at night?</li> <li>-What is Taraweeh?</li> <li>-How do you spend your Ramadan?</li> </ul> <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> <ul style="list-style-type: none"> <li>-What is Taraweeh?</li> <li>-What is Tahajjud prayer?</li> </ul>
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	<p>-Why should one eat healthy food?</p> <p>-Why shouldn't one eat chips and biscuits at Iftar?</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 learnt from Ali and his father's conversation.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Reach chapter 8 – Ramadan Mubarak on pages 79-81 again for performance.</p>

**Lesson Plan 79**

Subject: English                      Grade: 5                      Term: 2nd  
 Week:                                      Unit:8                              Unit Title: Ramadan Mubarak!  
 LP: 79                                      Textbook Page/s: 79-81                      Duration: 40 minutes  
 Teacher:                                      School:                              Date:

**Student Learning Outcomes (SLOs)**

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

- the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers.
- importance of Islamic teachings and values.
- expressing dialogues with expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 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 2 students to volunteer and come forward to perform the role play. They can read chapter 8 from the book or make 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 2 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> <p>-What do you think of Ali and his father's shopping? Did they buy appropriate items for Ramadan? Give reasons.</p> <p>-How should one spend the holy month of Ramadan?</p> <p>-What would you do this/next Ramadan?</p> <p>Allow fast learners to add their comments to these questions if you feel that is needed.</p>
<p>05 mins</p>	<p><b>Wrap up (Writing):</b></p> <p>Distribute exit slips to students and ask them to answer this question:</p> <p>-What did you like the best about today's role play?</p>
<p>05 mins</p>	<p><b>Homework assignment:</b></p> <p>Read chapter 8 to answers in the next lesson.</p>

**Lesson Plan 80**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:8	Unit Title: Ramadan Mubarak!
LP: 80	Textbook Page/s: 81-82	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers.
- importance of Islamic teachings and values.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 performance in last lesson.</p> <p>Distribute entrance slips and ask students to answer this question:</p> <p>How does Saum help us physically and mentally? Tell them to use their textbooks if they want to.</p>
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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 8 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 given on pages 81 and 82, 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 questions 1 and 2 from Exercise B in detail here. Touch upon what Saum does to one's boy. Also, discuss how calm and peaceful the sky looks right before Fajr prayer. Discuss reasons for it.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Discuss questions 1-3 in Exercise B with your parents.</p>

**Lesson Plan 81**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:8	Unit Title: Ramadan Mubarak!
LP: 81	Textbook Page/s: 82	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers.
- importance of Islamic teachings and values.
- new vocabulary words and use them in their own sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- 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 if they've discussed questions in Exercise B with their parents and what their thoughts about them.</p>
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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 given on page 81, chapter 8) 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 81 for assistance.</p> <p>Give fast learners the following words to make sentences if they finish their work quickly:</p> <ul style="list-style-type: none"> <li>-chores</li> <li>-maintain</li> <li>-compulsory</li> </ul>
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 82**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:8	Unit Title: Ramadan Mubarak!
LP: 82	Textbook Page/s: 82	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers.
- importance of Islamic teachings and values.
- Active and Passive Voice.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & 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 students if they what they remember about active and passive voice. Write these two sentences on board and ask students if they can differentiate between the two:</p> <p>The man washes his car.</p> <p>The car is washed by the man.</p>
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	<p>Ask each pair to discuss each rule carefully. Then ask them what they've understood about active and passive voice.</p> <p>Ask students to give example sentences orally and you write them on board to assess how much they've understood (formative assessment).</p> <p>(15 mins)</p> <p><b>Writing:</b></p> <p>Ask students to write two sentences of active and passive voice in their notebooks. Then discuss these sentences with the rest of the class.</p> <p>(15 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to understand and identify subject, object and verb in active and passive voice. Help the struggling students identify the tenses and subject, object, verbs correctly. Use the chart to help the students identify the changes in active and passive voice sentences.</p> <p>If fast learners complete the sentences, then ask them to help others around the class.</p>
00 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Use this time in discussing pages 82-84.</p>
05 mins	<p><b>Homework assignment:</b> Review pages 82-84 again at home.</p>

**Lesson Plan 83**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:8	Unit Title: Ramadan Mubarak!
LP: 83	Textbook Page/s: 84	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers.
- importance of Islamic teachings and values.
- Active and Passive Voice.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 what they remember about active and passive voice. Ask them to mention one sentence of active voice and one of passive voice.</p>
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	<p>Encourage students to read active and passive voice rules given on pages 82-84 in pairs. Ask students to attempt Exercises E and F orally first on page 84 in pairs. Encourage them to changes tenses as well as placement of subject, object and verb in all active and passive voice in pairs.</p> <p>Once done, ask each pair to give correct answer of each sentence in Exercise E and F. Discuss all the answers with the rest of the class.</p> <p>(15 mins)</p> <p><b>Writing:</b></p> <p>Ask students to write answers of Exercise E and F in their notebooks. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to understand and identify active and passive voice. Help the struggling students identify the changes correctly. Use the chart to help the students identify the changes in active and passive voice sentences.</p> <p>If fast learners complete the Exercise E and F, then ask them to write two sentences in active and two in passive.</p>
00 mins	<p><b>Wrap up (Class discussion):</b></p> <p>Use this time in discussing Exercise E and F.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise E and F once again done as class assignment.</p>

**Lesson Plan 84**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:8	Unit Title: Ramadan Mubarak!
LP: 84	Textbook Page/s: 85	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers.
- importance of Islamic teachings and values.
- the importance of Silent E in different words (e.g., goose, above, grace, time, etc.)
- a tape recorder/computer/mobile/laptop (anyone).

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & 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 have any questions about active and passive voice.</p> <p>Answer any questions they might have.</p> <p>Stick the chart of active and passive voice if needed.</p>
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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>Badge, Wrapper Salmon, Receipt, Guitar</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>Thumb, Debt, Design, Muscle, Bustle</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 the exercise to go through all silent letters given in the textbook on page 85. 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 G in pairs in their notebooks. Help students think of words with silent letters by doing a few examples with them. (5 mins)</p>
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	<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 letters (any) when they get done with their class assignment.</p>
05 mins	<p><b>Wrap up (Class discussion):</b> Ask students to tell words with silent letters. Take answers from different students and encourage struggling students to participate. Write the words with silent letters on the board.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Pronounce silent letters words given on page 85. Read Exercise G on page 85.</p>

**Lesson Plan 85**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:8	Unit Title: Ramadan Mubarak!
LP: 85	Textbook Page/s: 86	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers.
- importance of Islamic teachings and values.
- 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 & 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 have any questions about active and passive voice sentences. Answers any questions. Now tell them to get ready for the role play.</p>
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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 H.</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 H. Ask them the difference between healthy and junk food. Ask them what they like to eat in healthy food. Ask students how unhealthy food harms our body when we consume it after iftar?</p> <p>Generate a discussion around healthy and unhealthy food 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 what they'd like to eat in iftar and Sehr on the slip.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read Exercise H on page 86 again.</p> <p>Bring stationery items for project work.</p>

**Lesson Plan 86**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:8	Unit Title: Ramadan Mubarak!
LP: 86	Textbook Page/s: 80	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers.
- importance of Islamic teachings and values.
- project work.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & 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 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>
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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 'Thinking Question' given on page 80. Divide them into groups and ask them to work on the project together. Each group should make one chart.</p> <p>Tell them to first discuss what they'd like to eat at Iftar and Sehr and make a chart about all the food items (they'd like to eat). Ask students to mention in their charts why each food is healthy (or not). Students should mention each food item's health benefit as well (whatever health benefit they can think of and you help them too.)</p> <p>Encourage students to work as a team and collaborate with each other to make informative Ramadan food items charts.</p> <p>While groups are busy working on their food charts for Ramadan, take rounds and keep asking questions from students about the choice of their food items.</p> <p>(20 mins)</p> <p><b>Presentation:</b></p> <p>Towards the end of the lesson, if any group has completed the food items chart, then ask them to come forward and present it to the entire class. Ask the presenting group to say a few lines about their choice of food and its health benefits. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Encourage all students to participate in food items chart preparation. 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> Review active and passive voice on pages 72-74 once again. Review the Ramadan food items chart as well.</p>

**Lesson Plan 87 – Review Lesson Plan**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:8	Unit Title: Ramadan Mubarak!
LP: 87	Textbook Page/s: 79-81	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- the importance of following a healthy diet during Ramadan and observing Taraweeh as well as Tahajjud prayers.
- importance of Islamic teachings and values.
- identify Active and Passive Voice.
- identify silent letters in different 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	<b>Wrap up:</b>

	Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.
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## Unit 9 - Pakistan – Our Beloved Homeland

### Unit Overview

Unit 9 is a lesson that instils a sense of patriotism in students. It apprises students about the history of Pakistan, its culture, values, food, traditions, festivals, etc. Teach students about the significance of Two-Nation Theory. It is imperative to teach students that the Muslims of South Asia had been suffering in the Sub-Continent and demanded a separate homeland of their own to practice Islamic teachings. Tell students that Pakistan has been struggling since her independence to become a good Muslim country.

### Model Answers

#### Exercise A

- 1- The Muslims of South Asia struggled a lot to gain their independence. They created many movements and did many conferences to establish a separate homeland.
- 2- Two Nation Theory clearly stated that Muslims and Hindu are two separate nations and cannot survive together. It was helpful in establishing the fact that Muslims need their separate homeland.
- 3- More than 60 languages are spoken in Pakistan. Urdu is the national language. Besides that, Punjabi, Sindhi, Balochi, Pashto, Balti, Kashmiri languages are also spoken in Pakistan.
- 4- Eid ul Fitr, Eid ul Azah (subjected to the sighting of moon) are two main Islamic celebrations. Besides these, August 14 – Pakistan's Independence Day and March 23 – Pakistan Resolution Day are also celebrated with pomp and show.
- 5- Green colour in Pakistan's flag represents Muslims, white represents minorities, crescent represents Islam, and the five-cornered star represents five pillars of Islam.

#### Exercise B

#### Questions for Discussion

- 1- We can pay sincere tribute to Quaid-e-Azam by taking care of Pakistan. We must keep it clean and green. We must work hard to bring it in the league of the developed nations of the world.
- 2- We can make Pakistan a better place by being sincere to our country. We must stop corruption; we must acquire education; we must keep Pakistan clean and green.

#### 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

- 1- Ms Hina (subject) corrected the homework ..... (predicate)
- 2- My father (subject) drove his car to.... (predicate)
- 3- The students (subject) were playing in the ..... (predicate)
- 4- The scout troop (subject) met early in .... (predicate)
- 5- A pack of stray dogs (subject) ran freely ... (predicate)
- 6- My teacher (subject) wrote the .... (predicate)
- 7- Her baby girl (subject) was wearing.... (predicate)
- 8- My eldest brother (subject) serves in .... (predicate)
- 9- A wealthy merchant (subject) was passing by .... (predicate)
- 10- The sound of the bell (subject) is still ringing... (predicate)

**Exercise F**

Prefix sentences

- 1- The teacher disagreed with my suggestion.
- 2- An unknown man took away all our plants.
- 3- 'Don't react such harshly,' my mother scolded.

Suffix sentences

- 1- My grandmother has a beautiful rose garden that she loves very much.
- 2- Ali has done his homework very carelessly.
- 3- His kindness showed on his face.

