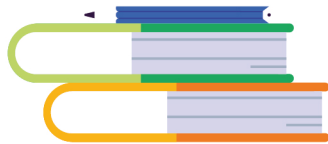




Professional Development
for Quality Education

ENGLISH

LESSON PLANS



GRADE

4

Based on Curriculum 2020



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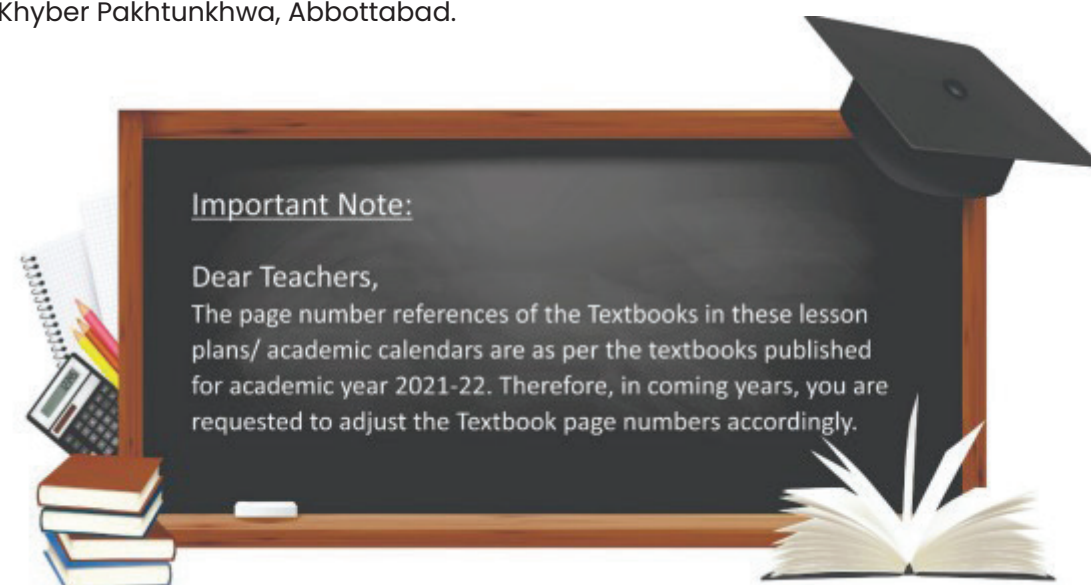
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NOTIFICATION:

No.5236-5399/F.24/Vol-II/SLP/G-IV/SS-M&E, dated: 30-08-2021 : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-IV in the subjects of English, Urdu, Mathematics and Social Studies based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

DIRECTOR

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

ADDITIONAL DIRECTOR (SS)

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INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ◇ Student Learning Outcomes (SLOs).
- ◇ Learning activities.
- ◇ Assessment to check for students' understanding.

Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ♦ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ♦ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ♦ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
 - ♦ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/theme/problem to be studied. Introductory activities can include an arrangement of pictures or activities that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story on the teacher posing questions or reading a poem, story, etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
 - ♦ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
 - ♦ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
 - ♦ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day's topic. Other tools such as tests can be prepared ahead of time as well.
 - ♦ **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.

PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teacher guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbooks are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

Gohar Ali Khan
Director,
Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad.

Month

1

DIGRAPHS, TRIGRAPHS



STUDENT LEARNING OUTCOMES

- Articulate and practice words containing digraphs, trigraphs, and silent letters.

INFORMATION FOR TEACHERS

- The previous lesson focused on digraphs and their pronunciation in the initial, middle and final position.
- This lesson focuses on Trigraphs and silent letters.
- A trigraphs is a phoneme which consists of three letters as in tch in catch, match, ght in fight and right.
- You cannot teach all these trigraphs in this lesson.
- You must practice words with digraphs and Trigraphs throughout the year in different lessons whenever new words are taught.
- A list of words containing digraphs and trigraphs is given at the end of the plan for you to use throughout the term to improve students' vocabulary and pronunciation.
- Learning consonant and vowel blends as trigraphs will help students in pronunciation and make spelling easy.
- Silent letters are the letters in the words that are not pronounced but appear in the spelling. They make no difference to the sound.
- A list (SILENT ABC LIST) of words containing silent letters is attached at the end of the lesson plan for you to use as reference and to practice words throughout the term.
- Students must make their word book of digraphs, trigraphs and silent words.
- You can do more practice of the digraphs, trigraphs and silent words in another lesson.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable. Note: Students need not be burdened with the terms. They just need to be able to read and spell these



DURATION / NO OF PERIODS: 35 MIN/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Flashcards or an illustrated chart of words having trigraphs in the initial, middle and final order, colored chalks. (You can easily draw these pictures on chart or make separate flashcards. Do not cut these out. You can even bring some of these objects to class).



INTRODUCTION

5 MINUTES

- Recap students' previous knowledge about digraphs and trigraphs.
- Ask for examples of trigraphs initial and final positions (e.g. fight, right, might, match, catch. ninth, tough, rough, enough).
- Students can either tell or identify the position of the trigraphs when giving the word.

4. Appreciate the students who give correct answers.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following digraphs on the blackboard using different colored chalks: ght, nth, tch.
2. In pairs students give examples of these trigraphs.
3. Inform the students that when 'r' sound comes at the end of a word it is usually not pronounced. e.g. hour, power, are (all three words have 'a' sound as pronounced in arm).
4. Paste the chart (sample provided at the end of the lesson) of the words with Trigraphs on board for students to copy the words in their notebooks.
5. All students practice the correct pronunciation of words after the teacher.

Activity 2:

10 Minutes

1. Write few words from the DILENT ABC list on the writing board.
2. Ask students to pronounce the words.
3. Tell them which letters will not be pronounced in each word.
4. Practice as many words as you easily can.
5. Focus must be on learning the actual pronunciation of words.
6. All students must copy the words in their notebooks for dictation in next class.
7. You can also provide the SILENT ABC LIST to all students to learn spellings of words and to enhance students' vocabulary.



CONCLUSION / SUM UP

2 MINUTES

1. Highlight main points of the lesson.



ASSESSMENT

6 MINUTES

1. Assess students' understanding during responses and activities. Provide support when needed.
2. Check students' book of Digraphs, Trigraphs and silent letters regularly to ensure that they are adding new words and learning them also.
3. Involve the students in solving the exercise at the end of unit/chapter.




HOMEWORK / FOLLOW UP

2 MINUTES

1. Learn spellings of all the words with Trigraphs and silent letters learnt in the lesson for dictation in the next class. You must have dictation of the words often to ensure learning.

SAMPLE CHART

		
screen	scholar	splash
		
sphere	thread	dodge
		
hour	fair	strawberry
		
squash	catch	ninth
		
power	pear	share

		
tear	straight	bear

CONSONANT DIGRAPHS AND TRIGRAPHS

bl	Br	Ch	cl	Cr	dr
black	brace	chain	claim	crab	drag
berry	bracelet	chair	clap	crack	dragon
blackmail	bracket	chalk	clash	cradle	dragonfly
blacksmith	braid	challenge	class	craft	drain
blade	brain	champion	classic	cram	drama
blame	brake	chance	classical	cramp	dramatic
blank	brand	change	classification	crane	drank
blanket	branch	channel	classify	crash	draw
blast	brass	chant	classmate	crate	drawer
blaze	brave	chapter	classroom	crater	drawn
bleach	bread	charge	claw	crawl	dread
bled	break	charity	clay	crayon	dreadful
bleed	breath	charm	clean	craze	dream
blend	breathe	chart	clear	crazy	dreary
blender	bred	chase	clearance	cream	dress
bless	breed	chat	clever	crease	dresser
blew	breeze	cheap	click	create	drew
blind	bribe	check	client	creature	dribble
blink	brick	cheek	climate	credit	drier
blister	bride	cheer	climb	creed	drift
bloat	bridge	cheese	cling	creek	drill
block	brief	cheetah	clinic	creep	drink
blood	bright	chef	clip	crescent	drip
bloom	brilliant	cherry	cloak	cricket	drive
blossom	bring	chess	clock	cries	driven
blot	broad	chest	clockwise	crime	driver
blouse	broken	chew	close	criminal	driveway
blow	bronze	chicken	clot	crisis	drizzle
blue	broom	chief	clothes	crisp	drone
blunder	broth	child	cloud	criteria	drop
blunt	brother	chili	clown	critical	drought
blur	brought	chin	club	criticise	drove
blush	brow	chip	clue	crooked	drown
	brown	chocolate	clumsy	crow	drowsy

fl	fr	gl	gr	pl	pr	sc
flag	fraction	glacier	grab	place	pray	scale
flagship	fragile	glad	grace	plain	precipitation	scalp
flame	fragment	gladiator	graceful	plan	precious	scaly
flamingo	fragrance	glamorous	gracious	plane	precise	scan
flank	frail	glamour	grade	planet	predict	scandal
flap	frame	glance	gradual	plant	preposition	scanner
flare	frank	gland	graduate	plantation	present	scar
flash	frantic	glare	grain	plaque	president	scare
flashcard	fraud	glass	grammar	plasma	press	scarecrow
flask	fray	glasses	grand	plaster	prey	scarf
flat	free	glaze	granite	plastic	price	scarlet
flatter	freeze	gleam	grant	plate	pride	scary
flavour	freezer	glide	grapefruit	plateau	primary	scenario
flaw	freight	glider	grapes	platform	prime	scene
fled	frenzy	glimpse	graph	platter	prince	scenery
fleece	frequent	glitch	grasp	play	princess	scent
fleet	fresh	glitter	grass	playground	principal	science
flesh	fret	global	grasshopper	plaza	principle	scientific
flicker	friction	globe	grateful	plea	print	scientist
flier	friend	gloom	gratitude	plead	prize	scissors
flight	frighten	gloomy	grave	pleasant	problem	scold
flip	frill	glorify	graveyard	please	project	scoop
float	fringe	glory	gravity	pleasure	pronoun	scope
flock	frog	glossary	gray	pleat	prior	score
flood	frolic	glossy	graze	pled	private	scorpion
floodlight	from	glove	grease	pledge	prison	
floor	front	glow	great	plenty	privacy	
flop	frontier	glucose	greedy	plot	privilege	
florist	frost	glue	green	plow	prize	
floss	froth	glutton	greet	pluck	probably	
flour	frown		greeting	plug	proceed	
flourish	frozen		grew	plum	pronoun	
flow	frugal		grid	plumber	propeller	
flower	fruit		grief	plump	proper	
flown	frustrate		grill	plural	proud	
flu	fry		grip	plus	prove	
fluent	frisk		groan		proverb	
fluffy	from		grocery			
fluid	frock		groom			
flung	frothy		ground			
flush			group			
flute			grow			
			grown			
			growth			

sh	sk	sl	sm	sn	sp
shade shadow shake shall shampoo shape share shark she sheep shelf shell shepherd shine shiny ship shirt shock shoot shop shore short shot should shoulder shout show shower shut	skeleton sketch sketchbook skill skim skin skinny skip skirt skit skull sky skydive skyscraper	slab slain slant slap slash slave sleep sleeve slender slice slid slide slim slip slippers slit slot slow slum slump	small smart smash smell smelt smile smog smoke	snack snail snake snare snatch sneeze snob snooker snore snow snowball snowboard snowcap snowflake snub	space spade spare spark sparkle sparrow spear special species specific specimen spectacular spectator speech speed spell spend spice spider spill spin spinach spinal spine spiral spirit spit spoil spoke sponge sponsor spool spoon sports spot

st	sw	Th	tr	Tw	Wh	wr
stab stable stadium staff stage stair stake stale stalk stall stamp stand stapler star steam stem step stick sticker sting stomach stone stool stoop stop	swallow swam swan swap swarm swat sway swear sweat sweater sweep sweet swell swept swift swim swing switch swollen sword sworn swum swung	than thank thanksgiving thaw that their them then there therefore thermometer these they thigh thin thing think third thirsty thorax thorn thorough those though thought	trace track tract tractor trade tradition traffic tragedy tragic train transfer translate transmit transparent transport trap trash travel tray treasure treat tree triangle trim trip	tweak tweed tweezers twelfth twelve twenty twice twiddle twig twilight twill twin twine twinge twinkle twist two	whale what wheat wheel wheelbarrow wheelchair when where whether which while whirl whisker whisper whist whistle white whiteboard whitewash who whole wholesale wholesome whom whose	wrack wrap wrapper wrath wreath wreck wrench wrestle wretched wrinkle wrist write writing written wrong wrote

TRIGRAPHS

sch	scr	shr	sph	spl	Spr	Squ	str	thr
schedule scheme scholar scholarship school	scramble scrap scrapbook scratch scream screech screen screw screwdriver scribble script	shrank shred shrew shrewd shriek shrill shrimp shrine shrink	sphere sphinx	splash splatter spleen splendid splendour splinter split	sprain sprang sprawl spray spread spring sprinkle sprite sprite	squabble square squash squat squeak squeeze squint squirrel	straight strange strap straw strawberry stream street strength stress stretch strict string stripe stroke strong	thrash thread threat three threw thrice thrill throat throb throne through throw

WORDS BEGINNING WITH VOWEL SOUNDS



STUDENT LEARNING OUTCOMES

- Identify and classify words that begin with vowel sounds.

INFORMATION FOR TEACHERS

- Prepare the lesson plan well before going to the classroom. Read the relevant unit of the textbook. Go through the relevant activities/ exercises.
- Read the steps for activities given in the following lesson plan.
- A quick overview of the key background information related to the topic is given below:
 - There are two main types of letters i.e. vowels and consonants. The letters a, e, i, o, and u are called vowel letters. The other letters of the alphabet are called consonant letters. You use 'a' before words that begin with consonant sounds, e.g., /b/ - 'bat', /c/ - 'cat', /d/ - 'dog', etc. You use 'an' before words that begin with the five vowel sounds - /a/ - 'apple', /e/ - 'egg', /i/ - 'inkpot', /o/ - 'orange', /u/ - 'umbrella', etc. However, it is important to understand that it's the 'letter sound', NOT the 'letter name' that determines whether to use 'a' or 'an' because in certain words, the initial 'vowel letter' gives a 'consonant sound', e.g., 'a union' or 'a university', whereas in some cases the initial consonant letter is silent, so the article is used according to the first vowel letter, e.g., in 'an hour', the 'h' is silent.
 - A vowel sound is created when air flows smoothly, without interruption, through the throat and mouth.
 - The pronunciation of each vowel is determined by the position of the vowel in a syllable, and by the letters that follow it. Vowel sounds can be short, long, or silent.
 - Help students identify the initial letter of a word and its sound. Then, help them identify whether it is a vowel or consonant sound.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, textbook.