**Lesson Plan 88**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:9

Unit Title: Pakistan – our beloved homeland

LP: 88

Textbook Page/s: 87-89 Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Pakistan's map

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 Pakistan's map on the board and ask students what they know about the location, culture, traditions of Pakistan.</p> <p>Write their feedback/points on board.</p>
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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> <p><b>Reading and Writing:</b></p> <p>Instruct students to read pages 87-89, chapter 9 – Pakistan – our beloved homeland. Ask students to find meanings of difficult words and write meanings in the notebooks. Clearly tell students they have 10 mins to read chapter 9. (Cooperative learning)</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>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.</p> <p>Ask them questions like:</p> <ul style="list-style-type: none"> <li>-Why did the Muslims of sub-continent want a separate homeland?</li> <li>-What is Two-Nation Theory?</li> <li>-Who put forth the idea of two separate nations?</li> <li>-What are the four provinces of Pakistan?</li> <li>-Name the rivers that flow in Pakistan?</li> <li>-Which seasons fall in Pakistan? Name them and the months?</li> <li>-Which languages are spoken in Pakistan? Name them and the provinces where they are spoken.</li> <li>-What is the national dress of Pakistan?</li> </ul>
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	<p>-Name the national bird of Pakistan?</p> <p>-Name the national fruit, vegetable, river, beverage of Pakistan?</p> <p>-What does Pakistan’s flag show?</p> <p>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.</p> <p>Ask students meanings of difficult words. Ask each group meanings of at least 2 difficult words. (15 mins)</p> <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>-Why was Pakistan made?</p> <p>-What is Two Nation Theory?</p> <p>-How many languages are spoken in Pakistan and where?</p> <p>-What is the national dress, fruit, bird, vegetable, beverage, animal of Pakistan?</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 is the national sport and mountain of Pakistan?</p> <p>-What are the five main rivers of Pakistan and which is the largest one?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 9 – Pakistan – our beloved homeland once again.</p>

**Lesson Plan 89**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:9

Unit Title: Pakistan – our beloved homeland

LP: 89

Textbook Page/s: 87-89 Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Pakistan's map
- 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>Stick Pakistan's map on the board and ask students what they remember about the location, culture, traditions of Pakistan from previous lesson.</p> <p>Write their feedback/points on board.</p>
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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> <p><b>Reading and Writing:</b></p> <p>Instruct students to read pages 87-89, chapter 9 – Pakistan – our beloved homeland and make a presentation on chart paper about all the important things they have learnt from chapter 9. Ask each group to work on one presentation and the entire group needs to come in front of the class to present.</p> <p>(10 mins)</p> <p><b>Listening and Speaking (Presentation):</b></p> <p>Ask each group to come and give their to the entire class. Encourage class to give feedback to the presenting group.</p> <p>(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> 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>Read chapter 9 – Pakistan – our beloved homeland once again.</p>

**Lesson Plan 90**

Subject: English                      Grade: 5                      Term: 2nd  
 Week:                                      Unit:9                      Unit Title: Pakistan – our beloved homeland  
 LP: 90                                      Textbook Page/s: 90                      Duration: 40 minutes  
 Teacher:                                  School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Pakistan’s map

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>- Why was Pakistan created?</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 90 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:1-3, 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 1-2 given in Exercise B. Discuss them with your parents.</p>

**Lesson Plan 91**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:9

Unit Title: Pakistan – our beloved homeland

LP: 91

Textbook Page/s: 90

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.
- using new vocabulary words in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Pakistan’s map

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 following words on the board and ask students if they can tell you their meanings.</p> <ol style="list-style-type: none"> <li>1- crescent</li> <li>2- natural reserves</li> <li>3- Prospers</li> </ol> <p>Appreciate students if they are able to give correct answers. If not, encourage them to find meanings using a dictionary.</p>
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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 81) of the 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 91 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</p>

	maintain a balance when asking struggling and fast learners to speak in class. Students shouldn't feel left out.)
05 mins	<p><b>Homework assignment:</b></p> <p>Review sentences done in class.</p>

**Lesson Plan 92**

Subject: English                      Grade: 5                      Term: 2nd  
 Week:                                      Unit:9                      Unit Title: Pakistan – our beloved homeland  
 LP: 92                                      Textbook Page/s: 91-92 Duration: 40 minutes  
 Teacher:                                  School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.
- identifying subject and predicate in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Subject and predicate 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 if they remember anything about the subject and predicate in a sentence? Students have done this topic in grade so build on prior knowledge.</p> <p>Now, write this sentence on the board and ask students if they can identify the subject in it?</p> <p>The gardener waters plants daily.</p> <p>What is the subject here? (gardener)</p>
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	<p>Take answers from different students. Ask them why they think a certain part is the predicate in the sentence.</p> <p>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</p> <p>Given above: 'waters plants daily' is the predicate.</p> <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>
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> <ol style="list-style-type: none"> <li>1- The milkman delivered three milk packets.</li> <li>2- My teachers distributed workbooks in the last period.</li> <li>3- The squirrel and grasshopper were playing near the pond.</li> </ol>

05 mins	<b>Homework assignment:</b> Read pages 91-92 of the textbook on Subjects and Predicates, chapter 9.
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**Lesson Plan 93**

Subject: English                      Grade: 5                      Term: 2nd  
 Week:                                      Unit:9                      Unit Title: Pakistan – our beloved homeland  
 LP: 93                                      Textbook Page/s: 91-92 Duration: 40 minutes  
 Teacher:                                  School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.
- identifying subject and predicate in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Subject and predicate 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 is a subject and predicate in a sentence.</p> <p>Write this sentence on the board ask students to identify the subject and predicate:</p> <p>We are going to visit the zoo soon.</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 a subject, predicate and object is in a sentence.</p> <p><b>Reading, Listening and Speaking:</b></p>

Write the following sentence on the board:

Ms Sajidah was carrying a lot of notebooks 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 notebooks are the objects as they are receiving direct action from the subject, Ms Sajida in the sentence.

Show this chart to the students to explain the concept of object better:

#### Subject and Predicate

A sentence must have a subject and a predicate.  
The **subject** states who or what is doing the action.  
The **predicate** states what the subject is or does.

Example: The cats meow.  
                  subject    predicate



**Directions:** Draw one line under the **subject** and two lines under the **predicate** in each sentence.

1. My family went to the zoo.
2. The weather was hot.
3. I saw the albino crocodile!
4. The elephants squirted water with their trunks.
5. We walked through the bird exhibit.
6. The flowers smell nice.
7. The mail carrier delivers the mail.
8. Jimmy won the marathon race.
9. Tina and I are going to the library.
10. A dog barked at the squirrel.

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, 'The flowers smell nice' has no object, as the subject, 'flowers are 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. Notice which students are facing difficulties in understanding the concept. (20 mins)

**Writing:**

	<p>Ask students to turn to page 92 and try to identify the subject and predicate in Exercise E. Take this as an individual task. Let students identify the three parts individually. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to identify subject, predicate 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 exactly they are facing problems. Then explain them the concept once again.</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> 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 component given on pages 91-92 of the textbook, chapter 9.</p>

**Lesson Plan 94**

Subject: English                      Grade: 5                      Term: 2nd  
 Week:                                      Unit:9                      Unit Title: Pakistan – our beloved homeland  
 LP: 94                                      Textbook Page/s: 93-94 Duration: 40 minutes  
 Teacher:                                  School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.
- using suffixes and prefixes in their writing.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Chart of suffix and prefix

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 are suffixes and prefixes.</p> <p>Write two words on the board to help students understand the suffixes and prefixes:</p> <p>Impossible</p> <p>speechless</p> <p>Ask students to guess what could be a suffix and a prefix. 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>
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25 mins

**Lesson structure**

**Instructions:**

Tell students they will learn what a suffix and prefix is.

**Reading, Listening and Speaking:**

Write these words on the board:

-Impossible

-Speechless

Explain that prefixes are used before the main words while suffixes are used after the main word.

Im in impossible is prefix while less in speechless is suffix.

Explain them there are different suffixes and prefixes that can be used in front or at the end of a word.

Use this chart to explain the concept again.

**PREFIXES**

- COME AT THE BEGINNING OF A WORD
- CHANGE THE MEANING

PREFIX	MEANING	EXAMPLE
un	not; reversal of	uncover
re	again; back	review
in / im	in; into; not	instead impatient
dis / dif	away; separate; not	divide disrespect
en / em	in; within; make	enslave embolden
pre	before	prefix
mis	wrong	mistaken
a	not; in, on; without	atypical aside

**SUFFIXES**

- COME AT THE END OF A WORD
- CHANGE THE MEANING

SUFFIX	MEANING	EXAMPLE
-s, -es	more than one; verb maker	characters, reaches
-ed	in the past; quality, state	walked
-ing	doing something; quality, state	walking
-ly	how	safely
-er, -or	one who; action; compares	drummer dishonor bigger
-tion, -sion	noun: quality, action	tension
-able, -ible	able to be	reversible
-al, -ial	related to, like	partial

(15 mins)

**Writing:**

Ask students to think of three words with suffixes and three with prefixes. This is an individual task. (10 mins)

**Listening and Speaking:**

Once done, ask different students to share suffixes and prefixes words with the rest of the class. (5 mins)

	<p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to understand prefixes and suffixes. While others are busy thinking of suffixes and prefixes words, explain the concept once again to the struggling students. Use the chart given above to explain. Then give a few example words to the students and encourage them to think of their own words.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask students if they have questions about prefixes and suffixes. Answer any questions they have.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review suffixes and prefixes again given on pages 93-94.</p>

**Lesson Plan 95**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:9

Unit Title: Pakistan – our beloved homeland

LP: 95

Textbook Page/s: 93-94 Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.
- using suffixes and prefixes in their writing.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Chart of suffix and prefix

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 about suffixes and prefixes from the previous lesson.</p> <p>Write two words on the board and ask students to identify the suffixes and prefixes:</p> <p>unpleasant</p> <p>disagree</p> <p>agreement</p> <p>satisfaction</p> <p>Ask students to guess what could be a suffix and a prefix. Take opinions from different students. Notice which students give correct answers and those who are quiet (these might be struggling to understand the concept). Write correct answers on the board.</p>
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25 mins

**Lesson structure**

**Instructions:**

Tell students they will learn more about suffixes and prefixes.

**Reading, Listening and Speaking:**

Quickly recap that prefixes are used before the main words while suffixes are used after the main word.

Use this chart again to revise the concept again.

PREFIXES			SUFFIXES		
-COME AT THE BEGINNING OF A WORD			-COME AT THE END OF A WORD		
-CHANGE THE MEANING			-CHANGE THE MEANING		
PREFIX	MEANING	EXAMPLE	SUFFIX	MEANING	EXAMPLE
un	not; reversal of	uncover	-s, -es	more than one; verb maker	characters, reaches
re	again; back	review	-ed	in the past; quality, state	walked
in / im	in; into; not	instead impatient	-ing	doing something; quality, state	walking
dis / dif	away; separate; not	divide disrespect	-ly	how	safely
en / em	in; within; make	enslave embolden	-er, -or	one who; action; compares	drummer dishonor bigger
pre	before	prefix	-tion, -sion	noun: quality, action	tension
mis	wrong	mistaken	-able, -ible	able to be	reversible
a	not; in, on; without	atypical aside	-al, -ial	related to, like	partial

(15 mins)

**Writing:**

Ask students to solve Exercise F. This is an individual task.

(10 mins)

**Listening and Speaking:**

Once done, ask different students to share suffixes and prefixes words with the rest of the class. (5 mins)

**Differentiated Plan:**

Some students might find it difficult to understand prefixes and suffixes. While others are busy thinking of suffixes and prefixes words, explain the concept once again to the struggling students. Use the chart given above to explain. Then give a few example words to the students and encourage them to think of their own words.



05 mins	<b>Wrap up (Class Discussion):</b> Ask students if they have questions about prefixes and suffixes. Answer any questions they have.
05 mins	<b>Homework assignment:</b> Review suffixes and prefixes again given on pages 93-94.

**Lesson Plan 96**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:9

Unit Title: Pakistan – our beloved homeland

LP: 96

Textbook Page/s: 93-94 Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, 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 & Markers

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 any questions about suffixes and prefixes. Answers any questions. Now tell them to get ready for the role play.</p>
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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 G given on pages 94-95.</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 G. Ask them how Muslims struggled for a separate homeland. Briefly discuss the struggles of Muslims to gain a separate country. Ask them what they should do to take care of their beloved homeland.</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 what is that one thing they’d like to change in Pakistan.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read Exercise G on page 94-95 again.</p>

**Lesson Plan 97**

Subject: English                      Grade: 5                      Term: 2nd  
 Week:                                      Unit:9                      Unit Title: Pakistan – our beloved homeland  
 LP: 97                                      Textbook Page/s: 93-94 Duration: 40 minutes  
 Teacher:                                  School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.
- write a script and perform dialogues with expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & 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 would like to write a script today. Make groups of four students and ask them to read the oral communication exercise G given on page 94-95.</p> <p>Assign different roles to the group members as described earlier.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will write a script for role play in today's lesson.</p> <p><b>Reading, Writing, Listening and Speaking:</b></p> <p>Tell students to read the oral communication Exercise G given on page 94-95 in groups. Now, tell them to prepare a script on the topic 'How do we improve the future of our country, Pakistan?'</p> <p>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>

	Tell students they will perform their role plays in the next lesson; therefore, they need to prepare accordingly.
05 mins	<b>Homework assignment:</b> Complete the scripts for role play in next lesson.

**Lesson Plan 98**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:9

Unit Title: Pakistan – our beloved homeland

LP: 98

Textbook Page/s: 93-94 Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.
- write a script and perform dialogues with expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

(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>
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>



**Lesson Plan 99 – Review Lesson Plan**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:9

Unit Title: Pakistan – our beloved homeland

LP: 99

Textbook Page/s: 93-94 Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- the history of Pakistan, its culture, values, food, traditions, festivals, etc.
- write a script and perform dialogues with expressions.

**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 their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## Unit 10 - Famous Scientists

### Unit Overview

Unit 10 is a lesson that appraises students about famous scientists and their contributions. It illustrates that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier. Tell students that science can only deal with the material world. It does not have the capability to answer religious questions. Science has its limitations to only those things which can be measured, weighed, calculated or observed physically.