INTRODUCTION

5 MINUTES

- Greet the class and say: Good morning! How are you? (Expected responses: "Fine, thank you"/ "very well", "thank you").
- Point to the English alphabet chart in the class and ask the students individually to pronounce the letters randomly.
- Ask students to focus on the sounds of letters – not the names of letters.
- Tell them about the difference between vowel and consonant sounds.
- Have some students identify the vowel letters on the chart.
- Quickly practice sounds of vowel letters with the whole class.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Say the word 'ant', and elicit from students if the word begins with a vowel sound. Next, say the word 'book', and repeat the process. Continue with two more words: 'insect' and 'kite'.
2. Write the following words on the writing board:
Car, apple, ball, net, igloo, egg, hat, orange, pen, yolk, umbrella
3. Randomly pick a few students. Select a word from the list above and ask a student whether it begins with a vowel sound or consonant sound. Continue until the list exhausts.

Activity 2: 10 Minutes

1. Using the textbook, select 10 words that begin with vowel sounds and 10 that begin with consonant sounds.
2. Write these words randomly on a chart – so that words beginning with vowels and consonants are mixed up.
3. Divide the class in two groups and elect a leader for each group.
4. Ask the groups to discuss and identify words that begin with vowel sounds.
5. Tell them that they have 5 minutes for this task.
6. Ask the leaders of each group to loudly pronounce their identified words.
7. Tell the students to listen to the words and raise their hands if the word begins with a vowel sound.
8. The group with more accurate words is declared to be the winner.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the students that there is an obvious difference between vowel and consonant sounds. Some words begin with vowel sounds whereas some begin with consonant sounds. Tell them that an easy way of identifying the initial sound of a word is to look at the first letter of the word in its written form.



ASSESSMENT

6 MINUTES

1. Write different words on the top of writing board.
2. Make two columns below the words.
3. Mark the columns with vowel sounds and consonant sounds.
4. Pronounce a word loudly and ask a student to write it in the relevant column.
5. Appreciate the students for correct responses.



HOMEWORK / FOLLOW UP

2 MINUTES

Ask the students to observe different things in their homes when they go back home. Tell them to prepare a list of household items that begin with vowel sounds.

Tips for Multi-grade Teaching:

- If lower grades are attending the same lesson with Grade-4, help them identify vowel letters and their sounds during development activity (when Grade-4 students are doing the group activity).
- If Grade-5 students are also attending the same lesson with Grade-4, after the development activity given above, ask them to divide their list of vowel-sound words into two: 1) words beginning with short vowels, and 2) words beginning with long vowels.

LESSON

3

FORMULAIC EXPRESSIONS: GREETINGS AND ROUTINE SOCIAL COURTESIES



STUDENT LEARNING OUTCOMES

- Identify and use previously learnt and more formulaic expressions of greetings, routine social courtesies, and some communicative functions according to the age, gender and status of the addressee.

INFORMATION FOR TEACHERS

- Formulaic expressions are words and phrases used in everyday situations to communicate for different purposes e.g., greetings (How are you? Fine, thank you.), permissions (May I? Sure!), gratitude (Thank you! You are welcome.), etc. These words and phrases once learnt can fit in most situations without much change.
- Formulaic expressions are used to show good manners and polite behaviour (social courtesies).
- The choice of words and expressions used depends on the age, gender and status of the addressee (the person to whom they are addressed).
- You need to select phrases and expressions which are easy for your students. The expressions should also help the students in their homes and other environments (school, marketplace, social gatherings, etc).
- While teaching the lesson, the teacher should also consult textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts.



INTRODUCTION

5 MINUTES

- Greet the class and say: Good morning. How are you? (Expected response: "Fine, thank you"/ "Very well", "Thank you").
- Ask students: "How do you greet others when you meet them?"
 - At home
 - In school
 - At a party
 - At an event
- Ask students to turn to each other and discuss their responses. After a minute, allow 3 – 4 students to share their responses with whole class.
- Introduce the concept of formulaic expression used in everyday life.

5. Explain the concept giving some examples. Give an expression and ask them where and why we use that expression: "Thank you" = gratitude, "May I..." = permission, "Excuse me" = request, "Pardon/ Please...." = request, "You are welcome" = in reply to thank you, "I am sorry" = to accept a mistake.
6. Explain that basic courtesy demands that one replies according to the age and relationship with the person one is speaking to.
7. Ask them if 'Hi' or 'Hello' would be an appropriate way to greet a teacher/elder or grandparent? Explain that the native speakers of English use 'Hi' or 'hello' for general greetings. However, in Pakistani context, it would be more appropriate to begin with 'Assalam-o-Alaikum' even if you are communicating in English. Using 'Hi' and 'Hello' with friends would be alright.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Tell the class that to express greetings, farewell, thanks, or apologies, we use a wide range of formulaic expressions. These may consist of a single word or of several words acting as a unit. Give them examples. Organise the formulaic expressions in categories: **Gratitude:** (thanks, thank you, bundle of thanks, and thanks a lot). **Greetings:** (Hi, Hello, How do you do):

	Assalam-o-Alaikum
Farewell	Bye, goodbye, take care, see you again, Allah hafiz
Apologies	Excuse me, sorry, pardon.
Thanks	Thanks, thanks a lot, bundle of thanks, many thanks.
Permission	May, can, please, could, would
Agreement	Yes, yeah, okay, right, sure, of course

2. Tell the students that some formulaic expressions are formal – that means they are used in conversations with seniors, figures of authority, strangers, at office, in meetings, etc. Some expressions are informal – that means they carry a less serious tone, are friendlier, and are usually used with friends or people with whom we are intimate.
3. Write the following greetings on board or chart and say: "Now look at these greetings and decide whether they are formal or informal. Discuss your responses with a partner":
 - ♦ Hi!
 - ♦ How do you do?
 - ♦ How are you doing?
 - ♦ What's up?
 - ♦ Hello!
 - ♦ How are you?
 - ♦ Good morning / Afternoon / Evening
 - ♦ Good to see you.
 - ♦ How's it going?
 - ♦ How are things?
4. Invite 3 – 4 students to share their responses with whole class.

Activity 2:**10 Minutes**

1. Divide the class in pairs.
2. Copy the following table on a chart or writing board, and ask pairs to match the responses with greetings:

Greetings	Responses
Assalam-o-Alaikum	Very well, thank you. And you?
Hi/ Hello	Good to see you too.
How do you do?	Nothing much.
How are you doing?	Hi/ Hello
What's up?	Good morning/ afternoon/ evening!
How are you?	Alright. How about you?
Good morning/ afternoon/ evening!	How do you do?
Good to see you!	Walaikumussalam

3. Tell students they have 5 minutes to complete this task. After 5 minutes, help students check their responses.
4. Say: "When you meet someone the first time in a formal situation, it is common to greet the person with "How do you do?". The correct response to this is also "How do you do." However, the stress pattern is different in both cases (write the following sentences on board – the stressed words are bold and underlined):
 - ◇ Person A: How do you do?
 - ◇ Person B: How do you do?
5. Appreciate students for their hard work during the lesson.

**CONCLUSION / SUM UP****3 MINUTES**

1. Conclude the lesson by telling the class that formulaic expressions and phrases are very helpful in their daily life.
2. Tell them that we greet seniors and strangers formally whereas friends and classmates informally.
3. Say: "It's important to show respect, good manners, and polite behaviour in both formal and informal conversations".

**ASSESSMENT****5 MINUTES**

1. Pick 3-4 greetings from the table in 'Activity 2' above.
2. Say each selected greeting one by one and ask students to respond to it.
3. Make necessary corrections. Appreciate students for their responses.

**HOMEWORK / FOLLOW UP****2 MINUTES**

- Ask them to use the formulaic expressions in the class and add new expressions to the list whenever they read / hear any new expression, they will be adding that expression in the list of formulaic expression.
- Ask them to notice formulaic expressions in their mother tongue as well.

PRE-READING STRATEGIES: PREDICTION



STUDENT LEARNING OUTCOMES

- Use pre-reading strategies to predict the content/vocabulary of a text from pictures and title etc. by using prior knowledge.

INFORMATION FOR TEACHERS

- Prepare the lesson plan well before going to the classroom. Read the relevant unit of the textbook. Go through the relevant activities/ exercises.
- Read the steps for activities given in the following lesson plan.
- A quick overview of the key background information related to the topic is given below:
 - Begin pre-reading by discussing the cover page/ title/ author/ illustration/ illustrator.
 - At the pre-reading stage, students try to guess and predict the content/ vocabulary of a text with the help of pictures/ illustrations 'before' reading the actual text. Giving students an opportunity for this ensures their involvement and enhances their interest in reading.
 - 'Read-Aloud' is a highly effective strategy to demonstrate the use of pictures/ illustrations to help students predict the content/ vocabulary of a text.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/marker, writing board, textbook, storybooks.



INTRODUCTION

5 MINUTES

- Ask students about how they choose a storybook when they go to buy one from a book shop or when they select one from a library. (Hint: they usually do it by looking at the picture on the cover and the title of the book to guess what the story will be like).
- Show students a storybook. Ask students about the meanings of the following terms: **Cover page, author, and illustrator.**
- Explain the terms in clear and simple words.
- Ask students what kind of pictures on the cover page make them interested in picking up and reading the book. Focus on contents outside and inside the book.
- Show them how the pictures on cover page are linked with the text given inside.



DEVELOPMENT

20 MINUTES

Activity 1: Read-Aloud

10 Minutes

- Select a big book or storybook from school library or a book shop and prepare it for a

read-aloud activity. If no big book/ storybook is available, use a story from the textbook.

2. Showing exaggerated enthusiasm and interest, say: "Last night, I read a very interesting story. I loved reading it, so I've brought it with me to share it with you. I'll show you its cover page. Can you guess what this story is about?"
3. Hide the title of the story and just show the cover page pictures.
4. Allow 2 – 3 students to share their responses.
5. Now show them the title of the story. Ask them to read aloud the title and check if their answers were right.
6. Read aloud the selected story. Demonstrate interest and enjoyment in reading the story. Use finger-tracking, gestures/ body language, and intonation to create dramatic effects to grab the attention of students.
7. Pause at the key illustrations and ask students to predict what comes next or what the illustration is about.

Activity 2: 10 Minutes

1. Divide the class into groups of three.
2. Assign each group a story from the textbook which they have not read yet.
3. Ask them to look at the pictures at the start of the story and predict what the story is about. Ask them to note down their responses briefly.
4. Next, tell them to take turns to look at each picture of the story and predict the words related to the picture that may be in the text. Ask them to make a list of words they predict about each picture.
5. Finally, they should look at the text and check if their responses are correct.
6. During the groups work, move around and provide necessary help.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that pictures/ illustrations help us understand the text. By looking at the pictures and title, we can guess/ predict what the text is about.
2. The title of the lesson or the picture gives us clues and we have to find links.



ASSESSMENT

5 MINUTES

1. Select a title from a storybook or unit/ chapter of textbook.
2. Ask each student to write three words that come to his/her mind about that title. Check for relevance.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to pick a book from home/ school library/ local bookstore. Tell them to:
 - ◇ Look at its cover page and predict what the book is about.
 - ◇ Write a few sentences to describe the cover page and state their prediction about the book.
 - ◇ Select a picture from a newspaper and predict what it is about. Then, write a story based on that picture.

POST-READING STRATEGIES



STUDENT LEARNING OUTCOMES

1. Use Post-reading strategies to:
 - ◊ Apply world knowledge and your own opinion to the text read.
 - ◊ Relate what is read to their own feelings and experiences.

INFORMATION FOR TEACHERS

1. Students respond to the text in lights of facts and opinion. Their opinions are based on their world knowledge.
2. World knowledge means their understanding and perception of the world in light of their personal experiences, observation and information gathered through informal sources such as family, media and books.
3. Connect the lesson with the reading lesson they have done in the previous class. The text they read in the previous class will be used.
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/marker, writing board, textbook, a poem.



INTRODUCTION

5 MINUTES

1. Read to the students a poem about an animal that they all are familiar with such as "Ba-Ba Black Sheep"
2. Invite comments on sheep that the students may have seen.
 - ◊ What did the sheep they saw look like?
 - ◊ How did they behave?
 - ◊ Did jump around a lot or was it lazy?
 - ◊ Did the students ever keep a sheep as a pet or bring it to sacrifice for Eid?
 - ◊ Do they like sheep or do they like other animals like cats and dogs more?
3. Point out to students how everyone has slightly different experiences to narrate. Also point out that some have happy memories of sheep and some prefer others animals more.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Ask the students to recount the key points of the story/text that you have chosen.
2. Recap the previous lesson and the text they read in the previous class. This will save time because they have already read it and it will be easier for them. It will give more time to the students to share their thoughts and experiences which is the real essence of this lesson.
3. Explain that the information they have about the text is the same but their feelings and opinions might be different. Highlight that it is alright to have different opinions as long as you accept and respect others' opinions.
4. Tell the students that you learn from experience of yourself and of others as well.

Activity 2:

10 Minutes

1. When they are done with the reading activity, tell them that today you will be sharing your experience with them. Share a simple experience related to the text.
2. Encourage students to accept and appreciate other's opinions.
3. Find some important words from the text and ask the class to share the experiences and feelings about that word.
4. Give more time to the students to share their thoughts and try to conclude every student's thoughts with a learning outcome.
5. After some students have shared their experience, ask them to find out some learning outcomes themselves.
6. Call and encourage the shy students to share their thoughts and feelings about a text.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling them the importance of experiences. Recap the whole lesson and tell the important learning outcomes from the experience again.



ASSESSMENT

6 MINUTES

1. Ask the students what they have learnt today. Ask them about the important world knowledge they have learnt from their own class fellows today.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to continue this activity of sharing experiences.

READING AND THINKING SKILLS



STUDENT LEARNING OUTCOMES

- Recite poems with actions.

INFORMATION FOR TEACHERS

1. Poems usually have rhyming words and this is how we can differentiate between a poem and a prose. Poems also have a shorter sentence structure and give the meaning in fewer words than prose.
2. A chorus or refrain is also a very important part of the poem. A chorus/refrain is a line or two repeated, particularly when it comes either at the end of a stanza or between two stanzas.
3. The teacher must learn at least 2 to 3 poems by heart before the start of this period, because it will help him/her to make this period more interesting.
4. Students are familiar with poems from earlier classes. So just select a poem that will increase the level of challenge so that you can see a progression in their actions.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- A few poems (select ones that tie in with a particular theme or has language aspects that the teacher would like to introduce or reinforce) Use the ones in the appendix. chalks/ marker, writing board.