### Modal Answers

#### Exercise A

- 1- Ibn Sina was a poet, an Islamic scholar and a theologian. He was born in 980 CE near Bokhara.
- 2- Marie Curie won a Nobel Prize in physics in 1903 and a Nobel Prize in chemistry.
- 3- Polonium is named after Marie Curie's native country Poland.
- 4- Hawking was given the Order of the British Empire (Commander) in 1982.
- 5- Ibn Sina's most crucial input in the field of medical science was his famous book, *Al Qanun fit – Tibb*. Another major work is called 'The Book of Healing' which has four parts: logic, natural sciences, mathematics and metaphysics. He discusses the Avicennian logic in this book. Stephen Hawking, on the other hand, is mainly known for his contributions to the fields of astronomy and physics, especially in the context of black holes. He published several books in which he has discussed his theories about cosmology and universe in general.

#### Exercise B

#### Questions for Discussion

- 1- Encourage students to find out about a modern-day scientist in the computer period or you can do this exercise for ICT integration with English. Make pairs or groups and then ask each pair/group to tell the rest of the class about their scientist.
- 2- This question can also be taken as ICT integration. You can even give students this question as homework research, and then discuss their opinions in the class. Teachers can use this question to teach students how to discuss ideas with each other in a civil and peaceful manner.

#### 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

- 1- Have gone
- 2- Had left
- 3- Has arrived
- 4- Had left, had got
- 5- Had wronged
- 6- Will have finished
- 7- Has returned
- 8- Had eaten

**Lesson Plan 100**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:10	Unit Title: Famous Scientists
LP: 100	Textbook Page/s: 96-98	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Pictures of Ibn e Sina, Marie Curie, Stephen Hawking

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 pictures of all scientists on the board and ask students what they know anything about them.</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> <p><b>Reading and Writing:</b></p> <p>Instruct students to read pages 96-98, chapter 10 – Famous Scientists. Ask students to find meanings of difficult words and write meanings in the notebooks. Clearly tell students they have 10 mins to read chapter 10. (Cooperative learning)</p>

	<p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>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.</p> <p>Ask them questions like:</p> <ul style="list-style-type: none"><li>-What have you learnt about Ibn e Sina?</li><li>-When and where was he born?</li><li>-What is Marie Curie famous for?</li><li>-How many Nobel Prizes did she get and for what?</li><li>-What did she discover?</li><li>-What is Stephen Hawking famous for?</li><li>-Which fields did he contribute to?</li><li>-What topics were his books about?</li><li>-Why was he in a wheel chair?</li></ul> <p>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.</p> <p>Ask students meanings of difficult words. Ask each group meanings of at least 2 difficult words. (15 mins)</p> <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> <ul style="list-style-type: none"><li>-What was Ibn e Sina famous for?</li><li>-What were Marie Curie's contributions?</li><li>-What was Stephen Hawking famous for?</li></ul> <p>You can also ask fast learners to help struggling learners understand the concepts explored in the chapter.</p>
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	Alternatively, you can encourage fast learners to explain answers in detail so the struggling students can understand the concept clearly.
05 mins	<b>Wrap up:</b> Distribute exit slips to students. Ask them to write answer of the following questions:  -Three things I have learnt from the chapter – Famous Scientists
05 mins	<b>Homework assignment:</b>  Read chapter 10 – Famous Scientists once again.

**Lesson Plan 101**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:10

Unit Title: Famous Scientists

LP: 101

Textbook Page/s: 96-98

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Pictures of Ibn e Sina, Marie Curie, Stephen Hawking

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>- Write one contribute made by Ibn Sina, Marie Curie and Stephen Hawking.</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 98 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:1-3, 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>-Which prizes was Stephen Hawking awarded?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review questions 1-2 given in Exercise B. Discuss them with your parents.</p>



**Lesson Plan 102**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:10

Unit Title: Famous Scientists

LP: 102

Textbook Page/s: 96-98

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.
- new vocabulary words to use in different writings.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Pictures of Ibn e Sina, Marie Curie, Stephen Hawking

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 think Stephen Hawking’s contributions were significant and in what way?</p> <p>Probe further with questions like:</p> <ul style="list-style-type: none"> <li>-How were the contributions made by Muslim scientists significant?</li> <li>-What role did Marie Curie in discovery of radioactive elements?</li> </ul> <p>Generate an insightful discussion using the questions mentioned above.</p>
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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 on pages 98-99. Ask students to write the meanings on a chart paper as a group.</p> <p>Then use words in Exercise D on page 99 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 learners to write a short paragraph on ‘Discoveries in the world of science’ 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>

	Review vocabulary words, their meanings and sentences given in Exercise C and D as homework.
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**Lesson Plan 103**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:10	Unit Title: Famous Scientists
LP: 103	Textbook Page/s: 96-98	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.
- Present Perfect Tenses and their use in grammar.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 this sentence on the board and ask students to tell you the tense of it:</p> <p>The woman has finished cleaning the library.</p> <p>If students identify the tense correctly, appreciate them, else tell them the sentence is in present perfect tense. Students have done this in grade 4 so they should be able to identify the tense correctly.</p>
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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 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.</p> <p>You can use these sentences.</p> <p>I <b>have lost</b> my purse.</p> <p>We <b>have seen</b> this game already.</p> <p>He <b>has broken</b> his leg.</p> <p>There <b>has been</b> an accident.</p> <p>We <b>have not seen</b> her today.</p> <p>They <b>have been</b> to the mall twice this month.</p> <p>He <b>has watched</b> that show three times this week.</p> <p><b>Have you visited</b> Yemen?</p> <p><b>Has she washed</b> clothes?</p> <p>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 99-100 of the textbook and read the information given about the present perfect tenses.</p> <p>(15 mins)</p> <p><b>Writing:</b></p> <p>Ask students to make 2 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.</p>
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	<p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>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 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:</b></p> <p>Distribute exit slips to the students and ask them to write the structure of present perfect tense on them.</p> <p>Ask them to write two sentences each of present perfect tenses.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Present Perfect Tenses given in the textbook on pages 99-100 once again.</p>

**Lesson Plan 104**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:10

Unit Title: Famous Scientists

LP: 104

Textbook Page/s: 98-99

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.
- Past Perfect Tenses and their use in grammar.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & 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>Now, write this sentence on the board and ask if they can tell its tense:</p> <p>She had cleaned the cupboard when we reached her room.</p> <p>Appreciate if students can tell the tense correctly. Else, tell them the sentence is in past perfect tense. They should be able to tell the tense correctly because they have done this in grade 4.</p>
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25 mins

**Lesson structure****Instructions:**

Tell students they will learn about past perfect tenses in today's lesson.

**Reading, Listening and Speaking:**

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 tense always uses *had* with past participles.

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:

## Past Perfect

1. The baby ***had cried*** before her father came.
2. ***Had*** the water ***boiled*** when you went to kitchen?
3. By the time I returned home, he ***had*** already ***left***.
4. When I came home, they ***had*** already ***eaten*** the meal.
5. He began to run after he ***had seen*** the cat.
6. I ***had*** never ***seen*** such a nice beach before I went to Hawaii.
7. I ***had lived*** in London, before I moved to Paris.
8. She ***had washed*** her hands before she cooked the dinner.
9. Did the students go home after they ***had visited*** the library?
10. I returned home because I ***had forgotten*** my notebook at home.

Encourage students to make example sentences of past perfect tenses orally and write them on the board.

(15 mins)



	<p><b>Writing:</b></p> <p>In pairs, ask students to make two sentences of past perfect tenses individually. Monitor their work closely. And then share their sentences with their classmate (the one who sits next to them).</p> <p>(10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>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.</p> <p>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.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask students to read page 100, past perfect tenses.</p>
05 mins	<p><b>Homework assignment</b></p> <p>Read past perfect tenses on page 100 of textbook.</p>

**Lesson Plan 105**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:10

Unit Title: Famous Scientists

LP: 105

Textbook Page/s: 100

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.
- Future Perfect Tenses and their use in grammar.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & 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>Now, write the following sentence on board and ask students if they can identify the tense:</p> <p>I will have finished the homework by the time you return from work.</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>
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25 mins

**Lesson structure****Instructions:**

Tell students they will study future perfect tenses in today's lesson.

**Reading, Listening and Speaking:**

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.

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

1. I **will have finished** my homework by dinner time.
2. How long **will you have lived** in this city next year?
3. By next summer, they **will have built** the bridge.
4. The plane **will have taken** off by two hours.
5. Mary **will have gone** on a holiday by this time next year.
6. I **will have graduated** from the university in two years.
7. She **will have fallen** asleep by the time we get home.
8. By June, I **will have finished** my work.
9. By the time I arrive to the school, math lesson **will have started**.
10. They **will have written** the reports by the time you find her.

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.

	<p>Now, do a few sentences with the students to explore the tense. You can use the following example sentences for practice:</p> <ul style="list-style-type: none"> <li>-I will have completed my chores by the time mother gets home.</li> <li>-Her mother will have finished preparing biryani by 7pm in evening.</li> <li>-She will have left by the time we reach her place.</li> </ul> <p>Discuss the tense in detail. Encourage struggling learners to participate in class discussion.</p> <p>(15 mins)</p> <p><b>Writing:</b></p> <p>Ask students to write 3 sentences of future perfect tenses in their notebooks. Then share them with their classmate. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might struggle with identifying the future perfect tense correctly. 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:</p> <ul style="list-style-type: none"> <li>-Sara will have cooked the dinner by the time we reach home.</li> <li>-The robbers will have escaped the bank before the police reaches.</li> <li>-I will have finished the assigned work before the teachers comes.</li> </ul> <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>

	Review future perfect tenses again at home given on page 100.
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**Lesson Plan 106**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:10

Unit Title: Famous Scientists

LP: 106

Textbook Page/s: 100

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.
- Present, Past, Future Perfect Tenses and their use in grammar.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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, ask them what they remember about the three perfect tenses they have studied in the previous lessons. Ask them to make sentences of each tense orally and then write them on the board.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will revise perfect, past and future perfect tenses in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Stick the chart all three perfect tenses on board and quickly recap the use of these tenses. You can use the following chart if you want:</p>

	<table border="1" data-bbox="630 247 1370 541"> <thead> <tr> <th data-bbox="630 247 873 279">Present Perfect</th> <th data-bbox="873 247 1122 279">Past Perfect</th> <th data-bbox="1122 247 1370 279">Future Perfect</th> </tr> </thead> <tbody> <tr> <td data-bbox="630 279 873 541"> <ol style="list-style-type: none"> <li>1. I <b>have been</b> in London for two weeks.</li> <li>2. The movie "Saw" <b>hasn't gotten</b> the Oscar Prize.</li> <li>3. <b>Have you lived</b> here all your life?</li> <li>4. My father <b>has just gone</b> to bed.</li> <li>5. We <b>have lived</b> in this house since 2015.</li> <li>6. I <b>have already ironed</b> the shirts.</li> <li>7. We <b>have stayed</b> in the pool since at 9 o'clock.</li> <li>8. Mark <b>has studied</b> two foreign languages.</li> <li>9. We <b>have visited</b> Florida several times.</li> <li>10. <b>Have you ever broken</b> arm?</li> </ol> </td> <td data-bbox="873 279 1122 541"> <ol style="list-style-type: none"> <li>1. The baby <b>had cried</b> before her father came.</li> <li>2. <b>Had</b> the water <b>boiled</b> when you went to kitchen?</li> <li>3. By the time I returned home, he <b>had already left</b>.</li> <li>4. When I came home, they <b>had already eaten</b> the meal.</li> <li>5. He began to run after he <b>had seen</b> the cat.</li> <li>6. I <b>had never seen</b> such a nice beach before I went to Hawaii.</li> <li>7. I <b>had lived</b> in London, before I moved to Paris.</li> <li>8. She <b>had washed</b> her hands before she cooked the dinner.</li> <li>9. Did the students go home after they <b>had visited</b> the library?</li> <li>10. I returned home because I <b>had forgotten</b> my notebook at home.</li> </ol> </td> <td data-bbox="1122 279 1370 541"> <ol style="list-style-type: none"> <li>1. I <b>will have finished</b> my homework by dinner time.</li> <li>2. How long <b>will you have lived</b> in this city next year?</li> <li>3. 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They can either attempt the exercise in textbooks or write correct answers in their notebooks. (10 mins)</p> <p data-bbox="630 1003 873 1035"><b>Differentiated Plan:</b></p> <p data-bbox="630 1066 1370 1245">Some students might struggle with identifying the 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 perfect tenses chart to clear their concepts.</p> <p data-bbox="630 1276 1370 1350">If fast learners completed their work early, ask them to form three sentences using perfect tenses.</p>	Present Perfect	Past Perfect	Future Perfect	<ol style="list-style-type: none"> <li>1. I <b>have been</b> in London for two weeks.</li> <li>2. The movie "Saw" <b>hasn't gotten</b> the Oscar Prize.</li> <li>3. <b>Have you lived</b> here all your life?</li> <li>4. My father <b>has just gone</b> to bed.</li> <li>5. We <b>have lived</b> in this house since 2015.</li> <li>6. 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05 mins	<p data-bbox="630 1381 743 1413"><b>Wrap up:</b></p> <p data-bbox="630 1444 1370 1507">Distribute exit slips to the students and ask them to write one sentence of each perfect tense.</p>						
05 mins	<p data-bbox="630 1539 922 1570"><b>Homework assignment:</b></p> <p data-bbox="630 1602 1370 1633">Review perfect tenses given on pages 99-101 again at home.</p>						

**Lesson Plan 107**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:10

Unit Title: Famous Scientists

LP: 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 learn about:

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.
- writing a letter.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

05 mins	<p><b>Warm up:</b> 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 how they are doing today. Ask students if they have lately written a letter to someone? Then ask them how they formatted their letter.</p> <p>Ask them if there are any specific things to remember when writing a letter 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. They should remember this because they have done this in grade 4 already.</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 today’s lesson.</p> <p><b>Reading, Listening and Speaking:</b></p>



	<p>Now, draw a sample page on the board. Tell students that it is a letter. Ask them to help you format it.</p> <p>Ask them how to start their letter? Take opinions from different students. Write the correct component – date on top of the letter. Ask students where the date is mentioned in a letter. Write address underneath date on letter format. Letter has physical address.</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 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 uncle requesting him to join you for Eid lunch. 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 108**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:10

Unit Title: Famous Scientists

LP: 108

Textbook Page/s: 104

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.
- reading dialogues and writing their own scripts.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & 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>Make groups of four students and ask them to read the oral communication exercise given on page 104, chapter 10.</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>Ask them some questions related to dialogues like:</p> <p>-Should we see other person's good qualities? Why or why not? Give reasons.</p>

	<p>-Why shouldn't we judge someone based on their physical appearance?</p> <p>Now, tell them to prepare a script on the topic 'Judgement on physical appearance'. 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>
<p>05 mins</p>	<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>
<p>05 mins</p>	<p><b>Homework assignment:</b></p> <p>Complete the scripts for role play in next lesson.</p>

**Lesson Plan 109**

Subject: English

Grade: 5

Term: 2nd

Week:

Unit:10

Unit Title: Famous Scientists

LP: 109

Textbook Page/s: 104

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.
- performing their own scripts with expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

(Remove all the furniture so there’s enough space for students to perform role play.)

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>

**Lesson Plan 110 – Review Lesson Plan**

Subject: English	Grade: 5	Term: 2nd
Week:	Unit:10	Unit Title: Famous Scientists
LP: 110	Textbook Page/s: 102-103	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- illustrating that scientific inventions have indeed changed our world tremendously and that these inventions have made our lives easier.
- highlighting the role of women in promoting science.

**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 10 – Famous Scientists — Worksheet 1**

### Lesson Plan 105

#### **Q1 – Identify the types of adverbs in the following sentences.**

- a- Sometimes, I feel like reading an adventure mystery book.
- b- The baby jumped into the pool happily.
- c- She recites the Holy Quran regularly.
- d- She slept during the long flight.
- e- All the clothes have been placed inside the cupboard.
- f- I will visit my aunt tomorrow.
- g- The cat is sitting underneath the table.
- h- They often go the park for a walk.

## **Unit 10 – Famous Scientists — Worksheet 2**

### **Lesson Plan 106**

#### **Q1 – Identify the types of adverbs in the following sentences.**

- a- The deer fought with the lion bravely.
- b- I am absolutely fine with the agreement.
- c- He didn't come to school because he was ill.
- d- He delightfully accepted the tip.
- e- The man almost died in the car accident.
- f- In order for the medicines to work, you must follow the prescription.



**Unit 6 – Who’s Pecking?****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- 1- How many species of woodpeckers are found worldwide? (2)
- 2- Why are woodpeckers omnivorous? (2)
- 3- Where are woodpeckers found in Pakistan? (2)
- 4- What are the threats to woodpeckers? (2)
- 5- How many times do woodpeckers peck per second? (2)

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

- a- Vertically
- b- Vibrant
- c- Threat
- d- Constant
- e- Urban development

**Q3 – Write three sentences in direct speech. (3)****Q4- Write three sentences in indirect speech. (3)****Q5- Make sentences of the following homonyms: (4)**

- a- Treat
- b- Address
- c- Bit
- d- Watch

**Unit 7 – Little Things****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- 1- What is the poet trying to explain us in the first two stanzas of the poem? (2)
- 2- Read the last answer of the poem and explain its meaning. (2)
- 3- What are the things that lead the soul away? (2)
- 4- What are the things that make this world a happy place? (2)
- 5- What makes the eternity? (2)

**Q2 – Write the meanings of following words and use them in your own sentences. (4)**

a- Eternity

b- Mighty

c- Beauteous

d- Virtue

**Q3 – Write three sentences in active voice. (3)****Q4- Write three sentences in passive voice. (3)****Q5 – Write a story on ‘The Three Adventurous Children’. Be as creative as you can be. (5)**

**Unit 8 – Ramadan Mubarak!**

## Unit Wise Assessment

**Q1- Answer the following questions.****Total Marks: 25**

- 1- Why was Ali so excited? What had happened? (2)
- 2- Why do we perform the Tahujjud Salah? (2)
- 3- Should we eat junk food in Ramadan? Why or why not? Give reasons. (2)
- 4- What are the benefits of eating healthy food? (2)
- 5- What do you eat in iftar and sehr? (2)

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

- a. compulsory
- b. essence
- c. impulse
- d. overindulgence
- e. purification

**Q3 – Write three sentences in active voice. (3)****Q4- Write three sentences in passive voice. (3)****Q5- Think of words that have the following silent letters: (4)**

- a. K
- b. N
- c. W
- d. D

**Unit 9 – Pakistan – our beloved homeland**

## Unit Wise Assessment

**Q1- Answer the following questions.****Total Marks: 25**

- 1- What did the Muslims of subcontinent do to attain a separate homeland? (2)
- 2- Why did the Muslims of subcontinent want a separate homeland? (2)
- 3- What are the major events that are celebrated in Pakistan? (2)
- 4- What is the national bird, fruit and drink of Pakistan? (2)
- 5- What do the elements of Pakistan's flag represent? (2)

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

- a- survive
- b- attain
- c- breath taking
- d- commitment
- e- blossoms

**Q3- Write five sentences with subjects and predicates. (5)****Q4- Make sentences of the following prefixes and suffixes: (5)**

- a- dis
- b- ment
- c- tion
- d- mis
- e- ful

**Unit 10 – Pakistan – our beloved homeland****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- 1- Who was Ibn Sina? When and where was he born? (2)
- 2- What did Marie Curie win in 1903 and 1911? (2)
- 3- Right. And detail about the contributions made by Stephen Hawking, Ibn Sina to the world of science. (2)
- 4- When was Stephen Hawking born and when did he die? (2)
- 5- What is polonium and what is its named after? (2)

**Q2 – Write the meanings of following words and use them in your own sentences.****(6)**

- 1- notable
- 2- crucial
- 3- buried
- 4- exposed
- 5- valuable
- 6- discovered

**Q3- Write three sentences of present perfect tenses.****(3)****Q4- Write three sentences of past perfect tenses.****(3)****Q5- Write three sentences of future perfect tenses.****(3)**

**Terminal Assessment Paper**

Second Term

Objectives

Total Marks: 50

**Students should be able to:**

1. Identify Active and Passive Voice in simple sentences.
2. Illustrate the function of Direct and Indirect Speech.
3. Illustrate the function of subject and predicate in a sentence.
4. Recognize the form and various functions as well as illustrate the use of Perfect Tenses.
5. Write a formal letter.
6. Use Suffixes and Prefixes in words and use words in their own sentences.

**1-Answer the following questions.****(20)**

- a. How many species of woodpeckers are found in Pakistan, Afghanistan and Nepal?
- b. How many times do woodpeckers peck per second?
- c. What makes the earth beautiful according to the poem, Little Things?
- d. What do our little errors do to us?
- e. Should we eat healthy food or junk during Ramadan?
- f. What is Taraweeh and Tuhajjud prayers? When are they performed?
- g. What do the elements of Pakistan's national flag represent?
- h. What is the Two Nation Theory? How was it significant in laying the foundation of Pakistan?
- i. What did Marie Curie win in 1903 and 1911 respectively?
- j. Who was Ibn Sina? When and where was he born? When did he die?

**Write two sentences in direct and indirect speech each.****(4)****Identify which sentences are in active voice and passive voice.****(5)**

- a. The tea was drunk by the visitors quickly.
- b. The teacher gave us homework to do.

- c. The work was completed by the workers on time.
- d. The cupboard was cleaned by the girl.
- e. Mother prepared us some lunch when we returned from the trip.

**Write four sentences each containing subject and predicate. Underline the subject and predicate. (4)**

**Write three sentences containing present, past and future perfect tenses. (9)**

**1- Make words of the following suffices and prefixes and use those words in your own sentences. (3)**

- a. pre
- b. ment
- c. dis
- d. non
- e. less
- f. able

**2- Write a letter to your friend inviting him/her for dinner over the weekend at your place. You can ask your friend what they like to eat for dinner and if they'd like to exchange a book too? (5)**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

# SPECTRUM ENGLISH

## THIRD TERM

TEACHING GUIDE

5



**Prepared by:**  
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**Reviewer:**  
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# Spectrum English Grade 5

## 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 11- Asadullah – The Lion of Allah

### Unit Overview

Unit 11 sheds light on Hazrat Ali's (رضى الله تعالى عنه) life. It tells us about the time when Hazrat Ali (رضى الله تعالى عنه) embraced Islam, how he fought selflessly and bravely for Islam and how much he was fond of knowledge and learning, etc.

### Modal Answers

#### Exercise A

- 1- Hazrat Ali (رضى الله تعالى عنه) was born in Makkah on Friday, 13 Rajab.
- 2- Hazrat Ali (رضى الله تعالى عنه) was Hazrat Muhammad's first cousin. Later, Rasoolullah married his daughter Hazrat Fatima (رضى الله تعالى عنه) to him.
- 3- Hazrat Ali (رضى الله تعالى عنه) was only ten years old when he embraced Islam.
- 4- Hazrat Ali (رضى الله تعالى عنه) said, 'Though I am the youngest and my eyes are sore, and my legs are thin, yet I will stand by you, O Rasoolullah.'
- 5- Hazrat Ali (رضى الله تعالى عنه) fought bravely and conquered the Fort of Khyber. For his bravery and force and power, he was given the title of Asadullah, which means 'Lion of Allah'.

#### Exercise B

#### Questions for Discussion

- 1- Encourage students to go to library and search for books about Hazrat Ali. Assign them to read incidents related to Hazrat Ali (رضى الله تعالى عنه) and share them with their classmates.
- 2- Hazrat Abu Bakr (رضى الله تعالى عنه), Hazrat Umar (رضى الله تعالى عنه), Hazrat Usman (رضى الله تعالى عنه) and Hazrat Ali (رضى الله تعالى عنه) are the four caliphs of Islam. Encourage to find out more about each caliph's personality and character in detail.

#### 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

- 1- abruptly
- 2- cheerfully
- 3- gently

- 4- usually
- 5- frequently
- 6- luckily
- 7- heavily
- 8- always
- 9- carefully
- 10- everywhere

**Lesson Plan 111**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:11

Unit Title: Asadullah – The Lion of Allah

LP: 111

Textbook Page/s: 105-107

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- telling when Hazrat Ali (رضى الله تعالى عنه) embraced Islam, how he fought selflessly and bravely for Islam and how much he was fond of knowledge and learning, etc.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 know about Hazrat Ali (رضى الله تعالى عنه) and his bravery. Ask them they any incident related to Hazrat Ali (رضى الله تعالى عنه)?</p> <p>Write their feedback/points on board.</p>
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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> <p><b>Reading and Writing:</b></p> <p>Instruct students to read pages 105-107, chapter 11 – Asadullah – The Lion of Allah. Ask students to find meanings of difficult words and write meanings in the notebooks. Clearly tell students they have 10 mins to read chapter 11. (Cooperative learning)</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>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.</p> <p>Ask them questions like:</p> <ul style="list-style-type: none"> <li>-What have you learnt about Hazrat Ali رضى الله تعالى عنه?</li> <li>-When and where was he born?</li> <li>-What age did he accept Islam?</li> <li>-What was the incident of Fort of Khyber?</li> <li>-Why did Rasoolullah صلى الله عليه وسلم call Hazrat Ali رضى الله تعالى عنه Lion of Allah?</li> <li>-Whom did Hazrat Ali رضى الله تعالى عنه get married to and how many children did he have?</li> <li>-What is the name of his children?</li> </ul> <p>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.</p> <p>Ask students meanings of difficult words. Ask each group meanings of at least 2 difficult words. (15 mins)</p> <p><b>Differentiated Plan:</b></p>
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	<p>Some students might face difficulty in understanding the chapter. Ask them simple and different questions to help them understand the chapter, like:</p> <ul style="list-style-type: none"> <li>-Why was Hazrat Ali رضى الله تعالى عنه called the Lion of Allah?</li> <li>-Who was Hazrat Ali رضى الله تعالى عنه? At what age did he accept Islam?</li> <li>-What was the incident of Khyber Fort?</li> </ul> <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> <ul style="list-style-type: none"> <li>-What have I learnt from Hazrat Ali’s رضى الله تعالى عنه story?</li> </ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 11 –Asadullah -Lion of Allah once again.</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 113**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:11

Unit Title: Asadullah – The Lion of Allah

LP: 113

Textbook Page/s: 108

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- Telling when Hazrat Ali (رضى الله تعالى عنه) embraced Islam, how he fought selflessly and bravely for Islam and how much he was fond of knowledge and learning, etc.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- 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>
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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 given on page 108 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> 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>



Types	Adverbs	Examples
<b>Adverbs of Time</b>	Sometimes, recently, during, always, soon, yet, usually, never, etc.	1. <u>Sometimes</u> , I used to go out for refreshments. 2. He <u>recently</u> purchased a costly Diamond necklace. 3. He caught eating his tiffin <u>during</u> the lectures.
<b>Adverbs of Place</b>	Everywhere, into nowhere, here, there, above, below, inside, etc.	1. He jumped <u>into</u> the river to save a little girl. 2. An airplane is flying <u>above</u> the clouds. 3. Your birthday present is placed <u>inside</u> the box.
<b>Adverbs of Manner</b>	Dangerously, softly, quickly, gently, neatly, calm, etc.	1. The barber trimmed his hair and beard <u>gently</u> . 2. He handled the situation so <u>cleverly</u> without any fight. 3. There is a fragile material, handle it <u>carefully</u> .
<b>Adverbs of Degree</b>	Entirely, slightly, highly, totally, almost, just, etc.	1. Today's climate is <u>extremely</u> hot. 2. My project work is <u>almost</u> completed. 3. This liquid is <u>highly</u> inflammable.
<b>Adverbs of Frequency</b>	Constantly, always occasionally, regularly periodically, etc.	1. He likes to do shopping <u>occasionally</u> . 2. She <u>regularly</u> waters the plants. 3. He <u>rarely</u> joins any parties to enjoy.