INTRODUCTION

5 MINUTES

1. Stand in a position where every student of the class can see you easily.
2. Recap the lesson taught in the previous grade. Ask the students to help you with this.
3. Tell them that they will be doing almost the same thing this time but the poem will be different and the class will participate more



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Recite the poem which is available in the appendix without actions.
2. Every student should see you clearly because you will be performing some actions after this.
3. Start the poem again but this time you should perform actions as well.

4. Keep the pace slow and actions should be performed clearly.
5. After you are done, tell the class that actions speak louder than words.
6. Sometimes you can understand things clearly from actions. When a word is connected with actions, you can understand it better and this is why this lesson was taught to them.

Activity 2: 10 Minutes

1. Ask some students to come up and recite the poem with actions.
2. Ask the class to follow them with this.
3. Stand in a position where you can see the whole class. Walk around a little so that you can see all your students. Ensure that every student should participate in this activity.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the class about the importance of actions with words. Tell them that this is going to help them a lot there in further studies.



ASSESSMENT

6 MINUTES

1. Ask one student to come up and perform one random action from the poem, without reciting the words behind those actions. (pantomime)
2. Ask the class to recite the words behind those actions.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter concerned.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to recite and perform the poem in front of their parents and siblings.
2. Give the students a new poem and help them to learn it. Ask the students to come up with their own actions to depict the true meaning of each poem. Each student to recite and perform that poem in the next class in front of the class.

SAMPLE POEM:

Ten Fingers

I have ten fingers **hold up both hands, fingers spread**
 And they all belong to me, **point to self**
 I can make them do things-
 Would you like to see?
 I can shut them up tight **make fists**
 I can open them wide **open hands**
 I can put them together **place palms together**
 I can make them all hide **put hands behind back**
 I can make them jump high **hands over head**
 I can make them jump low **touch floor**
 I can fold them up quietly **fold hands in lap**
 And hold them just so.

COUNTABLE, UNCOUNTABLE AND COLLECTIVE NOUNS



STUDENT LEARNING OUTCOMES

- Recognize some naming words as collective nouns.

INFORMATION FOR TEACHERS

- Refer to the information for teachers given in Grade 3 lesson for the definition of the countable, uncountable and common nouns. (Students have studied this topic; hence a recap will be required).
- Collective nouns are nouns that refer to things or people as a unit or group. Nouns that name a group of people, place or thing are called collective nouns.
Example: family, a class of students; team; a crowd of people/ a crowd; a galaxy of stars/ a galaxy; a fleet of ships/ a fleet; a colony of ants; a bunch of flowers/bananas; a parade of elephants.
- Time allocation is tentative and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Pictures (cut from newspapers, magazines) of crowd of people, students in a class, cricket team, herd of sheep/goats, bunch of flowers, a family etc. chalk/marker, writing board, worksheets. You can even draw these on flashcards to show.



INTRODUCTION

5 MINUTES

- Definition of countable, uncountable nouns should be repeated. This topic is very minute that require repeated practice. In the grade, they should also be taught over the multiply use of count, uncounted nouns.
- Help students recall the concepts if they have difficulty recalling.
- Show the students a picture (see materials above) and ask what they see in the picture.
- Repeat with all the pictures.
- Tell the students that they are seeing a new type of noun. Teach the students collective nouns (see information for teachers above).
- Write ten examples of collective nouns on the writing board. Go through each collective noun with students and teach pronunciation.



DEVELOPMENT

20 MINUTES

Activity 1:**10 Minutes**

1. Write the definition of collective nouns on the writing board with examples. (Definition is given in information for teachers above).
2. Ask students to write the definition and examples of collective nouns in their notebooks.

Activity 2:**10 Minutes**

1. Give the students worksheets. Give clear instructions (see the sample worksheet at the end of the lesson plan.) (If photocopying of worksheets is not possible, then students can write the sentences in notebooks and draw pictures if they get time in class or do as homework).
2. For students' understanding, write on the writing board one sentence using a collective noun. (for example: I saw a fleet of ships in the sea)
3. Help students if they have difficulty in constructing a sentence.

**CONCLUSION / SUM UP****2 MINUTES**

Give students a quick recap by asking them:

1. What are collective nouns?
2. What are some examples of collective noun?

**ASSESSMENT****6 MINUTES**

1. Assess students' ability to recall and demonstrate use of common, countable and uncountable nouns through the correct responses given in the introduction activity.
2. Assess students' ability to use collective nouns through the sentences made in activity 2.
3. Assess students' understanding of collective nouns through their response in the sum up session.
4. Assess students' ability to identify collective noun through the correct selection of collective nouns in the follow up activity.
5. Arrange a written quiz / activity to assess students' understanding of common, proper countable, uncountable and collective nouns.
6. Keep assessing and reinforcing whenever a collective noun is found in subsequent reading lessons.
7. Involve the students in solving the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask the students to write in their notebooks all the collective nouns they find in the chapter they are currently reading. Give this activity as homework.

Sample Worksheet – Activity 2

Make sentences using the following collective nouns:



1. a crowd of people



2. a team of players



3. a flock of sheep



4. a bunch of grapes



5. a platoon of soldiers



6. a pride of lions

ARTICLES 'A' AND 'AN'



STUDENT LEARNING OUTCOMES

- Recall the rules for the use of a and an.
- Choose between a or an before words that start with mute consonant letters.

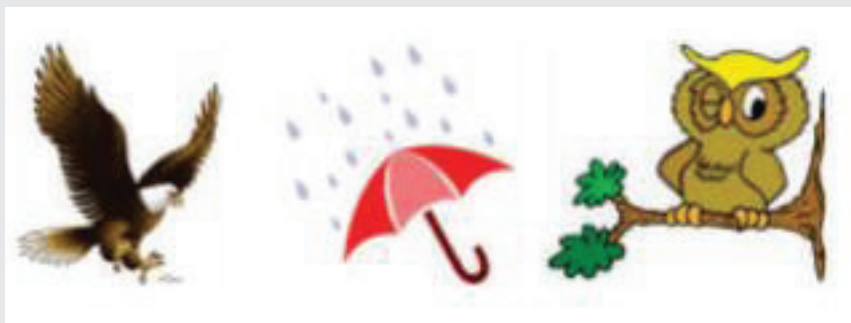
INFORMATION FOR TEACHERS

1. There are only three articles in English Language: a, an and the.
2. A and an are the indefinite articles. They refer to unspecific nouns.
3. Indefinite articles a and an are always used with singular nouns.
4. A is used when the noun you are referring to begins with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y or z).

For example: a book, a holiday, a suitcase, a country.



5. 'A' is also used before words that start with a vowel but the vowel sound as a consonant. For example: a university, a unit (the words start with a vowel but the vowel u sounds as the consonant y).
6. An' is used when the noun you are referring to begins with a vowel (a, e, i, o, u). For example: an eagle, an island, an owl, an umbrella.



7. 'An' is also used before words in which a consonant letter is mute or silent and the word starts with a vowel sound. For example: an hour, an honor (the consonant letters are mute and the words starts with the vowel sound o).
8. Time division is tentative and can change as per need of the activity.
9. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, etc.



INTRODUCTION

10 MINUTES

1. Start the lesson by asking students: What are the two articles we learned in grade 3? Do the articles a and an (ask after students have given the answer of the first question) used before singular nouns or plural nouns? The words which start with consonant letters take a or an? What are the consonant letters? What are the vowel letters? Do words which start with vowel letters take a or an?
2. Divide the class into two teams; Team A and Team B (you can also give some name to each team).
3. Draw two columns on the writing board. Write a on top of one column. Write an on top of another column.
4. The team A gives words that take the article a before them. The team B gives words that take the article an before them.
5. If the number of students is less, every member of the teams comes to the blackboard to write the noun. If the number of students is large, you call the name of the students to come to the writing board to write the nouns.
6. If any member of both teams writes a plural noun, the team loses a point.
7. Play the game for 5-8 minutes. The team which scores more points wins. The members of the winning team get coloured stars on their notebooks.
8. Tekk the class that the article an is also used before the words that start with a consonant letter but the consonant letter is not spoken; it is silent or mute. The next letter in such words is a vowel so the word starts with a vowel sound.
9. Write and pronounce examples of the words that start with mute consonant letters. Say the words so that the students understand.
10. Tell the students that the article "a" is also used before words beginning with a vowel that sounds as a consonant.
11. Write the examples of such words on the blackboard and pronounce them.



DEVELOPMENT

15 MINUTES

Activity 1:

15 Minutes

1. Write 15 words on the writing board. (See the worksheet at the end of the lesson plan).
2. Tell the students that they have to add 'a' or 'an' before the words depending on the sound of the first letter of each word.
3. Remind the students that a word may start with a consonant letter but it can be mute. A word may start with a vowel letter but sound like a consonant.
4. Ask the students to pronounce each word slowly to themselves so as to know the sound of the first letter.
5. Repeat instructions if necessary. Provide necessary support to the students while they are doing their work.
6. Give the students some more words (a little difficult) if they finish the work early.



CONCLUSION / SUM UP

2 MINUTES

1. Quickly review the lesson by asking the students questions: What are 'a' and 'an' called? Which article is used when a word starts with a vowel? Which article is used when a word starts with a vowel but the vowel sounds like a consonant? etc.



ASSESSMENT

6 MINUTES

1. Assess students' ability to recall the rules for the use of articles (a, an) through their correct responses during introduction.
2. Assess student's ability to choose between a or an through the answers written in the activity 1.
3. Assess student's ability to choose between a or an before words that start with mute consonant letters through the activity 1.
4. Arrange an oral or written quiz after few days to further assess student's ability to use the articles a and an.
5. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write eight sentences on the blackboard and ask students to copy in their notebooks. Explain the task to the students. Give this activity as homework.

Sample Words – Activity 1

Add 'a' or 'an' to the following words:

1. ____ island
2. ____ village
3. ____ cartoon
4. ____ umpire
6. ____ university
7. ____ wedding
8. ____ U-turn
9. ____ helicopter
11. ____ bucket
12. ____ envelope
13. ____ honour
14. ____ chocolate

Sample Sentences – Follow up

1. I saw ____ car crash last week.
2. The guests are staying in ____ hotel.
3. This is ____ amazing painting.
4. Farah is ____ excellent student.
5. I took ____ taxi to go to stadium.
6. Come back in ____ hour.
7. ____ library is ____ good place to study.
8. I saw ____ friend at ____ store.

DEFINITE ARTICLE



STUDENT LEARNING OUTCOMES

- Identify and use the definite article 'the'.

INFORMATION FOR TEACHERS

- The definite article is used before a noun when the identity of the noun is known to the readers.
- The definite article restricts and limits the meaning of a noun to one particular thing as contrasted with a more general sense of the noun. The teacher should help students understand this key difference
- Although, the usage of 'the' is highly complex for non-native users of English and involves several variations, at Grade-4 level, teacher should restrict the lesson to a simpler version: 'the' for referring to 'specific' nouns.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Marker, duster, writing board.



INTRODUCTION

5 MINUTES

- Ask for the definition of a noun (a person, place, object, or idea) from students. Then, ask them to define adjectives (words that describe nouns). Give a few examples such as:
 - "big (adjective) bus (noun)" and
 - "green (adjective) parrot (noun)."
- Now write the words 'a', 'an', and 'the' on the board.
- Ask students what part of speech these words belong to.
- Allow a few students to share their responses.
- Tell students that these three words are a type of adjectives called articles or determiners, because they help us describe nouns. They tell us whether we are talking about:
 - a specific noun, or
 - a noun in general.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

Think-Pair-Share

- Write the following sentences on the board:

- ◇ Give me the pen.
 - ◇ Give me a pen.
2. Ask students to think about the difference between the two sentences for a few seconds. Then, ask them to work in pairs and discuss their responses with each other.
 3. After a minute, invite 3 – 4 students to share their responses with whole class.
 4. Tell students that “the” is a definite article because it refers to a ‘specific noun’ while “a” and “an” are indefinite articles because they refer to a more ‘general sense of the noun’. In the example, the first sentence asks for a specific pen while the second sentence is requesting any pen.
 5. Write the following sentences on the writing board to make the students understand the concept of definite article ‘the’.
 - ◇ He is the doctor, whom I met at his clinic.
 - ◇ Islamabad is the capital of Pakistan.
 - ◇ He watched a match in the stadium.

Activity 2:

10 Minutes

Scanning for Articles

1. Select a passage/ paragraph from the textbook in which both indefinite and definite articles are used.
2. Have students work in pairs to read the text and circle all articles.
3. Next, read a few sentences to demonstrate how you identify an article in the text.
4. Pause at each identified article and explain to students why the author chose a definite or indefinite article (i.e., used definite article for specific nouns whereas indefinite article for a more general sense of a noun).



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson while telling the students that:
 - ◇ While indefinite articles ‘a’ and ‘an’ refer to a more general sense of a noun, the definite article is used when we talk about a specific noun (person, thing, place or idea).
2. We also use it for an already referred to noun.



ASSESSMENT

6 MINUTES

1. Write following sentences on the writing board and ask students to fill in by using a, an, or the:
 - ◇ Copper is _____ useful metal.
 - ◇ He is _____ active person.
 - ◇ Honesty is _____ best policy.
 - ◇ Aslam is _____ man who ate ten apples in five minutes.
 - ◇ My friend borrowed _____ dress I wore on my uncle’s wedding.
2. Have students compare their answers in pairs. Then, share correct answers and ask them to correct if any of their answers was incorrect.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to select a page of their choice from the textbook.
2. Read the text on the selected page and circle all articles.
3. For each ‘the’, they should explain why the author chose it.

ADJECTIVES – I



STUDENT LEARNING OUTCOMES

- Classify adjectives of quantity, quality, size, shape, colour and origin.

INFORMATION FOR TEACHERS

Definition

- Adjectives describes a noun or a pronoun.

Quality	Quantity	Size	Shape	Origin	Colour
healthy	Some	Big	Round	Pakistani	Green
Honest	Few	Small	Broad	Australian	Black
Beautiful	Many	Fat	Narrow	Indian	Grey
Warm	Heavy/light	Large	Cube shaped	Canadian	White
Brave		Tall	Cylindrical		Yellow
Coward		Short			
Lively					blue

- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, flashcards.



INTRODUCTION

5 MINUTES

- Ask the students about adjectives as they are already familiar with the term “adjectives”.
- Write the students responses on the board and then define “adjective” by sharing some sentence with them. Examples are given. Now ask them to identify adjectives there

Examples.

- I saw a beautiful butterfly.
- I have some sweets in my bag.
- It is a big/small room.
- I am Pakistani.
- Do you have a narrow-line sheet?





DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Tell the students that adjectives can be classified into following categories.

Quality	Quantity	Size
Beautiful	Some	Big
Shape	Origin	Colour
Round	Pakistani	White Pink

2. Write some more examples on the board with students' help and then ask them to identify the category in which the adjective could be placed.

Activity 2: 10 Minutes

1. Select from students' books six sentences containing the adjectives of quality, quantity, size, shape, colour and origin.
2. Ask the students to point out the adjectives and then classify them into the given categories.



CONCLUSION / SUM UP

2 MINUTES

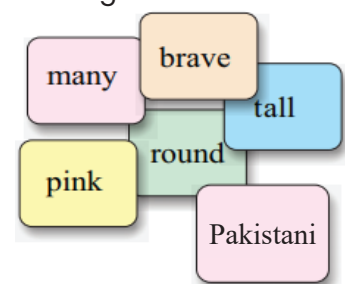
1. We have learnt adjectives and their classification today.
2. Ask students to make a shopping list using some of the newly learnt adjectives for example: big oranges.
 - ◇ white tissues.
 - ◇ a beautiful carpet.



ASSESSMENT

6 MINUTES

1. Give them the following adjectives and ask them to insert them in the given sentences.
 1. I have _____ books at home.
 2. Ahmad is a _____ soldier.
 3. I like _____ food.
 4. Hassan is a _____ boy.
 5. He has a _____ face.
 6. Saadia is wearing a _____ dress.



Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give them the following sentences and ask them to choose the appropriate adjective.
 - ◇ People wear _____ clothes in winter. (warm/cold)
 - ◇ It was a _____ hall. (big/few)
 - ◇ A _____ can of Pepsi was lying on the table. (cube shaped / cylindrical)
 - ◇ I can buy a _____ books today. (few / more)

CAPITALISATION



STUDENT LEARNING OUTCOMES

- Use capitalization according to the rules learnt earlier.

INFORMATION FOR TEACHERS

- The rules of capitalization learnt earlier are, "Recognise and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places".
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Cuttings from newspapers any old magazine or old posters, writing board, chalks/marker, and textbook.



INTRODUCTION

5 MINUTES

- (Instructions): Tell the following story with proper intonation. Change names which are more interesting and linked to the students.
Hamza loved animals. Every day he went to help his Aunt Samina feed her two pet chickens, Chunnu and Munnu. Chunnu was red and Munnu was white. Aunt Samina bought these hens from her village.
Today Aunt Samina has a surprise for Hamza. "Guess what, Hamza? I have a new pet. Do you want to see it?"
"Wow! Do you have a pet like Chunnu and Munnu?" Hamza asked.
Aunt Samina shook her head. "This one is very small".
Hamza looked everywhere.
"Where is your new pet, Aunt Samina?"
"Right here". Aunt Samina pointed at a round box.: See the tiny holes in the top and sides. The new pet needs fresh air".
Aunt Samina opened the box. "This chick is for you Hamza! Hold it with care"
"Thank you Aunt, it is so beautiful!"
- Now draw 2 columns on the board for person, place and pet.
- Ask some students for the names of person, place and pets they heard in the story.
- Call the students who give correct answers to write on the board in the relevant column. Ask other students to make corrections if they write the names with first letter small.

**DEVELOPMENT**

20 MINUTES

Activity 1:**10 Minutes**

1. Explain that the students need to draw their pet in the notebook and rewrite the given sentences using rules of capitalization and proper nouns in the blanks.
2. Encourage students to imagine having a pet and write about that pet if they don't have a real one.

Q. Draw your pet and rewrite your story using rules of capitalization.

I am _____. this is my pet. its
name is _____. my
_____ gave me this pet. i live
with my pet _____ in _____.

Activity 2:**10 Minutes**

1. Ask the students to name any 5 places they have visited in Pakistan.
2. Help the students in writing the spellings of the places the students want to write.
3. All places should be proper nouns. For example, names of town, village, city, park, mosque.

**CONCLUSION / SUM UP**

2 MINUTES

1. Ask the following question from the students to check their understanding.
2. When do we use a capital letter?

**ASSESSMENT**

6 MINUTES

1. Assess the students by the following questions. You can add more sentences from class 4 English book if the students need more practice. Ask the students to capitalize the first letter of each sentence, pet's name, person's name and place's name.

1. my uncle sajid lives in japan.

2. hassan's goat rani is black.

3. there is a lot of snow in Murree

4. she named her dog motti.

5. hashim's home is in shadman colony near azaadi chowk.

2. Involve the students in solving problems given in the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to choose a part of any one newspaper/magazine/poster and circle the capital letters.
2. Share and discuss with the class. (Paste students' work in their notebooks or put it up on soft boards).

MULTI-SYLLABLE WORDS – I



STUDENT LEARNING OUTCOMES

- Write multi-syllable words with correct spellings.

INFORMATION FOR TEACHERS

- A syllable is the smallest unit of sound in a word. Each syllable is formed with the blending of a vowel sound: a, e, i, o, u and consonant sounds.
- Syllables help in breaking words into smaller units for ease of spelling and pronunciation.
- There are single syllable words e.g. cat, dog etc.
- There are double syllable words that are called bi-syllabic words e.g. ho/ly, cre/scent etc. and the words having three or more syllable words are called multi-syllable words for example cong/ra/tu/la/tion/s. (Vowel sounds are in bold font).
- Use first lesson of the textbook to teach the correct spellings of multi-syllable words.
- Introduce slash (/) tell the students that this sign is used to separate two things/items.
- 8-10-word dictation is a suitable limit for a 40 minutes' lesson. Decrease the number to 7-8 if the words are very long/complex with complex vowel sounds.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



INTRODUCTION

5 MINUTES

Ask the students:

- What professions do you know about?
- What do you want to be?
- Ask them: how do they prepare for dictation at home? Do they find it difficult to learn long and difficult new words? What method do they adopt?
- Tell them that today they will learn an easy and fun way of learning spellings of long and difficult spelling words.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Ask the students to read the lesson and underline the difficult/long words (multi-syllables) in pairs.
2. Once the students are finished with reading and underlining the vocabulary, ask them to say the long words by breaking them into smaller units.
3. Do a few for them. Clap at each syllable to indicate syllable break e.g. fes/ti/val.
4. Now ask groups of students to break up the words into syllables.
5. Give each group a different set of words. This will save time and keep the students focused.
6. Tell them to use slash (/) to break up in syllables.
7. Write a few on the board to explain that each syllable has a vowel sound.

Activity 2: 10 Minutes

1. Once the students are done with the activity, draw a column on the board and write 'words' in one column and 'syllables' in the next column.

Words	Syllables
Festival	Fes/ti/val
Celebrate	Ce/le/bra/te

2. Ask the students randomly from different pairs or groups to come to the blackboard and write the break-up of words into syllables with slash (/).
3. After correction, do the drill of the above mentioned words with the correct spellings.



CONCLUSION / SUM UP

3 MINUTES

Ask the students:

1. What are syllables?
2. What are multi-syllables?
3. Why do we use slash (/)?



ASSESSMENT

5 MINUTES

1. Ask the students to open their books and correct their work.
2. Tell them to mark themselves out of 10.
3. Take rounds in the class and ask the students about their scores.
4. Appreciate the students who got maximum marks and gently tell those to work hard who were unable to get good marks. If there is time, allow them to relearn and reattempt the words.
5. Tell the students to write the misspelled words three times in their notebooks with correct spellings and clear break-up of syllables.
6. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to make sentences of their own using the above mentioned words. The words may be used in one paragraph, instead of separate sentences.
2. Tell them that copying from book will not be acceptable. They should try to come up with their own sentences / paragraph with correct spellings using syllable break up technique.

CAPITALISATION, PUNCTUATION AND SPELLING



STUDENT LEARNING OUTCOMES

- Write sentences of their own using correct capitalization, punctuation and spellings.

INFORMATION FOR TEACHERS

- Capitalisation is used for proper nouns i.e. names of people (Ahmer, Mr. Jawad), places (Bagh-e-naran, Hayatabad), brands (Bata, Pepsi), events (Eid-ul-Fitr, Eid-ul-Azha) and at the beginning of the sentence.
- Punctuation: comma, apostrophes, exclamation marks, full stop.
- Spelling rule for forming present progressive: if it is a vowel in the end of the word e.g. write, make we drop e as writing, making etc.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, pictures, chart etc.



INTRODUCTION

5 MINUTES

- Tell the students that today they are going to play a game. Tell some of the students quietly the following words and ask them to perform accordingly.
- Knock on the door, count till 5, clap, jump, rub your palms, open the door, c I use the door/ window.
- Ask the class to tell what action he/she is doing?
- Write all the sentences on the blackboard side by side using ing form.
- Once finished with the activity, underline all the verb + ing (present progressive) in the sentences and tell the students that when we talk about something happening right now we add ing with the verb/action word and this is called 'present progressive tense'.



DEVELOPMENT

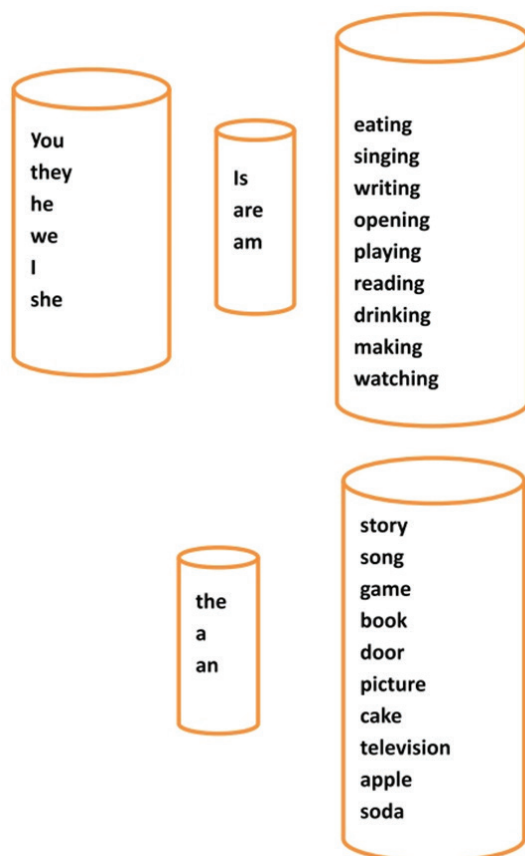
20 MINUTES

Activity 1:

10 Minutes

- Draw the following bubbles with the words on the writing board.
- Ask five volunteers to come up and act out the words to clarify the meaning.
- Ask the students to mix and match the words and make sentences in pairs.
- Recap capitalisation and punctuation rules.

5. Explain spellings of verb forms with ing.
6. Explain to the students that we have to take one word from each bubble to make a sentence.
7. Give examples to facilitate the students, e.g. you are eating an apple, I am singing a song etc.
8. Ask the students to make any five sentences in their notebooks.
9. Monitor and help the students during the activity.
10. Once the students are done with the sentences, ask them to check each other's work for punctuation, capitalisation and correct spellings.



Activity 2: 10 Minutes

1. With the help of the above activity, ask the students to recall their and their friends' actions during break time and make five sentences. e.g., boys/girls are playing in the playground.
2. Monitor and help the students.



CONCLUSION / SUM UP

2 MINUTES

Ask the students:

1. What is present progressive tense?
2. What is the spelling tip for adding ing to a verb?



ASSESSMENT

6 MINUTES

1. When students are finished with the sentences, ask them to exchange their work with their peers.
2. Check each other's work for punctuation, capitalisation and correct spellings by encircling

all the mistakes.

3. For spelling mistakes write sp, c for capitalisation, and p for punctuation errors IN PENCIL.
4. Involve the students in solving problems given in their exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write a paragraph using the sentences in the above activity, or similar sentences an adding some details/descriptions.

INTRODUCING SELF AND OTHERS



STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interaction in a group to introduce oneself and others.

INFORMATION FOR TEACHERS

1. Go through the relevant unit and exercises in the textbook.
2. Prepare well before delivering the following lesson plan.
3. Teach the students the vocabulary that can be used and is helpful for them to introduce themselves and others.
4. Modelling, or demonstrating for the class, is key, even when it comes to introductions. So, stay fully engaged with students during the entire lesson.
5. Keep the language English – if you notice some students struggling with listening and understanding English, use gestures, body language, and pictures to help them get the message. Use words and phrases from local language only as a final resort.
6. While teaching the lesson, consult textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Marker, duster, writing board, textbook.



INTRODUCTION

5 MINUTES

1. Start the class by telling the students your name and then write it on the board. Walk around the class and introduce yourself to a few students.
2. Next, pretend/ act like you are going to introduce yourself to one more student, stand in front of him/ her, but when he/ she is fully attentive to you, suddenly spin around, and surprise the student sitting behind you with an introduction.
3. Tell the students that in this lesson they will learn and practise the following:
 - ◇ Introducing yourself
 - ◇ Introducing others



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following expressions on a chart or writing board:
 - ◇ My name is ...
 - ◇ I'm
 - ◇ Nice to meet you; I'm ...

- ◇ Pleased to meet you; I'm ...
 - ◇ Let me introduce myself; I'm ...
 - ◇ I'd like to introduce myself; I'm ...
 - ◇ I'm from...
 - ◇ My hobby is ...
2. Point to the expressions and say: "These are a few ways of introducing yourself to others".
 3. Tell the students to work in pairs and practise introducing themselves to each other using the expressions from the list.

Activity 2:

10 Minutes

1. Say: "Now that we have learned how to introduce ourselves to others, let's move on to the next part of today's lesson: introducing others".
2. Write the following expressions on a chart or writing board:
 - ◇ Ali, please meet Babar.
 - ◇ Rida, have you met Fatima?
 - ◇ I'd like you to meet Kashif.
 - ◇ I'd like to introduce you to Hafsa.
 - ◇ Umar, this is Hassan. Hassan, this is Umar.
3. On another chart or a part of the writing board, write the following:
Useful responses when introducing yourself or other people:
 - ◇ Nice to meet you.
 - ◇ Pleased to meet you.
 - ◇ Happy to meet you.
 - ◇ How do you do?
4. Ask the students to work in the same pairs again. Ask each other the following questions and note down the answers for each other:
 - ◇ What is your name?
 - ◇ Where are you from?
 - ◇ What is your hobby?
5. Now, ask each pair to turn to another pair and introduce their partners.
6. Each student from one pair should introduce his/ her partner to the other pair – the introduction should be based on the answers to the three questions given above.