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. 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.

For adverb of frequency, explain students they will more about how many times an action has occurred. Do an example

	<p>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 108-110 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 108-110, Adverbs of Time, Place and Frequency.</p>

**Lesson Plan 115**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:11

Unit Title: Asadullah – The Lion of Allah

LP: 115

Textbook Page/s: 108-110

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**




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

- telling when Hazrat Ali (رضى الله تعالى عنه) embraced Islam, how he fought selflessly and bravely for Islam and how much he was fond of knowledge and learning, etc.
- identifying different types of adverbs

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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>

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> 

## Adverbs of Purpose/Reason

<u>Why</u>	<u>Example</u>
So that..	He runs everyday so that he can lose weight
In order..	She needs to study in order to pass the exam
Because..	He took the train because he hates flying
Since..	We have been close friends since we met 2 years ago
In case..	She took her coat in case the weather was cold

Discuss three types of adverbs in detail: Adverbs of Manner, Degree and Purpose.

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. Explain the adverbs of purpose show the reason why an action has been done.

Do as many examples as you can to help them understand three types of adverbs.

	<p>Encourage students to ask you questions and answer them gently.</p> <p>(10 mins)</p> <p><b>Writing:</b></p> <p>Now, give this worksheet to students and ask them to identify the adverbs of manner, purpose and degree in pairs. Explain degree shows the intensity of an action and manner how an action is performed. Purpose shows why an action has been done. Then share their answers with the entire class. The worksheets are slightly difficult but encourage the students to solve it.</p> <p>Worksheets are attached.</p> <p>(15 mins)</p> <p><b>Differentiated Plan</b></p> <p>Some students might find it difficult to solve the worksheet. Explain them adverbs of manner, purpose 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 108-110 of their textbooks explaining adverbs of manner, purpose 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 108-110 all types of Adverbs from the textbooks again.</p>



**Lesson Plan 116**

Subject: English                                      Grade: 5                                      Term: 3rd  
 Week:    Unit:11                                      Unit Title: Asadullah – The Lion of Allah  
 LP: 116    Textbook Page/s: 108-110                                      Duration: 40 minutes  
 Teacher:    School:                                      Date:

**Student Learning Outcomes (SLOs)**

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

- telling when Hazrat Ali (رضى الله تعالى عنه) embraced Islam, how he fought selflessly and bravely for Islam and how much he was fond of knowledge and learning, etc.
- identifying different types of adverbs

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 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>
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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 E in pairs. They have to fill in the blank with appropriate 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 E 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>• My mother carefully <u>removed</u> the wrapping paper from her gift.</li> <li>• The plumber <u>said</u> he would complete the remaining work tomorrow.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The younger worker <u>works</u> faster than the older one.</li> <li>• Our uncle completely forgot he had to <u>visit</u> us for dinner tonight.</li> <li>• Tomorrow, our tickets would <u>arrive</u>.</li> </ul>
<p>05 mins</p>	<p><b>Wrap up:</b></p> <p>Ask the following questions from students:</p> <p>-What are the 5 types of adverbs?</p> <p>-Give example adverbs of each type – write their responses on the board.</p>
<p>05 mins</p>	<p><b>Homework assignment:</b></p> <p>Review Exercise E again at home.</p>

**Lesson Plan 117**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:11	Unit Title: Asadullah – The Lion of Allah
LP: 117	Textbook Page/s: 111-112	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- telling when Hazrat Ali (رضى الله تعالى عنه) embraced Islam, how he fought selflessly and bravely for Islam and how much he was fond of knowledge and learning, etc.
- writing an email

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- 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? Ask student if they've written an email recently to someone? Ask them about different components of an email id. Students should know this as they have learnt how to write an email in grade 4.</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. Explain that email has three parts as well, just like an essay/composition - opening, body and closing. Don't go into too much detail as students have already learnt how to write an email.</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 a cricket match recently held at school Exercise F. This task can be done in pairs. 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 email.</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. Ask them to read page 111 - the sample email given in the textbook.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Write an email to your friend asking about his/her summer vacations plans. Ask them to send you a copy of it.</p>

**Lesson Plan 118**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:11	Unit Title: Asadullah – The Lion of Allah
LP: 118	Textbook Page/s: 112	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- telling when Hazrat Ali (رضى الله تعالى عنه) embraced Islam, how he fought selflessly and bravely for Islam and how much he was fond of knowledge and learning, 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 & Markers

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, ask students if they are ready to perform a role-play.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will perform a role-play in today’s class.</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 G 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 Uncle Hammad and Ahsan. Ask students where they'd like to go for summer vacations and what are the famous landmark of that place? Generate a discussion around Exercise G.</p> <p>(20 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:</b> Ask students what they've learnt from Exercise G.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise G on page 112 once again.</p>

**Lesson Plan 119 - Review Lesson Plan**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:11

Unit Title: Asadullah – The Lion of Allah

LP: 119

Textbook Page/s: 111

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- identifying and using adverbs of manner, place, frequency, time and purpose in different texts
- learning how to write an email

**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 their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>



## Unit 12 - Why God made teachers

### Unit Overview

Unit 12 is a poem with a moral lesson and rhymes that children will enjoy. It highlights the importance and role of teachers in a society. It emphasizes that teachers build the foundation of a society and help children distinguish the right path from a wrong one

### Modal Answers

#### Exercise A

- 1- Teachers help us understand this world better.
- 2- Teachers are our guides in this world. They are our special friends who teach to distinguish right from wrong.
- 3- This is because they help us learn more this world and how to survive here. Teachers share their wisdom with us. They show us how to grow stronger and face the challenges of everyday life.
- 4- The last stanza means that God is All Wise and Ever Graceful and He created teachers because he wanted them to guide the younger generation to the right path.

#### Exercise B

#### Questions for Discussion

- 1- There would have been no one to guide the younger generation. There would have no one to help the youngsters gain education and learn to survive in the world. We would have forever been stuck in the old age times.
- 2- We should honour our teachers. We should respect them and love them. If possible, we should take care of them when they reach the old age.
- 3- I would love to be a teacher as it feels extremely special to help the younger generation learn. Through this profession, I could transfer my knowledge to the next generation.

#### 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

- 1- Exclamatory sentence
- 2- Interrogative sentence

- 3- Declarative sentence
- 4- Imperative sentence
- 5- Interrogative sentence
- 6- Imperative sentence
- 7- Exclamatory sentence
- 8- Interrogative sentence
- 9- Declarative sentence
- 10- Declarative sentence

**Exercise F**

- 1- Majid said, 'I am not feeling very well.'
- 2- Rehan had received a card; he knew who had sent it.
- 3- She had planned to visit four cities: Lahore, Islamabad, Peshawar and Karachi.
- 4- The ten-year-old told the truth.
- 5- The cook asked, 'Would you like to have pasta for lunch, sir?'
- 6- Her mother is an architect.

**Lesson Plan 120**

Subject: English                      Grade: 5                      Term: 3rd  
 Week:                                      Unit:12                      Unit Title: Why God Made Teachers  
 LP: 120                                      Textbook Page/s: 113                      Duration: 40 minutes  
 Teacher:                                      School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- Highlighting the importance and role of teachers in a society.
- Emphasizing that teacher’s build the foundation of a society and help children distinguish the right path from a wrong one.

**Teaching Aids/Materials/Resources:**

- Textbook
  - Board & Markers
- 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 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 did the role-plays go and if they enjoyed them done in the previous lesson? Ask them if they’d like to perform their role-plays in front of the whole school during morning assembly or break time? 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>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will hear/read a poem today, 'Why God Made Teachers'.</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 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.</p> <p>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.</p> <p>Play the recording the third time; this time ask students to open their books and follow the poem given on page 113. 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.</p> <p>Now ask these questions from the students:</p> <ul style="list-style-type: none"> <li>-What did God create teachers?</li> <li>-Why are teachers referred as special friends?</li> <li>-What do teachers guide us about being our guides?</li> <li>-What would have happened had God not created teachers?</li> <li>-Who helps us in making this world a better place and how?</li> <li>-What is the moral of the poem here?</li> </ul> <p>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.</p> <p>(20 mins)</p> <p><b>Writing:</b></p> <p>Provide slips to the students and ask students to write everything they've understood from the poem. (5 mins)</p> <p><b>Differentiated Plan:</b></p>
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	<p>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.</p>
<p>05 mins</p>	<p><b>Wrap up (Question time):</b></p> <p>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.</p>
<p>05 mins</p>	<p><b>Homework assignment:</b></p> <p>Read the poem, Why God Made Teachers once again.</p>



	<p>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.</p> <p>-What do you think poet calls the teachers guides and special friends?</p> <p>-In your opinion, what does these few lines mean, 'Why God created teachers, In His wisdom and His grace, Was to help us learn to make our world, A better, wiser place.</p> <p>-How should we repay our teachers?</p> <p>Now, ask students to read and discuss questions given in Exercise B on page 114. Give students 5 minutes to discuss these questions.</p> <p>(10 mins)</p> <p><b>Reading, Listening and Speaking:</b></p> <p>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)</p> <p><b>Writing:</b></p> <p>Now ask to answer questions given in Exercise A 1-5 on page 114 individually. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>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.</p> <p>Now, ask the struggling to attempt questions in Exercise A on their own.</p>
<p>05 mins</p>	<p><b>Wrap up (Class Discussion):</b></p> <p>Discuss the answers of Exercise A during this time.</p>

05 mins	<b>Homework assignment:</b> Review questions given in Exercise B with your family and friends.
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**Lesson Plan 122**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:12	Unit Title: Why God Made Teachers
LP: 122	Textbook Page/s: 114	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- Highlighting the importance and role of teachers in a society.
- Emphasizing that teacher’s build the foundation of a society and help children distinguish the right path from a wrong one.
- Using new vocabulary words in their written work.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Dictionaries and 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 about the poem. Probe further with questions like:</p> <ul style="list-style-type: none"> <li>-What does the poet mean by distinguishing right from wrong?</li> <li>-In what ways do the teachers help us grow?</li> <li>-How do we become a better person because of teachers?</li> </ul> <p>Generate an insightful discussion using the questions mentioned above.</p>
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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 ‘Teachers are our Special Friends’ 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	<b>Homework assignment:</b> Review vocabulary words, their meanings and sentences given in Exercise C and D as homework.
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**Lesson Plan 123**

Subject: English                      Grade: 5                      Term: 3rd  
 Week:                                      Unit:12                      Unit Title: Why God Made Teachers  
 LP: 123                                      Textbook Page/s: 115-116                      Duration: 40 minutes  
 Teacher:                                      School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- highlighting the importance and role of teachers in a society.
- emphasizing that teachers build the foundation of a society and help children distinguish the right path from a wrong one.
- different types of sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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>Draw these punctuation marks on the board: question mark, full stop, exclamation mark. 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 practice identifying 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 choose from. Write these options of board (declarative sentences, imperative sentences or interrogative sentences)</p>

	<p>1- All office would remain closed on Friday.</p> <p>2- No entry without masks.</p> <p>3- Dinosaurs lived millions of years ago.</p> <p>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.</p> <p>Next, write the following sentences on board:</p> <p>1- Sit down now.</p> <p>2-Get me some water quickly.</p> <p>3- Objection overruled.</p> <p>Ask students if they can identify these types of sentences. Explain them these sentences give out information in a commanding tone. They are called imperative sentences.</p> <p>Ask students to identify one common punctuation mark in both types of sentences. Explain them that both types of sentences end with a full stop. Ask students to write one imperative sentence in their notebooks.</p> <p>Now, write the following sentences on board and ask students to identify the following sentences. Appreciate their guesses.</p> <p>1- Where are my reading glasses?</p> <p>2- Whom do you wish to speak to?</p> <p>3- How are you doing, dear?</p> <p>Explain to students sentences which ask a question are called interrogative sentences. Now ask students to write one interrogative sentence in their notebooks individually.</p> <p>Next, ask students to identify the following sentences:</p> <p>1- Wow! What a stunning victory.</p> <p>2- Alas! We couldn't stop her from leaving.</p> <p>3- Ms Alina is a wonderful lady!</p> <p>Explain to students sentences which have an exclamation expression are called are called exclamatory sentences. Such sentence deliver excitement and are full of excitement. Now,</p>
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	<p>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 115- 116 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 115-116 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 E.</p>



<p>25 mins</p>	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do practice exercises about the types of sentences.</p> <p><b>Reading:</b></p> <p>Ask students to attempt Exercise E given on pages 116-117 in pairs. They have to identify each type of 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 E in pairs. While others are doing their written work, briefly review types of sentences again for them and tell them example sentences presenting each type. Then, do one sentence from Exercise E 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 quickly, ask them to write two sentences of each type of sentence in their notebooks.</p>
<p>05 mins</p>	<p><b>Wrap up:</b></p> <p>Ask the following questions from students:</p> <p>-What are the four types of sentences</p>



	-Give example of each type of sentence – write their responses on the board.
05 mins	<b>Homework assignment:</b> Review Exercise E again at home.

**Lesson Plan 125**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:12	Unit Title: Why God Made Teachers
LP: 125	Textbook Page/s: 117-119	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- highlighting the importance and role of teachers in a society.
- emphasizing that teachers build the foundation of a society and help children distinguish the right path from a wrong one.
- different types of punctuation marks.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Flashcards of question mark, exclamation mark, hyphen, apostrophe, quotation marks, comma, semi colon and colon

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 students if they can recall the punctuation marks, they learnt in grade 4.</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>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will revise punctuation marks (question mark, exclamation mark, hyphen, apostrophe, quotation marks, comma, semi colon 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 117-119 to learn about the use of these punctuation marks in detail.</p> <p>Discuss hyphen and colon in detail specifically again. Though students have learnt about these in grade 4 but they might have forgotten.</p> <p>(15 mins)</p> <p><b>Reading and Writing:</b></p> <p>Ask students to attempt Exercise F given on page 119 about punctuation marks. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in understanding the use of punctuation marks (question mark, quotation marks, exclamation mark, hyphen, semi-colon and colon).</p> <p>Use the examples given on pages 117-118 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 drink a cup of tea? asked the waiter</p> <p>2- Oh no It has started raining.</p> <p>3- My mother in law cooked delicious food last night.</p> <p>5- the well read gentleman offered us sane advice.</p>
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05 mins	<b>Wrap up (Class discussion):</b> Discuss Exercise F with the class. Discuss fast learners' sentences too, if there's time.
05 mins	<b>Homework assignment:</b> Review Exercise F once again at home.

**Lesson Plan 126**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:12

Unit Title: Why God Made Teachers

LP: 126

Textbook Page/s: 119-120

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- highlighting the importance and role of teachers in a society.
- emphasizing that teachers build the foundation of a society and help children distinguish the right path from a wrong one.
- how to write an application.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & 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 students if they have written an application to anyone recently. Or if they've observed any family member writing an email?</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will write an application in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Discuss a sample of application with the students. Then show them how to start an application. Explain that application has different parts as well, just like an essay/composition - address, salutation, body text, closing, signature.</p> <p>(10 mins)</p> <p><b>Writing:</b></p> <p>Now, encourage students to read a sample application given on pages 119-120 in pairs in 5 mins. Then, ask them to attempt Exercise G and write an application to your class teacher requesting her to grant you leave for two weeks for your cousin's wedding, in pairs.</p> <p>The pairs can discuss ideas for their applications before writing their applications.</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 application. Encourage them to brainstorm ideas of the topic they wish to discuss before they actually start writing their applications.</p> <p>Secondly, encourage them to write applications in short paragraphs.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Ask different to share their applications with the entire class. Appreciate their hard work and give constructive feedback.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Write an application to your school's Headmaster asking him to grant you a medical leave for three days.</p>

**Lesson Plan 127**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:12	Unit Title: Why God Made Teachers
LP: 127	Textbook Page/s: 120	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- highlighting the importance and role of teachers in a society.
- emphasizing that teachers build the foundation of a society and help children distinguish the right path from a wrong one.
- performing dialogues with expressions

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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, ask students if they are ready to perform a role-play.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will perform a role-play in today's class.</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 H 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 Asim, Khalid, Obaid, and Ali. Ask students how they'd like to honour their teachers? Generate a discussion around Exercise H.</p> <p>(20 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:</b></p> <p>Ask students what they've learnt from Exercise H</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise H on page 120 once again.</p>



**Lesson Plan 128 - Review Lesson Plan**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:12	Unit Title: Why God Made Teachers
LP: 128	Textbook Page/s: 120	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- identifying and making sentences that contain instructions, commands, and strong feelings
- identifying and applying the rules of punctuation learnt earlier
- recognizing the function of the colon, semicolon, dash, hyphen and quotation marks in written texts
- learning how to write a leave application

**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	<b>Wrap up:</b>

	Ask students how their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.
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## Unit 13 - The New Kid

### Unit Overview

Unit 13 is a story of two boys that teaches readers a valuable moral and life-long lesson about being judgemental. The chapter teaches us that one should not judge and discriminate others based on their physical appearance and financial status, etc. It teaches students to hold their assumptions lightly and avoid jumping to conclusions quickly.

It encourages students to step into other people's shoes to see things from their perspective.

### Modal Answers

#### Exercise A

- 1- Shan was sad all the time because he missed his mother, who had recently passed away. Also, he had moved into a new city so he missed all his friends from his previous. So, he was facing difficulties in adjusting to his new life, which is why he cried all the time.
- 2- No, Moin was not friendly with Shan since the beginning. He made fun of Shan all the time and didn't want to sit with him at all. This was because Moin was an arrogant kid, who thought very highly of himself.
- 3- Some older boys kicked the ball and it hit Moin during the lunch break.
- 4- Shan ran to Moin, shouting at the older boys for hitting Moin. He brought him water and took him to the doctor's room.
- 5- Moin was judgemental because Shan looked quite messed up. He was untidy, had no lunch and was crying all the time. He looked miserable all the time.

#### Exercise B

#### Questions for Discussion

- 1- We can see things from the other person's perspective. We would know what they are feeling and going through, therefore we would be able to empathize with the other person.
- 2- Yes, it felt bad. This person judged me on my appearance. He thought I am not good at studies and made fun of me. (Answers may vary).

#### 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**

- 1- better
- 2- tallest
- 3- nearer
- 4- worse
- 5- best
- 6- more important
- 7- sweeter
- 8- more suitable

**Exercise G**

**Across**

- 1- Wood
- 5- ate
- 7 – tail
- 8 – pail
- 9 –bear
- 10 –threw
- 11- missed

**Down**

- 1- Weather
- 2- Mail
- 3- Bee
- 4- Night
- 6- wore
- 8- piece
- 9 – berry

**Lesson Plan 129**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:13	Unit Title: The New Kid
LP: 129	Textbook Page/s:121-123	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- teaching students to hold their assumptions lightly and avoid jumping to conclusions quickly.
- encouraging students to step into other people’s shoes to see things from their perspective.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 know about judging others. Ask them if they think that one should be judged based on their appearance?</p> <p>Write their feedback/points on board.</p>
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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> <p><b>Reading and Writing:</b></p> <p>Instruct students to read pages 121-123, chapter 13- The New Kid. Ask students to find meanings of difficult words and write meanings in the notebooks. Clearly tell students they have 10 mins to read chapter 13. (Cooperative learning)</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>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.</p> <p>Ask them questions like:</p> <ul style="list-style-type: none"> <li>-Why was Moin so rude to Shan?</li> <li>-Why was Shan always so quiet and depressed?</li> <li>-What happened with Moin that Shan had to take him to hospital?</li> <li>-How did Moin's opinion about Shan change?</li> <li>-What was Moin's second opinion about Shan?</li> <li>-Should we judge people based on their appearance? Why or why not? Give reasons.</li> </ul> <p>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.</p> <p>Ask students meanings of difficult words. Ask each group meanings of at least 2 difficult words. (15 mins)</p> <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>
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	<p>-Why didn't Moin want to sit with Shan?</p> <p>-How did Moin and Shan become friends?</p> <p>-What do you think happens when we judge people based on their appearance?</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 have I learnt from Shan and Moin's story?</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 13- The New Kid once again.</p>

**Lesson Plan 130**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:13	Unit Title: The New Kid
LP: 130	Textbook Page/s:123-124	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- teaching students to hold their assumptions lightly and avoid jumping to conclusions quickly.
- encouraging students to step into other people’s shoes to see things from their perspective.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 who was being judgemental and why?</p> <p>Ask them to think of a time when they judged someone based on their appearance. How did that experience turn out to be? How did they feel judging the other person?</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 on pages 123-124. 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 131**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:13	Unit Title: The New Kid
LP: 131	Textbook Page/s:124	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- teaching students to hold their assumptions lightly and avoid jumping to conclusions quickly.
- encouraging students to step into other people’s shoes to see things from their perspective.
- using new vocabulary words in their writings.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 given on page 124 at home, and what were the responses like. Take a few answers from different students, especially struggling learners.</p>
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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 given on page 124 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 132**

Subject: English                      Grade: 5                      Term: 3rd  
 Week:                                      Unit:13                      Unit Title: The New Kid  
 LP: 132                                      Textbook Page/s:125-128                      Duration: 40 minutes  
 Teacher:                                      School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- teaching students to hold their assumptions lightly and avoid jumping to conclusions quickly.
- encouraging students to step into other people’s shoes to see things from their perspective.
- using three degrees of adjectives in different situations.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- 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 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 these words on the board and ask students to identify the difference between these three.</p> <p>Famous</p> <p>More famous</p> <p>Most famous</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> <p>Students should be able to as they have studied three degrees of adjectives in grade 4.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will revise the three degrees of adjectives in today's lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Using the example given in warm-up, quickly revise with 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.</p> <p>Give students more examples like:</p> <p>Black, Blacker, Blackest</p> <p>Wise, Wiser, Wisest</p> <p>Fast, Faster, Fastest</p> <p>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.</p> <p>Refer to pages 125-128 of the textbook while explaining the concept of degrees of adjectives.</p> <p>Show students the chart of adjective degrees. Use the one given here if needed. Ask students to read the chart in pairs.</p> <p>Students are always required to learn the three degrees of adjectives. (15 mins)</p>
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## Degrees of Adjective

Happy	Happier	Happiest
Hard	Harder	Hardest
Harsh	Harsher	Harshes
Healthy	Healthier	Healthiest
Heavy	Heavier	Heaviest
High	Higher	Highest
Hip	Hipper	Hippiest
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

### 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 'bright' in their own sentences (3 sentences, 1 for each degree).

05 mins	<b>Wrap up (Class discussion):</b>  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 125-128 once again for better understanding of the degrees of adjectives.

**Lesson Plan 133**

Subject: English                      Grade: 5                      Term: 3rd  
 Week:                                      Unit:13                      Unit Title: The New Kid  
 LP: 133                                      Textbook Page/s:125-128                      Duration: 40 minutes  
 Teacher:                                      School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- teaching students to hold their assumptions lightly and avoid jumping to conclusions quickly.
- encouraging students to step into other people’s shoes to see things from their perspective.
- using three degrees of adjectives in different situations

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- 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 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 they did in the class last. Encourage students to tell what the three degrees of adjectives are.</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>



**Reading, Listening and Speaking:**

Write these adjectives on the board and ask students to guess their comparative and superlative forms.

-brilliant

-faithful

-famous

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.