CONCLUSION / SUM UP

2 MINUTES

1. Say: "When introducing yourself or other people in a formal situation use full names." ("I'm Ali Kamal.") or ("I'd like to introduce you to Hazrat Gul.")
2. "How do you do?" isn't really a question, it just means "Hello" and is used when we are meeting someone for the first time. We can say "How do you do?" in the response too. We can also say "Pleased to meet you".



ASSESSMENT

6 MINUTES

1. Ask 2 – 3 students randomly to introduce each other to the class.
2. The teacher may ask some more questions about their favourite subject, colour, likes, dislikes, etc.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to prepare a 'My Introduction' card as a home assignment.
2. The card should provide information about their: name, place, school name, class, and favourite subject.

EXPRESSIONS IN CONVERSATION



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to express likes and dislikes, needs, feelings and opinions.

INFORMATION FOR TEACHERS

- The students need to listen, view and then speak with expressions for this lesson.
- These activities need to be practiced more than once so the students start using the expression in their daily routine.
- Likes refer to those things which someone wants/prefers over other things, while **dislikes** refer to the unwanted/non-preferred things.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/markers, writing board, duster, charts, papers, things in the surrounding, textbook.



INTRODUCTION

5 MINUTES

- Discuss the meanings of likes and dislikes.
- Then ask the students to draw this table in their notebooks and write their likes and dislikes in relevant columns.
- Call some students to share their likes and dislikes in front of the class. This sharing can also be done in pairs/groups.

I Like	I dislike



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Make pairs and ask the students to talk to each other following the sentence pattern:
 - What do you like? What do you like to do? What do you like to eat?, etc.
 - I like _____ because _____.
 - I do not like _____ because _____.

2. Once the pairs know well about each other's likes and dislikes, call the pairs in front of the class to tell about their partner's likes and dislikes. They may also tell the reasons for likes and dislikes.
 - ◇ She likes _____, _____ and _____.
 - ◇ She does not like _____, _____, and _____.

Activity 2: 5 Minutes

1. Ask students about their feelings that how they feel that day.
2. How are you feelings today?
 - ◇ Sad/happy
 - ◇ Sick/well
 - ◇ Fresh/bored
 - ◇ Good/bad

Activity 3: 5 Minutes

1. Divide the student into groups of four or five and ask them to share their opinion and needs by fill in the following sentences:
 - ◇ I need to work hard to get good marks_____.
 - ◇ When it's hot, I need _____.
 - ◇ When I fall down and hurt myself I need _____.
 - ◇ While alone, I need _____.
 - ◇ When I am tired, I need _____.



CONCLUSION / SUM UP

2 MINUTES

1. Ask the students to make a chart of their likes and dislikes while working in groups.



ASSESSMENT

6 MINUTES

1. Ask the students questions about their feelings and needs on different topics.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write at least five sentences of their likes and five of their dislike in their notebooks as home assignment.

TRANSITIONAL DEVICES



STUDENT LEARNING OUTCOMES

- Recognise that in a paragraph, sentences join to make sense in relation to each other through transitional devices. Read silently for comprehension.

INFORMATION FOR TEACHERS

- Before teaching this lesson, the teacher should go through the relevant unit and exercise in the textbook. Prepare well before teaching the lesson. Also review the following background information:
 - Transition words are words that help connect or link ideas, phrases, sentences, or paragraphs.
 - Words, in a meaningful arrangement, make a sentence related to a common idea, make a paragraph. Each paragraph has a main idea which is expressed in the 'topic sentence'. Other sentences of the paragraph provide supporting details.
 - All parts of the paragraph are joined and connected together through transitional devices.
 - Each paragraph in a text must convey clear meaning in a complete manner to bring unity of expression in it.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, sample paragraphs written on chart, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following sentences on the writing board:
First of all: pour a half-cup of milk in the bowl.
Second: add two eggs.
Third: stir the mixture.
- Ask students to work in pairs to read the sentence and discuss the function of bold/ underlined words.
- After a minute, allow 3 – 4 students to share their responses with the whole class.
- Highlight that the bold/ underlined words (first of all, second, third) show transition of time from one action to another.
- Say: "Good writers help readers move from one idea to another within a sentence, paragraph, or a set of paragraphs by using transition words".
- Tell students that in this lesson they will become familiar with some transition words and read a paragraph to identify transition words in it.

**DEVELOPMENT**

20 MINUTES

Activity 1:**10 Minutes**

1. Copy the following table on the writing board or chart:

Transition Type	TRANSITIONAL EXPRESSION
Similarity	also, in the same way, just as ... so too, likewise, similarly
Contrast	but, however, on the one hand ... on the other hand, in contrast, on the contrary, still, yet
Sequence	first, second, third, ... next, then, finally
Time	after, at last, before, currently, during, earlier, immediately, later, meanwhile, now, then
Example	for example, for instance, namely, specifically
Addition	additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then
Conclusion	finally, in a word, in short, briefly, in conclusion, in the end, to conclude, to summarize, to sum up

(Adapted from: The Writing Center, University of North Carolina at Chapel Hill)

2. Ask students to work in pairs to read and discuss the types of transition words given in the table.
3. Review the table with the class. Help students understand different types of transition and the examples of transitional expressions.

Activity 2:**10 Minutes**

1. Select a short paragraph from the textbook, in which several transitional words are used, and ask the students to read it silently. They should find out the main idea of the paragraph.
2. Then, they should circle all transitional expressions used in the paragraph. They can take help from the table displayed on chart/ writing board to identify transition words. Next, ask students to work in pairs to compare their response with each other.
3. As students work, move around, and provide necessary help.

**CONCLUSION / SUM UP**

4 MINUTES

1. Summarize the key points of the lesson. Ensure to include the following:
2. Paragraph has a topic sentence to convey the main idea. Other sentences provide supporting details for the topic sentence.
3. Good writers link ideas within sentences and paragraphs using transition words to help the reader move from one idea to another smoothly.
4. There are various types of transitions, e.g., similarity, time, sequence, and addition.

**ASSESSMENT**

4 MINUTES

1. Write the following sentences with blanks on the writing board:
_____, we went to the store to buy a fish. _____, we went home to set up the tank for the fish. _____, we added food in the tank for the fish.
2. Ask students to fill in the blanks using suitable transition words.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. As a follow up, ask students to write a short paragraph that does NOT use transition words.
2. Then, have them (or a partner) add in the appropriate transition words.

CONCEPT OF A PARAGRAPH



STUDENT LEARNING OUTCOMES

- Show relationships between sentences in a paragraph.
- Identify a paragraph as a larger meaningful unit of expression representing unity of thought.

INFORMATION FOR TEACHERS

1. Relate the process of combining sentences to make a paragraph with a familiar activity, like joining bricks to make a wall or joining the pieces of a jigsaw puzzle to make a picture.
2. Unity of thought means that all ideas are connected and related to one topic.
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, charts and notebooks.



INTRODUCTION

6 MINUTES

1. Read out the following disconnected sentences to students:
 - ♦ There was a furry white rabbit in a park.
 - ♦ There was a monkey in the jungle.
 - ♦ Two children lived in a house.
 - ♦ A hungry lion was looking for food.
 - ♦ It was a rainy day.
2. Ask students: "If these sentences are read together, do they collectively convey a clear message?" Ask them to think about the reason that these sentences could not convey a clear message.
3. Then read out the following short paragraph:
A furry white rabbit lived in a park. One day he smelled some carrots in a house. He ran inside the house through an open window. There he saw Bubbly and Guddu eating carrots. He jumped on their table and ran away with one carrot!
4. Invite students' comments on the difference between the two.
5. Ask them questions such as:
 - ♦ Which one did you enjoy more? Why?
 - ♦ Which one can you remember more easily? Why?



DEVELOPMENT

20 MINUTES

Activity 1: 12 Minutes

1. Review the structure of a paragraph with the whole class:
 - ◊ A paragraph is a group of related sentences that develop a main thought, or idea, about a single topic.
 - ◊ The structure of a paragraph is not complex. There are usually three basic elements:
 - a topic sentence,
 - supporting details, and
 - a concluding sentence
 - ◊ The topic sentence states the main, or controlling, idea. The sentences that explain this main point are called supporting details. These details may be facts, reasons, or examples that provide further information about the topic sentence. The concluding sentence restates the main idea of the paragraph.
2. Tell the students that they will make a 'paragraph wall' today.
3. Write the topic on the board 'Things That Make Me Happy'.
4. Ask students to work in pairs.
5. Each pair gives a sentence about the topic. Write these sentences on the blackboard without making any correction. You will have eight sentences from each pair.
6. When all sentences have been written, ask, "Are all the sentences making sense together? Have some ideas been repeated? Have we used pronouns? Can we re-order the sentences to make more sense of meaning?" Can we connect any sentences by using the words we study earlier? (e.g., but, and, firstly, then finally). (This is for the revision of transitional words).
7. Ask them to re-write the paragraph to improve the arrangement. Students can do this in pairs but all must write in their notebooks.
8. Remind the students that they must write the main sentence first, then body and then end.
9. They must use pronouns and transitional devices (joining words to show relationship in sentences in the paragraph).

Activity 2: 8 Minutes

1. Two pairs sit together and check each other's work.
2. They can look at the work of other pairs to see how their friends have arranged the sentences.
3. They must use all sentences given on the board.
4. They must also see if they have used the pronouns and transitional devices. Help them to correct each other's work.
5. Move around in the class and help students improve their work.
6. Praise students' work generously.

**CONCLUSION / SUM UP****2 MINUTES**

1. Ask the students to correct their errors, if any, in pairs after completing the written work.
2. Tell them that transitional devices can be pronouns, transitional words, or phrases.

**ASSESSMENT****5 MINUTES**

1. Assess students' responses in class and their written work.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Underline the pronouns and joining words (transitional devices) in any passage of the textbook. Encourage them to use these devices in their oral communication too.

SENTENCE OF A PARAGRAPH



STUDENT LEARNING OUTCOMES

Recognise that:

- A simple paragraph comprises a group of sentences that develop a single main idea.
- The main idea of a paragraph is given in the topic sentence.
- Other sentences in the paragraph support the topic sentence.
 - ◊ Use the above organizing principles of paragraph writing to write an effective and unified paragraph.

INFORMATION FOR TEACHERS

1. To write a paragraph, first we write the topic sentence. Topic sentence is the very first sentence of the paragraph. In this we introduce the topic/main idea of the paragraph
2. Other sentences support the topic sentence with examples, arguments or more details.
3. Revise simple present tense (for details see previous lessons).
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MIN/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, charts.



INTRODUCTION

10 MINUTES

1. Write the following on the blackboard and ask the students to copy.

Paragraph Writing

Topic: Let me tell you about my best friend _ _ _ _ _

Supporting detail 1: He lives next door to me.

Supporting detail 2: His name is..., We always have fun together.

Supporting detail 3: Best of all, he's on my cricket/badminton team.

Closing sentence: I think he is the greatest friend in the world.
2. Tell them that they are going to write a paragraph and explain how to write a topic sentence with the given example.
3. Explain in detail about the supporting details and examples with the help of given template.



DEVELOPMENT

45 MINUTES

Activity 1: 20 Minutes

1. Ask the students to write the above mentioned heading/template in their notebooks.
2. Write about their 'Best Friend' using the same grammatical structure.
3. Monitor students and correct them.
4. Ask couple of students to volunteer to read their paragraph.

Activity 2: 25 Minutes

1. When the students are finished with modeling the paragraph, ask them what their favourite fruit is?
 - ◇ Where do they buy it from?
 - ◇ Why do they like that fruit?
 - ◇ What does this fruit taste like?
 - ◇ Do they cut it or eat it whole?
 - ◇ Is it messy to eat, with juice dripping on their clothes?
 - ◇ Provide and discuss the following vocabulary words with the students.
sweet, sour, bland (tasteless), round, oval, soft, hard, seeds, season, tasty, delicious, skin, peel, juicy, crunchy
(some of the local fruits: apples, bananas, melons, water melon, guava, mangoes, oranges, apricots, plums, grapes, dates)
2. Ask the students to write about their 'favorite fruit' by using the following template.
Topic: What I know about _____.
Supporting detail 1:
Supporting detail 2:
Supporting detail 3:
Closing sentence:
3. Monitor and help the students while working.



CONCLUSION / SUM UP

5 MINUTES

Ask the students:

1. What is a topic sentence and what should be written in it?
2. What do we write after the topic sentence?
3. What do we write in the closing sentence?



ASSESSMENT

8 MINUTES

1. Once the students are done with their work, ask them to exchange their work with their peers.
2. Check each other's work for correct punctuation, capitalization, correct spellings and for using the given vocabulary words in sentences of their own.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a paragraph about Plants.

Month

2

COLLECTIVE NOUNS



STUDENT LEARNING OUTCOMES

- Recognise and use some naming words as collective nouns.

INFORMATION FOR TEACHERS

- Collective nouns are nouns that refer to things or people as a group. Nouns that name a group of people, place or thing are called collective nouns.
- Example: family; a class of students; team; a crowd of people/ a galaxy of star/ a galaxy; a fleet of ships, a fleet; a colony of ants; a bunch of flowers/bananas; a parade of elephants.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Poster of a farm with animals in groups, chalk/marker, writing board, textbook.



INTRODUCTION

5 MINUTES

- Ask students: "What does the word 'school' mean?"
- Allow 3 – 4 students to share their responses. Appreciate their responses and say: "The word school refers to a place where students come to learn."
- Draw a picture of fish on the writing board. Ask students to name the picture.
- Add 3 – 4 more fish drawings to make them look as a group.
- Ask: "Do you think the fish also go to school?"
- Some students may be surprised/ confused with this question, but majority is likely to say NO.
- Tell them that although the fish don't go to school, the word 'school' also refers to 'a group of fish'



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Draw a bunch of grapes on the writing board. Ask students which fruit they see. Ask them if there is just one grape or more. Help them notice that there is a group of grapes.
- Show the students a poster/ picture of a farm.

- Ask the students to name the animals. Write the names of the animals on the writing board.
- Next, ask the students if they notice anything about how the animals are placed on the farm. Help them notice the animals are placed in groups.
- Write down the word 'group' on the writing board. Write the following sentences on the writing board:
 - There is a group of horses in the stable.
 - A group of sheep is in the field.
- Ask students to work in pairs and make sentences with the word 'group' for the animals seen in the poster/ picture.
- Point to the grapes on the writing board and ask the students to make a sentence with the word 'group' for grapes too. Expected sentence: There is a group of grapes in the picture.