-much

-far

-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:

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
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 page 128 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 formations of degrees of adjectives to the struggling students. You might want to refer them to pages

	<p>125-128 and show them the difference between the degrees of adjectives.</p> <p>Encourage them to solve the worksheet with their groups, else ask them to write the forms of adjectives given below using their textbook:</p> <ul style="list-style-type: none"> <li>• lovely</li> <li>• merry</li> <li>• hot</li> <li>• sad</li> <li>• tasty</li> <li>• scrumptious</li> <li>• huge</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 134**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:13	Unit Title: The New Kid
LP: 134	Textbook Page/s:128	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- teaching students to hold their assumptions lightly and avoid jumping to conclusions quickly.
- encouraging students to step into other people’s shoes to see things from their perspective.
- using three degrees of adjectives in different situations.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- 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 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>-happy</li> <li>-much</li> <li>-careful</li> <li>-little</li> <li>-horrible</li> </ul>
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	-interesting
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 given on page 128 individually and think of answers.</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 125-128 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 135**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:13	Unit Title: The New Kid
LP: 135	Textbook Page/s:129-130	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- teaching students to hold their assumptions lightly and avoid jumping to conclusions quickly.
- encouraging students to step into other people’s shoes to see things from their perspective.
- writing a summary of the given passage.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 how to write a summary of any given passage. Take their feedback and write it on board.</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a practice writing a summary in today’s lesson.</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Tell students there are a few steps involved in writing a summary of given passage. First, they should quickly skim the entire passage. Then read the passage again and highlight or underline the main points.</p>

	<p>Next, they should write the main points of the passage in their own words.</p> <p>Then review the summary once more in case they have missed any point that should be included in the summary, but they should remember not to include the minor details in their summary.</p> <p>Now, ask students to read pages 129-130 of their textbooks in pairs. Discuss how important information has been identified and underlined. Discuss the steps required in identifying important information.</p> <p>Ask students to read Exercise F given on pages 129-130 individually and fill in the summary chart on page 130.</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.</p> <p>(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 identify important information given in the chart. While others are busy thinking/discussing their answers in pairs, help struggling students understand how to write summary again. Refer to the passage on pages 129-130 and explain students how information has been identified and underlined for them. Ask them to read pages 129-130 again to recall the concept.</p> <p>Then ask fast learners to help them answer questions correctly.</p>
<p>05 mins</p>	<p><b>Wrap up (Class discussion):</b></p> <p>Discuss answers of Exercise F Summary Chart on page 130 with reasons.</p>
<p>05 mins</p>	<p><b>Homework assignment:</b></p>

	Review how to write summary of a passage from textbook again.
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**Lesson Plan 136**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:13

Unit Title: The New Kid

LP: 136

Textbook Page/s:129-130

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- teaching students to hold their assumptions lightly and avoid jumping to conclusions quickly.
- encouraging students to step into other people's shoes to see things from their perspective.
- writing a summary of the given passage.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 quickly recall how to write a summary of any given passage. Take their feedback and write it on board.</p>
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30 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will do a practice writing a summary in today's lesson.</p> <p><b>Reading, Writing:</b></p> <p>Briefly revise with the students all the steps involved in writing a summary of given passage. Revise that first, they should quickly skim the entire passage. Then read the passage again and highlight or underline the main points.</p> <p>Next, they should write the main points of the passage in their own words.</p> <p>Then review the summary once more in case they have missed any point that should be included in the summary, but they should remember not to include the minor details in their summary.</p> <p>Now, ask students to read pages 121-123 of chapter 13 and write a summary of the story. Encourage students to identify the main points in pairs, discuss their summaries with each other but write their summaries individually in their notebooks.</p> <p>Encourage students to not copy each other's work. They can take as much help they require from the textbook. (20 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Once students are done with their work, ask them to share their summaries with the rest of the class. Ask students to come in front of the class one after another and share their summaries. Use some time from wrap up here. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to identify important information from the story. While others are busy thinking/discussing their answers in pairs, help struggling students understand how to identify point for a summary again. Refer to the passage on pages 129-130 and explain students how information has been identified and underlined for them. Ask them to read pages 129-130 again to recall the concept.</p>
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	Then ask fast learners to help them answer questions correctly.
00 mins	<b>Wrap up (Class discussion):</b> Use this time in inviting students to read summaries in front of the class.
05 mins	<b>Homework assignment:</b> Review summaries of chapter 13 again at home.

**Lesson Plan 137**

Subject: English                      Grade: 5                      Term: 3rd  
 Week:                                      Unit:13                      Unit Title: The New Kid  
 LP: 137                                      Textbook Page/s:131-132                      Duration: 40 minutes  
 Teacher:                                      School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- teaching students to hold their assumptions lightly and avoid jumping to conclusions quickly.
- encouraging students to step into other people’s shoes to see things from their perspective.
- identifying Homophones in different passages.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Entrance slips, Exit slips.

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>
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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, two-too-to, buy-buy, soul-sole, stare-stair, stationary- stationery, 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. Students should know about Homophones because they have already learnt the concept in grade 4.</p> <p>Appreciate them when they tell the correct answers.</p> <p>Quickly recap with 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 in pairs. Ask them to attempt Exercise G. (05 mins)</p> <p><b>Presentation:</b></p> <p>Once students have done the crossword homophones, ask different students to tell the answers. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might face difficulty in solving the crossword. Help them think of answers.</p>
05 mins	<p><b>Wrap up (Quiz Time):</b></p> <p>Ask students to write three homophones in exit slips.</p>
02 mins	<p><b>Homework assignment:</b></p> <p>Review Homophones on pages 131-132.</p>

**Lesson Plan 138**

Subject: English                      Grade: 5                      Term: 3rd  
 Week:                                      Unit:13                      Unit Title: The New Kid  
 LP: 138                                      Textbook Page/s:132-133                      Duration: 40 minutes  
 Teacher:                                      School:                      Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- teaching students to hold their assumptions lightly and avoid jumping to conclusions quickly.
- encouraging students to step into other people’s shoes to see things from their perspective.
- performing dialogues with expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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, ask students if they are ready to perform a role-play.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will perform a role-play in today's class.</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 H 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 Sami and Mr Pervaiz. Ask students how they'd like to raise awareness about the importance of trees and greenery in their communities? Ask them if they agree with Sami's ideas of involving the local authorities in the matter? Would they help, in your opinion?</p> <p>Generate a discussion around Exercise H.</p> <p>(20 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:</b></p> <p>Ask students what they've learnt from Exercise H.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Exercise H on pages 132-133 once again.</p>

**Lesson Plan 139- Review Lesson Plan**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:13	Unit Title: The New Kid
LP: 139	Textbook Page/s:132-133	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- classifying adjectives of quantity, quality, size, shape, colour, and origin.
- articulating, identifying and using degrees of regular and irregular adjectives.
- learning how to summarize a passage.

**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 their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>



## Unit 14 - The White Shoes

### Unit Overview

Unit 14 is a heart-warming story of a family who is struggling to buy new shoes. It teaches children the importance of being patient and grateful. It encourages them to share their resource with those who are underprivileged.

### Modal Answers

#### Exercise A

- 1- Nadir was fourteen years old and he wanted a new pair of shoes.
- 2- Father told Nasir to be patient and pray to Allah to bless him with a new pair of shoes as well.
- 3- The white pair of shoes was inexpensive than the black one. Therefore, his father could save some money for other household items.
- 4- He gave Rs 1200 to a needy family in the neighbourhood.
- 5- Nadir learnt that he must be patient and grateful for the things in life.

#### Exercise B

- 1- Because if Nadir were patient, only then Allah would bless him and grant him his wishes. Besides, there was nothing that Nadir or his father could do. They didn't have the money to buy new shoes, therefore the only reasonable thing to do was to be patient.
- 2- I helped a needy family in my neighbourhood as well. We bought groceries for them and gifted them at the beginning of the Holy month of Ramadan.

#### 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

- 1- The President (subject) addressed the ..... (predicate)
- 2- Zaid and Arif (subjects) cycle to .... (predicate)
- 3- Tariq (subject) likes to play.... (predicate)
- 4- My mother and sister (subjects) went to the ..... (predicate)
- 5- Our gardener (subject) has brought .... (predicate)
- 6- My grandfather (subject) goes for a .... (predicate)

**Lesson Plan 140**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:14

Unit Title: The White Shoes

LP: 140

Textbook Page/s:134-137

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- the importance of being patient and grateful.
- sharing their resources with those who are underprivileged.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 ever shared their resources like clothes, stationery items, books, etc. with anyone who is under-privileged? Ask them how it felt?</p> <p>Write their feedback/points on board.</p>
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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> <p><b>Reading and Writing:</b></p> <p>Instruct students to read pages 134-137 chapter 14 –The White Shoes. Ask students to find meanings of difficult words and write meanings in the notebooks. Clearly tell students they have 10 mins to read chapter 14. (Cooperative learning)</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>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.</p> <p>Ask them questions like:</p> <ul style="list-style-type: none"> <li>-Why did Nadir want?</li> <li>-What happened to his shoes?</li> <li>-Why was his father not buying him shoes?</li> <li>-What happened when Nadir and his father went into the shop to buy shoes?</li> <li>-Why didn't Nadir buy the black shoes?</li> <li>-Why expensive were the black shoes and the white ones?</li> <li>-What did Nadir plan to do with the leftover money?</li> <li>-What did Nadir actually do with the leftover money?</li> </ul> <p>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.</p> <p>Ask students meanings of difficult words. Ask each group meanings of at least 2 difficult words. (15 mins)</p> <p><b>Differentiated Plan:</b></p>
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	<p>Some students might face difficulty in understanding the chapter. Ask them simple and different questions to help them understand the chapter, like:</p> <ul style="list-style-type: none"> <li>-What did Nadir want?</li> <li>-What did his father tell him to do while waiting for the new shoes?</li> <li>-Why he didn't buy the black shoes?</li> <li>-Why did he buy the white shoes?</li> <li>-What did he do with the leftover money?</li> </ul> <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> <ul style="list-style-type: none"> <li>-What did you learn from this chapter?</li> <li>-How would you like to help someone who is under-privileged?</li> </ul>
05 mins	<p><b>Homework assignment:</b></p> <p>Read chapter 14– The White Shoes once again.</p>

**Lesson Plan 141**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:14	Unit Title: The White Shoes
LP: 141	Textbook Page/s:134-137	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- the importance of being patient and grateful.
- sharing their resources with those who are underprivileged.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 Nadir’s personality like? Use three adjectives to describe him.</li> </ul>
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 137 Exercise A and B given on page 137. 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 given on page 137. Discuss them with your parents.</p>

**Lesson Plan 142**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:14	Unit Title: The White Shoes
LP: 142	Textbook Page/s:137-138	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- the importance of being patient and grateful.
- sharing their resources with those who are underprivileged.
- using new vocabulary words in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- 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>Write the following words on the board and ask students if they can tell you their meanings.</p> <p>1- inexpensive</p> <p>2- ripped</p> <p>3- economical</p> <p>Appreciate students if they are able to give correct answers. If not, encourage them to find meanings using a dictionary.</p>
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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 131) of the 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 138 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</p>



	maintain a balance when asking struggling and fast learners to speak in class. Students shouldn't feel left out.)
05 mins	<b>Homework assignment:</b> Review sentences done in class.

**Lesson Plan 14**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:14

Unit Title: The White Shoes

LP: 143

Textbook Page/s:138

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- the importance of being patient and grateful.
- sharing their resources with those who are underprivileged.
- reading for meaning.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & 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 students what they've understood from the chapter. Take their feedback and write it on board.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Instruct students they will read the chapter again to attempt Reading for Meaning part.</p> <p><b>Reading, Writing:</b></p> <p>Encourage students read the chapter again in pairs. (10 mins)</p> <p>Then, in pairs, ask them to attempt Reading for Meaning (Exercise D).</p> <p>You can ask students to refer to the chapter if they require help in filling in the blanks.</p> <p>(10 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Now, discuss the answers of Reading for Meaning with the students. You can ask each pair to give one answer. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to fill in the blanks of Reading for Meaning. Help the struggling students find answers from the chapter. You might have to briefly explain them the chapter again.</p>
05 mins	<p><b>Wrap up:</b></p> <p>Towards the end of the lesson, ask student what they've learnt from the chapter. Distribute exit slips and ask them to write one key takeaway from the lesson.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review Reading for Meaning exercise done in class.</p>

**Lesson Plan 144**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:14	Unit Title: The White Shoes
LP: 144	Textbook Page/s:139	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- the importance of being patient and grateful.
- sharing their resources with those who are underprivileged.
- identifying subjects and predicates in a sentence.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers
- Chart of subjects and predicates

05 mins	<p><b>Warm up:</b> 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 anything about the subject and predicate in a sentence? Take opinions but don't judge the students. Now, write this sentence on the board and ask students if they can identify the subject in it? Ahmed and Usman have played two cricket matches since morning. What are the subjects here? (Ahmed and Usman)</p>
25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p>

Tell students they will learn more about subjects and predicates in today’s lesson.

**Reading, Listening and Speaking**

**Subject:**

Go back to the board and ask students why they think Ahmed and Usman are the subjects of the sentence. Quickly revise that subject is the noun or pronoun that does some action/work in the sentence. Ahmed and Usman are the doing the action, hence they are the subjects 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 reuse this chart (it was used in earlier classes too) 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.

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: Ahmed and Usman have played two cricket matches since morning.