Activity 2: 10 Minutes

- Tell the students that when a group of people, animals or things are taken together and spoken of as a whole, we can use the collective noun.
- Point to the groups of horse and sheep in the poster separately. Then, refer the students to the sentences written earlier on the whiteboard. Show the students how the collective nouns are used. Example:
 - a group of horses = a team of horses
 - a group of sheep = a flock of sheep
 - a group of grapes = a bunch of grapes
- Underline the collective nouns.
- Now, copy the following table on the writing board:

a team	Of	soldiers
a class		mountains
an army		birds
a range		eggs
a flock		students
a swarm		stairs
a flight		beads
a string		players
a clutch		bees

- Divide the class into pairs. Ask students to discuss with their partners in pairs and match the collective nouns in the left column with groups in the right column. Tell them they have 5 minutes for this activity.
- As the pairs work, move around and provide necessary help.
- After 5 minutes, ask pairs to compare their answers with other pairs.
- Appreciate students for their hard work.



CONCLUSION / SUM UP

2 MINUTES

- Give students a quick recap by asking them: What are collective nouns? What are some examples of collective noun?



ASSESSMENT

5 MINUTES

1. Assess students' understanding of collective nouns through their response in the sum up session.
2. Randomly say a few collective nouns from the table given above and ask students to provide correct matching group for each collective noun.
3. Keep assessing and reinforcing whenever a collective noun is found in subsequent reading lessons.



HOMEWORK / FOLLOW UP

3 MINUTES

1. Ask the students to write a short story using a few collective nouns.
2. Give them the following excerpt and ask them to choose the right collective nouns to fill in the blanks and make a story:

Suddenly, I saw a _____ (**flock, bunch, colony**) of ants marching up towards me. They surrounded me and then carried me towards a _____ (**bunch, team, nest**) of snakes. I screamed so loudly that I woke up from my dream.

CONJUNCTIONS-I



STUDENT LEARNING OUTCOMES

- Use appropriate conjunctions e.g. and, but, or and because to join sentences within a paragraph.

INFORMATION FOR TEACHERS

- A conjunction is a word or phrase that shows the relationship between two words, phrases, or clauses.
- Conjunctions join words, groups of words, or sentences e.g. – She was sick and tired. – Do you want to play football or hockey? – He has a cat but does not have a dog.
- Conjunctions also join the main part of a sentence to another part of the same sentence. – I won the race because I ran very fast.
- In this lesson, following basic conjunctions will be introduced: and, or, but, because and so.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, charts, textbook



INTRODUCTION

5 MINUTES

- Write two separate sentences on the board.
 - She likes mangoes.
 - She likes oranges.
 - You can have mangoes.
 - Or you can have oranges.
 - She cannot play today.
 - She injured her foot.
- Tell the students to join above sentences using the conjunctions: and, or, but, because and so.
- When students come up with sentences underline and explain the usage of conjunctions.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following activity on the writing board and ask the students to copy in their note

books.

Fill in the blanks with correct conjunctions.

- ◇ Red __ blue is both colors. (and, or)
- ◇ I think he is three _____ four years old. (and, or)
- ◇ I am tired _____ I will go to bed. (but, so)
- ◇ The girl is happy _____ she has some ice cream. (because, but)

2. Ask the students to fill in the blanks in pairs using the given options.
3. Take rounds and help the students.
4. When they are done, ask them to tell the correct options randomly.
5. Write the following paragraph about Australia on the writing board.
6. Ask the students to complete it with the help of the given options.

Activity 2: 10 Minutes

Talking About Australia – Using Conjunctions.

But, animals, often, popular, big, and, although, dangerous, but, so

1. Australia is very hot in December, _____ cold in July. _____ the country is _____, there aren't many people living there. Australia has a lot of interesting _____. The koala is cute, _____ the crocodile is _____. Australia has a lot of open spaces, _____ the weather is good, _____ sports are very _____. Australian people _____ eat barbecued food.
2. Monitor and help the students while working.
3. Once the students are done with the activity, write the correct options on the blackboard and ask the students to check their work.
4. Ask the students to explain how their choice makes sense and why the conjunction they have used is the best choice.
5. Take rounds and ask the students about their scores.
6. Give students some more practice in using the conjunction 'although' as it is newly introduced. Give them examples:
7. I will eat with you although I am not hungry.
8. I like these mangoes although they are a little sour.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by summarising the key points.
2. Tell students that today we have learnt about conjunctions and practised them within context.



ASSESSMENT

5 MINUTES

1. Now ask the students to find out and encircle the conjunctions from the exercise.
2. Ask the students to read aloud the conjunctions in the exercise.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

1. Find five conjunctions from their books and make sentences.

Answer key: Talking About Australia-Using Conjunctions.

Australia is very hot in December, but cold in July. Although the country is big, there aren't many people living there. Australia has a lot of interesting animals. The koala is cute, but the crocodile is dangerous. Australia has a lot of open spaces, and the weather is good, so sports are very popular. Australian people

CREATING A SHORT POEM



STUDENT LEARNING OUTCOMES

- Create a short poem using the suggested rhyming words.

INFORMATION FOR TEACHERS

1. Prepare the lesson plan well before going to the classroom. Read the relevant unit of the textbook. Go through the relevant activities/ exercises.
2. Read the steps for activities given in the following lesson plan.
3. Help students understand that poems are typically written in verses, rather than paragraphs. They can include complete sentences or incomplete sentences and often have a rhythm.
4. Maintain a Word Wall of rhyming words in your classroom – ask students that whenever they read new rhyming words, they should add them to the word wall.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, text books, short poems etc.



INTRODUCTION

5 MINUTES

1. Point to your head and tell students that you are thinking of some words that have something in common, or are alike in some ways.
2. Write the following words on the writing board: mouse, house, rat, hat, box, and fox.
3. Say each word aloud and ask students to repeat the word after you.
4. Tell students that rhyming words are often used by poets in the poems.
5. Explain that today students will get to practice listening for words that have the same or similar ending sound: rhyming words. Then, they will also create short poems with the help of such words.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Explain that you will be reading a poem to the class.
2. Define a poem as something that tells a story, yet is usually shorter than a story and often includes rhyming words.

3. Prior to starting the class, write the following poem on a chart:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the King's horses and all the King's men,
Couldn't put Humpty together again.

4. Display the Humpty Dumpty poem and read it aloud. Emphasize the rhyming words at the end of each line.
5. Read the poem again, this time having the students' echo-read each line after you. Model underlining the rhyming words in the poem.

Activity 2:**10 Minutes**

1. Play a quick rhyming game with the class.
2. On the writing board, write one of the rhyming words from the warm-up activity (e.g., hat) and have students share out a word that rhymes as quickly as they can.
3. Repeat with all the words on the list: mouse, house, rat, hat, box, and fox.
4. Have students turn to a partner. The first student makes a sentence keeping the first rhyming word at the end of the sentence, whereas the second student makes a sentence keeping the second rhyming word at the end.
5. Once they have done this, write the following words on the board: away, day, play, away.
6. Ask students to work in pairs and create short poems using these rhyming words.
7. Tell them to keep the verses short.
8. As the pairs work, move around and provide necessary help.

**CONCLUSION / SUM UP****2 MINUTES**

1. Tell students that it is very interesting to create a poem. If we take interest, creating a short poem is not a difficult task.
2. Ask students to maintain their list of rhyming words – using this word bank, they can create more poems.

**ASSESSMENT****6 MINUTES**

1. As students are sharing rhyming words and/or working with their partners to use rhyming words in sentences, or creating short poems, listen to check if they are able to produce, identify, and use rhyming word pairs.
2. Check for any areas of confusion (unable to identify rhyming words, appear confused when producing a rhyming word pair, unable to create rhyming verse) and address indirectly in a smaller group.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask the students to create a short poem as a home assignment.

DIPHTHONGS – I



STUDENT LEARNING OUTCOMES

- Pronounce and practice diphthongs, as they occur in practice items and sentences, in reading lessons and in speech.

INFORMATION FOR TEACHERS

1. Prepare the lesson plan well before going to the classroom. Read the relevant unit of the textbook. Go through the relevant activities/ exercises.
2. Read the steps for activities given in the following lesson plan.
3. There are two main types of letter sounds i.e. vowels and consonants.
4. A diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another (as in *coin*, *loud*, and *fair*).



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, words containing diphthongs on small pieces of paper etc.



INTRODUCTION

5 MINUTES

1. Point to the English alphabet chart in the class and ask the students individually to pronounce the letter sounds randomly.
2. Ask them to focus on the sounds of letters – not the names of the letters.
3. Tell them about the difference between vowel and consonant sounds. Say: A **vowel** is a speech **sound** made with your mouth fairly open – without it you cannot pronounce a syllable. A **consonant** is a **sound** made with your mouth fairly closed.
4. Explain to them that when two vowel sounds combine, they make a different sound called a diphthong.



DEVELOPMENT

20 MINUTES

Activity 1:

5 Minutes

1. Say: "Can you help me spell oil?" What are the vowels? (o-i)
2. "Can you help me spell boil? What are the vowels? (o-i)
3. Continue and say: "Can you help me spell out? What are the vowels? (o-u)
4. Can you help me spell shout? What are the vowels? (o-u)
5. Help students understand how the diphthong sound glides from first vowel to the second.

- Tell the students that now they will learn and practice more diphthongs.

Activity 2:

15 Minutes

- Paste a chart of the following words containing diphthongs on the front wall.

/eɪ/	/ɔɪ/	/aɪ/	/eə/
Wait	Coin	Like	Hair
Rain	Boy	Bright	Care
Lay	Foil	My	Bear
Eight	Toy	Cry	Pair

- Make four groups of students in the class and select a leader for each group.
- Explain the first row of words to the students for their understanding: first pronounce the sound of the diphthong, then say the example word (use first word of the column) loudly and clearly and underline the letters representing the diphthong. Explain that these symbols represent the sounds of diphthongs. As practiced in the first two activities, certain vowel-letter combinations produce these sounds. Help students recognise how the sound of diphthong glides from one vowel to the other.
- Relate the symbols with underlined letter combinations, e.g.,
Diphthong /eɪ/ letter combinations: ai, ay, and ei
Diphthong /ɔɪ/ letter combinations: oi and oy
- Continue with the rest of the symbols. Ask students if they have any questions.
- Assign one diphthong to each group.
- Ask them to pronounce the words written under diphthong symbols.
- Ask them to underline the letters that produce the diphthong assigned to them.
- Motivate them to practice these words and help one another to learn the sounds.
- Ask the leaders of groups to come in front by turn and pronounce the words assigned to his/her group.



CONCLUSION / SUM UP

2 MINUTES

- Sum up the lesson by adding more single vowel sounds and diphthongs.
- Explain the main difference between single vowel sounds and diphthongs to the students.



ASSESSMENT

6 MINUTES

- Divide the writing board in four sections as under:

/eɪ/	/ɔɪ/	/aɪ/	/eə/

- Distribute the pieces of paper containing words with diphthongs among the students.
- Ask them to write the given word under the diphthong symbol on the writing board.
- Appreciate them for correct answer.



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask them to write 05 new words for each diphthong symbol as home assignment.
- Tell them to scan text from their favourite storybook or a story from their textbook to find words containing diphthongs practised in this lesson.

EXPRESSION IN CONVERSATIONS



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to:
 - ◊ Seek permission to do something
 - ◊ Respond to instructions and directions.

INFORMATION FOR TEACHERS

1. Examples of such situations include asking for permission or have to enter class, to take/ borrow things from others, to enter someone's house, to visit different places, to ask something, to do something for someone, etc.
2. Could, would, might and may are formal and polite words to ask for permission, e.g.
 - ◊ Could I please use your phone?
 - ◊ Would you mind if I use your phone?
 - ◊ May I use your phone?
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Chalks /marker, writing board, duster, chart papers.



INTRODUCTION

5 MINUTES

1. Draw a circle (as shown) in the middle of the board with the questions and ask the students' to tell you all the situations where they should seek permission. Write the students' answers around the circle in short phrases. After this have a short class discussion on the following question:
2. Why should we ask for permission?



DEVELOPMENT

55 MINUTES

Activity 1:

15 Minutes

1. Write the following dialogue on the board/chart and discuss the meaning. Divide the class in to pairs and ask to practice conversation by changing persons, objects and situations.

Dialogue One:

Sabeen: May I take your English notebook home today, if you don't mind? I was absent yesterday and I missed some work.

Kashif: Oh yes, of course, but only promise to return it to me by tomorrow because I have a test next week. My mother also takes my test daily.

Sabeen: Please don't worry. I will give it back to you by tomorrow and I promise, I will use it with care.

Kashif: You can have it then.

Sabeen: Thanks a lot.

Dialogue Two:

Amina: Please ammi, can I use the computer?

Her mother: No dear, you can't, it's time to go to bed.

Amina: Ok but May I read a story before I go to sleep?

Her mother: Sure! But try to sleep early.

Amina: Thanks a lot ammi.

Activity 2: 15 Minutes

- Copy the following table on the board or on a chart and help the students understand and practice the sentences in pairs and with the whole class. Encourage making combinations from the different columns using different words.

Asking Permission	Giving Permission	Refusing Permission
Can I ask you a question, please? Can we go home now? May I have a piece of cake? Could I get you to turn off the lights? Do you mind if I eat here? Would you mind if I asked you something? Is it okay if I sit here? Would it be all right if I borrowed your bicycle? Will you allow me to.....? Would you mind...? Do you mind if I turn on the fan? Can I go out, please? May I open the window, please? Please, can I have a look at your photo album?	Sure. Yes, please. Go ahead. No problem. You can go home now if you like. You can borrow my pen if you like. No, I don't mind. Go ahead. Sure, no problem. No problem at all. Yes, please do. Sure, go ahead. Sure. No problem. Please feel free.	No, please don't. Sorry, I don't like that. No, please. I'm sorry, but that not possible. I'm afraid, but you cant.

Activity 3: 15 Minutes

- The students will work in pairs to ask for giving directions to different places shown in the map. Discuss the instructions on the map with the class before pair work begins.

Give and follow different directions using the map in pairs. Follow the steps:

Step1: Tell/ask "where to go". For example, to the school, the zoo, the supermarket, etc.

Step2: Tell/ask "what to do after you have followed the last instruction". For example, turn left/right, go straight etc.

Use the following words and phrases to give directions:

go straight	turn right	turn left	cross	behind
on your right	on your left	beside	next to	go to
across from	in front of			

Use these questions:

Could you tell me how to get to the library/zoo/school.....?

How do I find supermarket/college.....?

Pardon me, I'm lost, how do I get to the shoe shop/chemist....?

Could you direct me to park/zoo/...?

Which is the best route to the Running Track/Garage/...?

Activity 4

10 Minutes

"Listen and Draw"

1. Instructions: Call a student to draw a Monster by following his/her class fellows' instructions.
2. Let the class think of scary things also for instructions, e.g. draw a long tongue coming out of its mouth; draw two big feet with sharp nails, etc.



CONCLUSION / SUM UP

2 MINUTES

1. Ask students to share the new expressions they learnt for different situations.
2. Ask students to give you instructions to reach the school canteen.



ASSESSMENT

6 MINUTES

1. Give different situations to the students and ask them to express themselves with gestures.
2. Involve the students in solving the exercise at the end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to bring different instructions in the form of wrappers, books, pamphlets, boxes, packs, etc. and display them on a chart paper in the class (Use it for improving reading skills later).
2. Make the students work in pairs and give directions to any other parent to their school.
3. Ask the students to perform different roles like teacher, principal, doctor, postman etc. and give instructions/directions according to their roles.
4. Students can pretend to be on a cooking show, teaching the audience to cook something. The recipe doesn't have to be correct; it just has to have a few steps in order.

EXPRESSING ABILITY/ INABILITY



STUDENT LEARNING OUTCOMES

- Use appropriate expression in conversation to show ability/inability to do something.

INFORMATION FOR TEACHERS

- Ability can be expressed using modal verbs and phrases. Students often prefer to use *be able* to because it is the easiest to form. As they progress, they begin to use *can*, *could*, and *managed to*. It is at this point that students encounter usage rules and often make mistakes.
- It is necessary for the teacher to apply different teaching strategies and techniques while teaching the topics such as ability and inability to do something.
- The teacher may adopt strategies like role play, brainstorming, and quiz, etc. for better understanding and effective expression of the students.
- The modal auxiliaries 'can/ cannot' and 'could/ could not' used often to show ability/ inability to do something should be practiced with students.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



INTRODUCTION

6 MINUTES

- Tell students to show ability or inability to do something, the following sentence structures can be used:
 - Subject + *is/am/are able to* + main verb (present ability/inability)
 - Subject + *was/ were able to* + main verb (present ability/inability)
 - Subject + *can/cannot* + verb (present ability/inability)
 - Subject + *could/could not* + verb (past ability/inability)
- For example:
 - I am able to play tennis.
 - Salma was able to sing rhymes when she was a little girl.
 - I can play football, too.
 - My friend cannot play tennis.
 - I could climb a tree when I was a child.
 - I could not write quickly in the exam yesterday.
- After explaining the above sentences on the writing board, ask the students to attempt/ do the following activities.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Announce loudly (showing excitement): "The World is going to select a new King/ Queen today! You can become the next King/ Queen of the World if you can list at least 20 abilities within 2 minutes".
2. Tell students that for this purpose, they have to think of every little or big thing they can do, e.g., I can smile. I can walk.
3. Tell them the contest will begin when you say START and they will have two minutes to write at least 20 abilities using the above learned expressions/ structures. After two minutes you will say STOP and then they will have to stop writing and then count their abilities.
4. Say START and let students think and write their abilities.
5. After 2 minutes say STOP and ask students to count their abilities. Check who has written the highest number of abilities. Invite that student to the front and ask him/ her to share the abilities with the whole group. Make necessary indirect corrections. For example, if s/he says: "I can ate an apple", you tell the class: "She/He means 'she/he can eat an apple'".
6. Ask students to clap for the new 'King/ Queen of the World'.

Activity 2: 10 Minutes

1. Divide the class into pairs and ask them to take turns and interview each other by asking questions about their abilities, e.g., Can you write a letter?, Can you swim?, Are you able to climb a tree?
2. As the pairs work, move around and provide necessary help.
3. Ask the students to work in the same pair and ask each other about five things they are not able to/ cannot do.
4. Once they have completed the practice, invite 2 – 3 pairs to share their work.



CONCLUSION / SUM UP

2 MINUTES

1. To conclude, tell students that we often use 'can or cannot' to show an ability/inability to do something. We can also use the phrase, 'be able' to do something.
2. Similarly we use the words could and could not for showing an ability or inability to do something in the past.



ASSESSMENT

5 MINUTES

1. Ask the students to make two sentences showing ability and two sentences showing inability to do something. Check their work randomly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write five sentences showing ability and five sentences showing inability to something as a home assignment.
2. Give students brainstorming true sentences with a single subject, e.g. "A plane can turn" and "A plane can carry people." Suggested topics: teacher, driver, policeman, bus, cat, etc.

EXPRESSING UNDERSTANDING OF A STORY (POST-READING)



STUDENT LEARNING OUTCOMES

- Use critical thinking to respond to the text (post-reading) to express understanding of a story.

INFORMATION FOR TEACHERS

1. Connect the lesson with the reading of lesson already done in the previous class or session.
2. Post-reading questions and activities to respond to the text help students understand the concepts/topics taught during teaching learning process.
3. While teaching the lesson, the teacher should also consult text book at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, text book, duster etc.



INTRODUCTION

5 MINUTES

1. Read aloud a story, 'The Fox and the Stork'. (New English Textbook for KP).
2. Tell the students to listen to the story attentively.
3. Show students the title picture of the story and ask them to guess what the story is about.
4. Write the title of the story on the writing board and ask students to compare their responses with the title.
5. Also explain a few words that students might find difficult to understand.
6. Read-aloud the story with enthusiasm, expressions, and effects of tone, voice, and body language.
7. While reading, ask a few comprehension questions including inference questions.
8. After read-aloud, ask students if they like the story.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

1. Refer students to the story they just heard in the read-aloud.
2. Ask them to open the relevant page of the textbook and read the story silently.
3. As they read, move around and provide necessary help.

4. Once they have finished reading, ask them the following questions:
- ◇ How many characters are there in the story?
 - ◇ What is the setting of the story? Where does it take place?
 - ◇ Does this story have a logical sequence (beginning, middle, and end)?
 - ◇ What happens in the story? First, then, next, and last.
 - ◇ Did you like the ending? Why?
 - ◇ If you could change the ending of the story, what sort of ending would you give it?
 - ◇ What is the moral of story?



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that in a story we find characters, setting of story, sequence of events, conflict and also moral lesson.
2. While listening to or reading a story, try to understand its different elements and moral lesson taught through it.



ASSESSMENT

5 MINUTES

1. Ask students to work in pairs and retell the major events of the story in their own words.
2. Listen to how they retell the story and have an idea of their understanding of the story.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to select a story for reading and write its moral lesson as a home assignment.

PIE CHART AND BAR GRAPH



STUDENT LEARNING OUTCOMES

- Recognise how information is presented in a pie chart and a bar graph.
- Read to compare information given in a pie chart and a bar graph.

INFORMATION FOR TEACHERS

1. Pie chart: A pie chart is a type of graph which represents the data in the circular graph. The slices of pie show the relative size of the data.
2. Bar graph is a chart that uses bar to show comparison between categories of data.
3. During the year, continue to help students apply the skills of representing data in the form of charts and graphs.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalks, marker, a pie chart and a bar graph (see development section for details), textbook.



INTRODUCTION

3 MINUTES

1. Ask the following questions from students:
 - ◇ Do you know what a pie chart is?
 - ◇ Do you have any knowledge of a bar graph?
 - ◇ Do you know why the pie charts and bar graphs are used?
2. After taking the responses of students, give brief introduction to pie charts and bar graphs and also tell students that pie charts and bar graphs are used to summarize large amounts of information into easy formats for clear and effective understanding/communication.

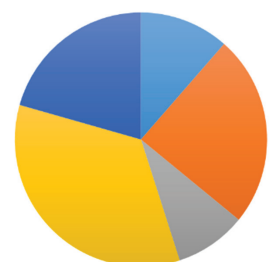


DEVELOPMENT

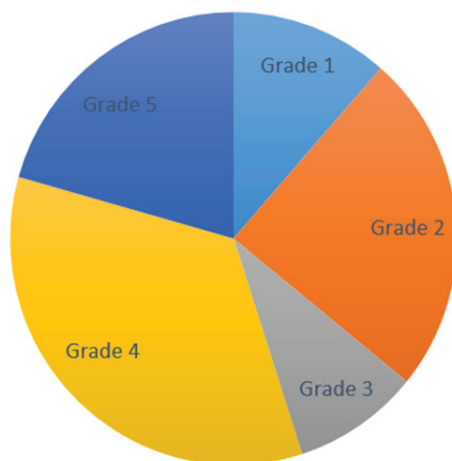
25 MINUTES

Activity 1: 15 Minutes

1. On the board, draw a simple pie chart with five sections as shown below (if you have coloured chalks/ markers, fill in each pie with a different colour).
2. Ask students what the circular image looks like. Guide students to compare the circle to a pie, with each "slice" representing a portion of the whole pie.
3. Ask students to count the "slices" of the pie displayed on the board.

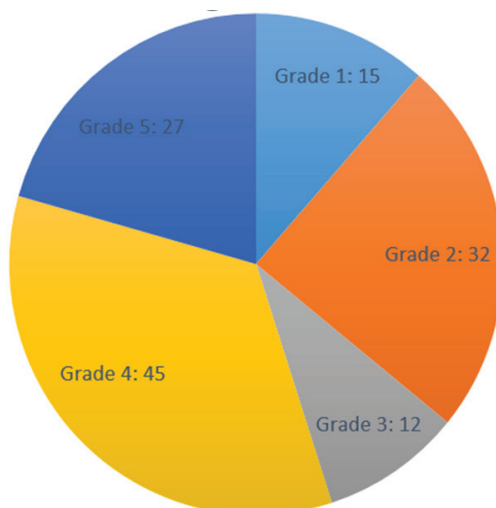


4. Tell students that pie charts (or circle graphs) are used to represent data as portions (or segments) of a whole. Explain that just as they would see a pizza pie cut up into pieces, a pie chart is divided into different pieces of data. Each portion represents a percentage of the pie; all portions add up to 100%.
5. Ask students to guess what the 5 slices of the pie chart displayed on board represent.
6. Take their responses, appreciate them, and then tell them that the slices represent 'grades' or 'classes' in our school, i.e, Grade 1 – 5.
7. Now, write the names of grades on the chart as shown below:



8. Then, ask students to guess what information the pie chart is giving about their school. Ask them to identify which slice is the largest/ smallest.
9. Now add the following title above the chart: Number of Students in Our School
10. Ask students what they think the title means. Elicit from them which class has the highest number of students.
11. Next, add the number of students per class in each slice of the pie chart as shown below:

Number of Students in Our School

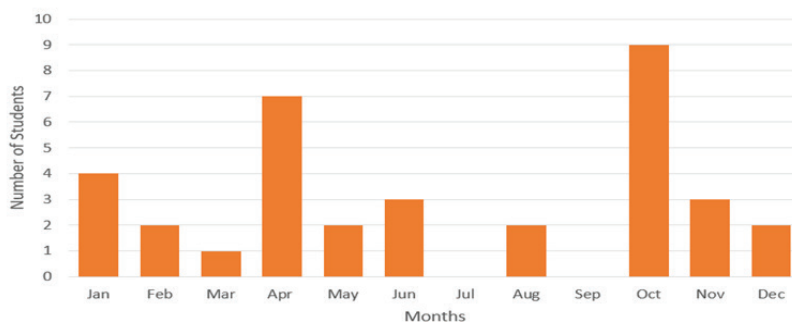


12. Ask students to discuss the following questions in pairs:
 - ◊ What is the total number of students in our school as shown in the pie chart?
 - ◊ Which class has the lowest number of students?
 - ◊ Which class has the highest number of students?
13. Help the students in case they have any confusion/problem in understanding the information/data displayed.
14. Thank them for their hard work in the activity. Tell them that in the next activity, they are going to learn about another way of representing information/ data quickly.

Activity 2: Understanding a Bar Graph 10 Minutes

1. Explain to students that they will be learning about bar graphs in this activity.
2. Tell students a *bar graph* is used to display and compare information.
3. Explain that the height of each bar is proportional to the amount of data the bar represents. The higher the bar the larger the number or amount of data.
4. Draw an X-axis (horizontal) and a Y-axis (vertical) on the writing board. Label each axis.
5. On the X-axis write the different months of the year and on the Y-axis a sequence of numbers from 0 to 10.
6. Use a show of hands to record the number of students born in each month of the year. Use this data to create an example of a bar graph. For example, 4 students were born in January, 2 in February, and so on. The graph will look something like this:

Birthday Months



7. Explain that one axis of the graph is where the grouped data (months) is presented while the other is a frequency scale (number of students) showing the quantity of each group.
8. Ask students to work with their partners again and find out the following information from the bar graphs displayed on the writing board:
 - ◇ Name of the month in which highest number of students were born
 - ◇ Name of the month(s) in which no student from this class was born
 - ◇ Any months with equal number of births
9. As the pairs work, move around and provide necessary help.
10. Review the answers with the whole class.



CONCLUSION / SUM UP

2 MINUTES

1. Tell the students that, in pie charts, the information is derived through the slices of the pie chart, while in bar graphs, the bar shows a comparison between the categories of data.
2. Tell students that charts and graphs are ways of representing information in a clear, quick, and interesting manner.



ASSESSMENT

3 MINUTES

3. Ask: "What is the difference between a pie chart and bar graph?"
4. Involve the students solving questions given in the exercise of the text book of relevant unit.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Divide the class into two groups, and ask group 'A' to prepare a pie chart and group 'B' to prepare bar graph as a home assignment.

CROSS CIRCULAR LINK 1



STUDENT LEARNING OUTCOMES

1. Read simple keys/ legends on maps.
2. Read tables and charts in textbooks.

INFORMATION FOR TEACHERS

1. Maps show the location of things.
2. Legends and keys are the description of different signs/symbols on a map.
3. Try to use easy words and signs which are recognizable for grade 4 students. Try to use things which are widely used in everyday life.
4. There are many tables and charts in the science subject text book which can be used for this lesson for interpretation of data.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, sample Pakistan map, textbook, charts, some basic traffic signs and symbols (for introduction).



INTRODUCTION

5 MINUTES

1. Ask questions to get their prior knowledge about picture maps and legends in the previous grade. Make them participate in the discussion.
2. Get them to identify basic signs and symbols.
3. Tell them that they have learnt to read the picture map, now they will be learning to read the real map of Pakistan.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. You have the sample map of Pakistan with you (appendix).
2. Ask the class about the number of provinces in our country. (The new number is 5, not 4). Ask them to name them.
3. Ask them the name of their city and in which province is it located?
4. After this, show the map to the class.
5. Ask them how many of the students have already seen the map of Pakistan.