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

	<p>the subject’s activities and actions. Therefore, in the sentence given above: ‘have played two cricket matches since morning since morning’ is the predicate.</p> <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 write five sentences each containing a subject and predicate individually in their notebooks.</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 sentences and encourage them to identify the subjects and predicates in those sentences for practice.</p> <p>Alternatively, show this video again to help them understand the concept better:</p> <p><a href="http://www.youtube.com/watch?v=B7Fggelck5Q">www.youtube.com/watch?v=B7Fggelck5Q</a></p>
<p>05 mins</p>	<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> <ol style="list-style-type: none"> <li>1- The milkman delivered three packets of milk to our house this morning.</li> <li>2- My mother-in-law has invited us to dinner tonight.</li> <li>3- The deer ran around the jungle freely.</li> </ol>
<p>05 mins</p>	<p><b>Homework assignment:</b></p> <p>Read page 139 of the textbook on Subjects and Predicates, chapter 14.</p>

**Lesson Plan 145**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:14

Unit Title: The White Shoes

LP: 145

Textbook Page/s:139

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- the importance of being patient and grateful.
- sharing their resources with those who are underprivileged.
- identifying subjects and predicates in a sentence.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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. 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>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will attempt Exercise E about subject and predicate in today's lesson.</p> <p><b>Reading, Writing:</b></p> <p>Ask students to turn to page 139 and try to identify the subject, predicate in Exercise E. Take this as an individual task. Let students identify the three parts individually. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Discuss answers of Exercise E with the rest of the class. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Some students might find it difficult to identify subject, predicate 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 exactly they are facing problems. Then explain them the concept once again.</p> <p>Use more examples to help them identify subjects, predicates in sentences. Use this YouTube again to explain them subject and predicates.</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 if they have any questions about subjects and predicates. Answer any questions they might have.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review subject, predicate given on pages 139 of the textbook, chapter 14.</p>



**Lesson Plan 146**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:14

Unit Title: The White Shoes

LP: 146

Textbook Page/s:139

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- the importance of being patient and grateful.
- sharing their resources with those who are underprivileged.
- identifying subjects, predicates and objects in sentences.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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>Ms Saima and Ms Khan were teaching students how to add and subtract.</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>
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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. (Students have done subject, predicate and object in grade 4 so it's best to revise it in grade 5 as well)</p> <p><b>Reading, Listening and Speaking:</b></p> <p>Write the following sentence on the board:</p> <p>Maham was a carrying a ball in her hand.</p> <p>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.</p> <p>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:</p> <div data-bbox="682 961 1315 1281" style="text-align: center;"> <p style="text-align: center;">He paints posters.</p> <p style="text-align: center;"> <span style="margin-right: 100px;"><b>Subject</b></span> <span><b>Verb</b></span> <span><b>Object</b></span> </p> <p style="text-align: center;"> <i>Who or what performs the action of the verb is the subject.</i> <span style="margin-right: 100px;"><i>The verb is the word that expresses what that action is.</i></span> <span><i>Whoever or whatever receives that action is the object.</i></span> </p> </div> <p>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.</p> <p>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)</p> <p><b>Writing:</b></p>
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	<p>Ask students to turn to page 139 and try to identify the objects in Exercise E. Take this as an individual task. Let students identify the three parts individually. (5 mins)</p> <p><b>Differentiated Plan:</b></p> <p>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 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 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 given in the textbook, chapter 14.</p>

**Lesson Plan 147**

Subject: English	Grade: 5	Term: 3rd
Week:	Unit:14	Unit Title: The White Shoes
LP: 147	Textbook Page/s:140	Duration: 40 minutes
Teacher:	School:	Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- the importance of being patient and grateful.
- sharing their resources with those who are underprivileged.
- double letters in words.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 about double letters in a word? Write the following words and ask students if they know how doubles letters affect the sound and pronunciation of the word:</p> <ul style="list-style-type: none"> <li>-Across</li> <li>-Happiness</li> <li>-Letters</li> </ul> <p>Take opinions from different students. Ask them to notice the sound of these words and their pronunciation.</p>
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25 mins	<p><b>Lesson structure</b></p> <p><b>Instructions:</b></p> <p>Tell students they will learn about double letters words in today's lesson.</p> <p><b>Reading, Writing:</b></p> <p>Ask students to turn to page 140 and read double letter words. Then ask them to attempt Exercise F in pairs. (15 mins)</p> <p><b>Listening and Speaking:</b></p> <p>Discuss answers of Exercise F with the rest of the class. (10 mins)</p> <p><b>Differentiated Plan:</b></p> <p>Help struggling students identify double letter words.</p>
05 mins	<p><b>Wrap up (Class Discussion):</b></p> <p>Ask students if they have any questions about subjects and predicates. Answer any questions they might have.</p>
05 mins	<p><b>Homework assignment:</b></p> <p>Review double letter words given on page 140 of the textbook, chapter 14.</p>

**Lesson Plan 148**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:14

Unit Title: The White Shoes

LP: 148

Textbook Page/s:140

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- the importance of being patient and grateful.
- sharing their resources with those who are underprivileged.
- writing a script for a role-play.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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 are ready to write a script for a role-play?</p>
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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 G on page 140 and discuss the moral of the exercise 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 give charity?</li> <li>-What does Haris do with his pocket money?</li> <li>-Did Haris' father like what he does with the pocket money? Give reasons. (10 mins)</li> </ul> <p><b>Writing:</b></p> <p>Next in groups ask students to prepare a brief script on 'Giving Charity is Important'. 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>
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	<p>Tell the students who are shy and hesitant to speak up.</p>
<p>00 mins</p>	<p><b>Wrap up (Quiz Time):</b> Time consumed in instructional strategy.</p>
<p>05 mins</p>	<p><b>Homework assignment:</b> Students are to complete their respective scripts as homework.</p>



**Lesson Plan 149**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:14

Unit Title: The White Shoes

LP: 149

Textbook Page/s:140

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- one should not judge and discriminate others based on their physical appearance and financial status, etc.
- the importance of being patient and grateful.
- sharing their resources with those who are underprivileged.
- performing dialogues with expressions.

**Teaching Aids/Materials/Resources:**

- Textbook
- Board & Markers

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>
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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 (Quiz Time):</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 150 – Review Lesson Plan**

Subject: English

Grade: 5

Term: 3rd

Week:

Unit:14

Unit Title: The White Shoes

LP: 150

Textbook Page/s:140

Duration: 40 minutes

Teacher:

School:

Date:

**Student Learning Outcomes (SLOs)**

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

- identifying and understanding the function of Subject and Predicate in a sentence.

**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 their assessment was. Ask them if they found any part difficult. Take their views about the assessment paper.</p>

## Unit 12 – Why God made teachers — Worksheet 1

### Lesson Plan 123

#### Q1 – Fill in the blanks with appropriate degrees of adjectives

- 1- The fox was \_\_\_\_\_ than the wolf. (Clever)
  
- 2- K2 is the \_\_\_\_\_ mountain in the sub-continent. (High)
  
- 3- It is \_\_\_\_\_ today than it was yesterday. (Cold)
  
- 4- Mongo is the \_\_\_\_\_ fruit. (Sweet)
  
- 5- She looks much \_\_\_\_\_ now that she takes less stress. (Young)
  
- 6- The \_\_\_\_\_ of the two kids won the prize. (Smart)
  
- 7- They took the \_\_\_\_\_ route to our home. (Long)
  
- 8- The \_\_\_\_\_ lady offered us some biscuits. (Kind)
  
- 9- The \_\_\_\_\_ man has offered the citizen free ration for a week. (Rich)
  
- 10- The \_\_\_\_\_ cat kept sleeping under the tree throughout the day. (Lazy)

## **Unit 12 – Why God made teachers — Worksheet 2**

### **Lesson Plan 124**

#### **Q1 – Fill in the blanks with most appropriate degrees of adjectives.**

- 1- The little boy is \_\_\_\_\_ than his older brother. (Active)
  
- 2- Ali's work is \_\_\_\_\_ than Imran's. (Bad)
  
- 3- His house is \_\_\_\_\_ away than ours.
  
- 4- David Copperfield is \_\_\_\_\_ than Mansfield Park.
  
- 5- His idea of going for a stroll in cold night is \_\_\_\_\_ than staying indoors and drinking hot chocolate.

**Unit 11 – Asadullah – The Lion of Allah****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- 1- When and where was Hazrat Ali رضى الله تعالى عنه born? (2)
- 2- How old was Hazrat Ali رضى الله تعالى عنه when he embraced his Islam? (2)
- 3- Why was Hazrat Ali رضى الله تعالى عنه called Lion of Allah? (2)
- 4- What is the incident of Fort of Khyber? Write it in your own words. (2)
- 5- What have you learnt from this lesson? (2)

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

- 1- supervision
- 2- shield
- 3- fantastic
- 4- unbelievable
- 5- conquered

**Q3 - Write two sentences of these types of adverbs: (10)**

- Adverbs of Time
- Adverbs of Manner
- Adverbs of Frequency
- Adverbs of Place
- Adverbs of Purpose

## **Unit 12 – Why God made teachers**

### **Unit Wise Assessment**

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

**Total Marks: 25**

- 1- Who helps us understand this world better? (2)
- 2- Why are the teachers called special guides? (2)
- 3- What would have happened had there not been teachers in the world? (2)
- 4- What is the meaning of the last stanza of the poem? (2)
- 5- What have you learned from the poem ‘Why God made teachers’? (2)

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

- 1- discovery
- 2- comprehend
- 3- wonder
- 4- wisdom
- 5- created

#### **Q3- What are the four types of sentences? Write one example of each type. (4)**

#### **Q4 – Write an application to your Headmaster asking him to grant you a week’s leave as you have to visit your ill uncle who resides in a different city. (6)**

**Unit 13 – The New Kid****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- 1- Why was Shan so sad all the time? Why do you think he cried in the class? (2)
- 2- Was Moin friendly with Shan in the beginning? Give reasons for your answer. (2)
- 3- What happened to Moin during lunch break? (2)
- 4- How did Moin’s opinion change about Shan? (2)
- 5- Do you think we should judge people based on their appearance? Why or why not. Give reasons? (2)

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

- 1- astonished
- 2- disrespectful
- 3- complained
- 4- adjusting
- 5- unkempt

**Q3 – Write the comparative and Superlative degrees of these words and use them in your own sentences. (10)**

- 1- hot
- 2- cold
- 3- good
- 4- delicious
- 5- strong
- 6- bright
- 7- active
- 8- kind
- 9- difficult
- 10- attractive



**Unit 14 – The White Shoes****Unit Wise Assessment****Q1- Answer the following questions.****Total Marks: 25**

- 1- How old was Nadir? What did he want? (2)
- 2- Why did father tell Nadir to wait to his new shoes and what did he tell him to do in meanwhile? (2)
- 3- What did Nadir do with the extra money? (2)
- 4- Do you think Nadir did the right thing? Why or why not? Give reasons. (2)
- 5- What would you have done had you been in Nadir's place? (2)

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

- 1- injured
- 2- economical
- 3- siblings
- 4- pierced
- 5- patient

**Q3- Write five sentences and mark subject and predicate in each sentence. (5)****Q4- Write three homophones and use each in your own sentences. (5)**

## Terminal Assessment Paper

Third Term

Objectives

Total Marks: 50

Students should be able to:

1. Identify and use adverbs of manner, time, place, purpose and frequency in different texts.
2. Identify and write sentences that state something, ask a question, exclaim or command
3. Write a leave application
4. Write an email
5. Articulate, identify and use degrees of regular and irregular adjectives
6. Students should be able to illustrate the function of Subject and Predicate in a sentence

1- Answer the following questions.

(20)

- a. What did Hazrat Ali رضي الله تعالى عنه say to the gathering when he embraced Islam?
- b. Why did Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ call Hazrat Ali رضي الله تعالى عنه 'Asadullah'? What does this mean?
- c. How was Hazrat Ali رضي الله تعالى عنه related to Rasoolullah صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ?
- d. Why do you think the poet calls the teachers our special guides and special friends?
- e. Who helps us understand this world better?
- f. What role do teachers play in our lives?
- g. Why was Shan so sad all the time? Why do you think he cried in the class?
- h. Why do you think Moin was so judgemental about Shan in the beginning?
- i. What lesson did Nadir learn at the end of the lesson, The White Shoes?
- j. How did Nadir spend Rs 1200 that he had saved? Do you think he did the right thing? Give reasons for your answer.

**2- Change the following adjectives into comparative and superlative degrees. Use any five adjectives (positive, comparative or superlative degree) in a story of your own choice. (5)**

- a. fast
- b. great
- c. sweet
- d. kind
- e. long
- f. brilliant
- g. active
- h. clever
- i. beautiful
- j. famous
- k. good
- l. much
- m. splendid
- n. popular
- o. careful

**3- Make a sentence of each of the following types of sentences: (4)**

- a. Simple Sentences
- b. Command Sentences
- c. Question Sentences
- d. Exclamatory Sentences

**4- Mention the type of Adverbs given below and use each in your own sentence: (6)**

- a. quickly
- b. anywhere
- c. down
- d. daily
- e. yesterday
- f. because

**5- Write an email to your friend telling him/her about the latest book you've read. Tell him/her if you like the book, and why? Tell if you'd recommend him/her to read the book or not? (10)**

**6- Write an application to your Headmaster requesting him to grant you a medical leave for a week. You can mention the medical condition if you want, but do mention how you plan to cope with studies that you've missed for a week.**