6. Divide the class in groups. Now give each group a map and ask them to closely look at the map and see the thick lines and thin lines. Ask them to also look for different signs and try to guess what each sign represents.
7. Go around and see how each group is doing and ensure that there is equal participation of all members.
8. The sample map has legends which indicate the colour of the province in the map. Ask what each colour represent: blue=water, brown=mountain, green=plains, etc.
9. Tell them that if they are unable to read or understand something in the map, they can see the legends or keys which are there for the understanding.

Activity 2:

10 Minutes

1. Ask them to open their social studies textbook.
2. Select a table or chart from the book to teach them to read it. They have already done this. So keeping in mind their ability, just increase the level of difficulty of the table or chart.
3. Make this lesson short because they have already done it. They just need a recap of it.
4. Introduce key vocabulary: grid, columns, rows, across, down, etc.
5. Tell them simple horizontal and vertical concepts of reading a table and ask them to read it.
6. They have done pie charts in a previous lesson. Recap the lesson with them and show them the pie-chart.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by recapping the whole lesson again. Tell them the importance of keys and legends in a map. Tell them the importance of tabular and charts data and how to interpret it.



ASSESSMENT

6 MINUTES

1. Give them a pie chart from the previous lesson and ask some students to come up and interpret the data from it. This will just be a practice exercise for them.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to find a map in their textbook and find the keys and legends from it. Try to read it and also show your siblings that you have learnt a new thing.



TRANSITIONAL DEVICES



STUDENT LEARNING OUTCOMES

- Identify and recognise the function of pronouns and transitional devices: next, then, and again.

INFORMATION FOR TEACHERS

- A pronoun is a part of speech. The word pro means for, so a pronoun is a word that stands for or in place of a noun i.e. it replaces a noun within a sentence or passage.
- Transitional devices bring more sense in a paragraph by linking the idea in one sentence with that in the next sentence.
- They help the reader to understand the relationship between ideas.
- Transitional devices can be pronouns, transitional words, and phrases.
- In this lesson common transitional devices will be used and practiced: and, but, or, then, next, again etc.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Coloured chalk/marker, writing board, chart paper, textbook.



INTRODUCTION

6 MINUTES

- Recap students' knowledge of pronouns.
- Ask the definition and examples of pronouns. They have learnt this concept earlier. (Write down the pronouns suggested by the students on the writing board (e.g. she, it, they, them, we, us).
- Ask the students, 'Why do we use pronouns?' (Possible answer: to make sentences interesting/ to continue the idea about a subject or object, to remove repetition of words that make sentences boring) encourage students to give answers in complete sentences.
- Write or paste each pair of sentences on the writing board. Call students one by one to the writing board and ask them to 'underline or encircle' the pronoun in the second sentence. Then, underline or encircle the word from the first sentence that the pronoun replaces (only one step should be done by one students).

Example:

- ◇ The students are reading a story. It is about a giant and the beans.
- ◇ My friend and I went to the market. We bought some chocolates.
- ◇ Amina and Sara like dolls. They play with them daily.
- ◇ Ahmad plays hockey. It is his favourite game.



DEVELOPMENT

23 MINUTES

Activity 1: 10 Minutes

1. Paste the words 'and' and 'but' on the writing board.
2. Write two sentences on the board: I like to eat bananas. I like to eat apples.
3. Ask the students, "I want to join the two sentences, which word should I use: 'and' or 'but'?" students take turns to give correct answer. (and is the correct answer).
4. Now write two sentences again. I like to eat bananas. I don't like apples.
5. Repeat the same steps as you did for 'and'.
6. Tell the students that 'and' is used when we want to add, and 'but' is used when we want to say something opposite to the first sentence/idea.
7. Next, then and again is also used to show or mention what one has to do or is done one after another.

Activity 2: 13 Minutes

1. Write the following sentences on the writing board.
2. Students must do this activity in their notebook. If time allows, they can draw pictures when they finish their work.

Fill in the blanks with suitable words from the brackets.

- ♦ We like the zoo. There are many animals in _____. (them, it)
- ♦ Salma _____ Asma are cooking food. (and, but).
- ♦ Ahmad is not only good at studies, _____ (and, but) _____ (I, he) also plays cricket well.
- ♦ My friends and I are very happy. _____ have won the match. (these, we).
- ♦ Mariyam stood first in class. _____ got a trophy. (He, She).
- ♦ The kids are in the _____ room (then/next).
- ♦ I will see you _____ (then/more).
- ♦ She tried _____ to show better results (again/then).



CONCLUSION / SUM UP

2 MINUTES

3. Ask the students to correct their errors, if any, in pairs after completing the written work.
4. Tell them that transitional devices can be pronouns, transitional words, or phrases.



ASSESSMENT

3 MINUTES

1. Assess students' understanding through their responses and written work. Take a test in the following week.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

1 MINUTES

1. Make sentences with any five pronouns used in class today.
2. Scan a chapter/ unit of the textbook and underline all transition words/ phrases.

CROSS CURRICULAR LINK 2



STUDENT LEARNING OUTCOMES

- Make anagrams from simple one/two syllable words.

INFORMATION FOR TEACHERS

- A word or phrase spelled by rearranging the letters of another word or phrase is called an anagram e.g., 'bat' can be changed to 'tab'.
- Anagrams in single syllable words are easy to make e.g. dear=read, tear=rate but it is not so easy in two syllable words so the activities designed in this lesson focus on word search i.e. looking for smaller words in a longer word (two syllable word).
- It's a form of vocabulary building game which is used for the student to enhance their vocabulary. The students get motivation to learn lengthy words because they can make different words from it.
- Make sure that the students fully know the meaning of all the words used and words created through this vocabulary building game. Clearly explain the meaning as and when needed.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, charts.



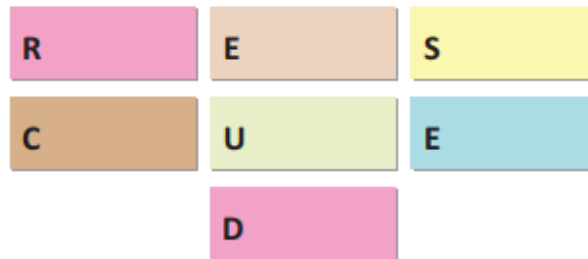
INTRODUCTION

5 MINUTES

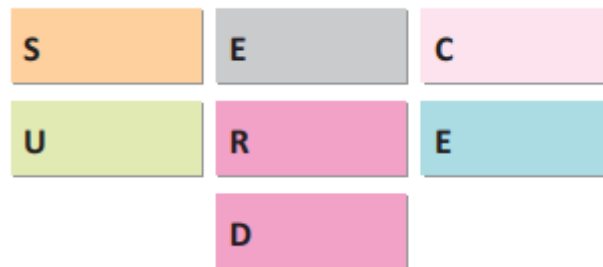
- Recap the lesson they were taught in the previous grade about anagrams with one syllable words. (If they have not done it then briefly tell them about syllables and how they help us. Then proceed to the following introduction).
- Ask the class to pick up one syllable words from the following list: doe, tear, respect, stop, rate, ode, poster, stud, post, dust, door, duster. (double syllable words are in bold lettering).
- Once they have done it, explain the concept of syllables BRIEFLY. Ask them to give at least 5 examples of their own and write students' responses on the board.
- Now ask them to look at the following pairs of word and see if they see any similarity (write one pair on the board at a time and let students answer the question before you write the next pair).
doe- ode, post-spot, dust-stud, rate-tear
- Expected answer: the same letters have been rearranged to form new words.
- Ask the students to share some single syllable words. Help and encourage them to contribute in the class discussion.

**Activity 1: 10 Minutes**

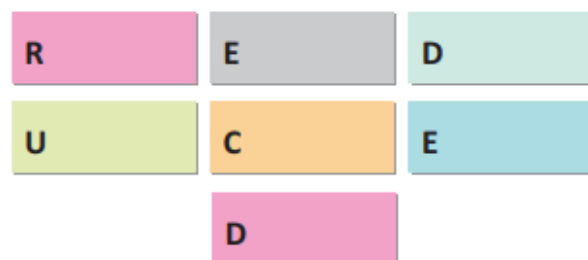
1. Tell them that they will be playing vocabulary building game now.
2. They have done with the introduction of the anagram. Now they can see how more words are formed/created.
3. Give them more two syllable words which have anagrams. First ensure that the students know the meaning of the word.



4. Ask them to make the anagrams of it but tell them that there will be more than one anagrams, so think harder.
5. Give them clues, such as 'This anagram starts with an 'S'.
6. Or give the clue that this anagram is a rhyming word of the original word.



7. Another anagram can be _____.
8. Again, give students clues or hints, such as the first letter of the word.



9. Tell them that they can make many shorter words from a single word but anagram is different. Anagram uses ALL the alphabets of the word and after re arrangement it makes a new word.
10. Other words can be RED, DUDE, DEED, SEED, REED, CURE etc.

Activity 2: 10 Minutes

1. Divide the class in groups depending on the number of students. Give the following two syllable words and ask each group to make more words (shorter words).
2. The group which makes most words will be the winner.
3. 2 SYLLABLE WORD LIST FOR ANAGRAMS: pur/ple, slee/py, or/bit, flow/er, cric/ket, curr/ent, grea/ter, lone/ly, pla/net, sur/vive



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the class that anagram is very useful in many aspects. Ask student what new words have they learned. Ask them to tell you: What are two syllable words? How do two syllable words help us in remembering spellings?



ASSESSMENT

6 MINUTES

1. Write 3 two-syllable words and ask them make more words in their copies from the letters in those words, using word search techniques.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find more two syllable words which have anagrams from home. Ask them to write them down in their homework copy.

MISSING LETTERS



STUDENT LEARNING OUTCOMES

- Provide the missing letter in simple one/two syllable words.

INFORMATION FOR TEACHERS

- The ability to identify a missing letter from a word is a skill students learn after they have visual cues of how phonemes (individual sounds) and graphemes (letters that make up those sounds) work together.
- Identifying sounds in isolation is an important skill students need in order to learn how to decode and write words.
- Students can start to identify a missing letter in a word as soon as they can identify phonemes and graphemes and their relationship in the building of new words.
- They can practice figuring out which letter is missing from word families, single syllable words, sight words and high frequency words as well as with more complicated blends and digraphs.
- While teaching new words, demonstrate to students how to divide the words into syllables.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

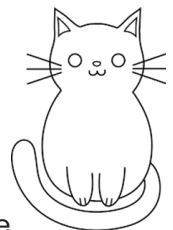
- Writing board, marker, charts, textbook, etc.



INTRODUCTION

5 MINUTES

- Tell students that words have parts called 'syllables'. Every syllable has vowel and consonant sounds. When the spoken words are written, we use 'letters' to represent sounds. It is also important to pay special attention to spelling.
- Draw the picture of a cat on the writing board.
- Write '_ at' under the picture of cat.
- Ask students to think of a letter to fill in and complete the word.
- Allow 2 – 3 students to respond and then write the missing letter and complete the word 'cat'.
- Tell students that today we are going to practice filling in the missing letters to complete simple words.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Tell students that they can start to identify a missing letter in a word by identifying phonemes and graphemes in a word. Share the following steps with them:

- ◇ Look at the combination of the given letters and try to say a full word they may make.
 - ◇ Write the word that you just said – compare it with the given combination of letters and identify if the full word you wrote has the same combination plus a letter that was earlier missing.
 - ◇ Say the word again. If it sounds correct, the missing letter you supplied is also correct!
2. Tell them they can practice figuring out which letter is missing from word families, single syllable words, sight words and high frequency words.
 3. Write five words with missing letters on the writing board and ask students work in pairs and fill in the missing letter.
 - ◇ Bre__k
 - ◇ Wi__dow
 - ◇ M__n
 - ◇ Dut__ful
 - ◇ T__ach

Activity 2: 10 Minutes

1. Copy the following table on the writing board:

First Syllable	Second Syllable	Complete Word
Jo_r	t_r	Journey
Pl_t	d_n	
But	cil	
G_r	n_p	
P_n	form	
Tur	de_t	
Stu	ney	

2. Tell students that these are two-syllable words but their syllables are jumbled and a letter in one of the syllables is missing.
3. Divide the class in small groups and ask them to copy the table on a page. Then discuss which letters are missing in the syllables. Fill in the missing letters and match the syllables to complete the words. Explain the first one that has been done as an example.
4. As the groups work, move around and provide necessary support.
5. After completion of the task, ask each group to present their work.
6. Appreciate them for their hard work.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that in order to fill in the missing letters to complete a word, they should do the following steps:
 - ◇ Look at the combination of the given letters and try to say a full word they may make.
 - ◇ Write the word that you just said – compare it with the given combination of letters and identify if the full word you wrote has the same combination plus a letter that was earlier missing.
 - ◇ Say the word again. If it sounds correct, the missing letter you supplied is also correct!



ASSESSMENT

5 MINUTES

2. Ask students to fill in the missing letters in the following words:

- ◇ R_ad
- ◇ Ho_se
- ◇ Sho_t
- ◇ Doct_r
- ◇ Co_n
- ◇ Acti_n
- ◇ Mark_t
- ◇ Posit_on

3. Randomly check their work.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Involve students in solving the exercise of missing letter given in the related unit of their English textbook.

SINGULAR AND PLURAL NOUNS



STUDENT LEARNING OUTCOMES

- Change the number of regular and irregular nouns.
- Recognise and use nouns with no change in number.

INFORMATION FOR TEACHERS

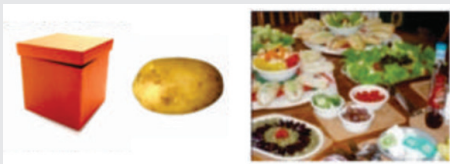
1. The plural of nouns is usually formed by adding -s to a singular noun.

Examples: lamp/lamps, flower/flowers, fork/forks, pen/pens, cat/cats.



2. Nouns ending in s, x, z, o, ch, and sh form the plural by adding -es.

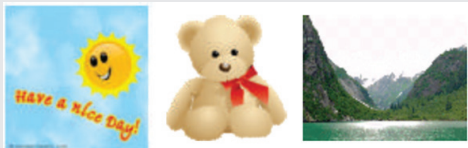
Examples: moss/mosses, box/boxes, buzz/buzzes, potato/potatoes, dish/dishes, lunch/lunches.



3. Nouns ending in 'y' preceded by a vowel form their plurals by adding -s.

Examples: day/days, toy/toys, valley/valleys.

4. Nouns ending in 'y' preceded by a consonant are formed into a plural by changing 'y' to -ies.



Examples: lady/ladies, city/cities, baby/babies.



5. There are some nouns that form the plurals differently. Some nouns change their vowels in the middle of the singular form when forming the plural.

Examples: goose/geese, foot/feet, man/men.

6. Several nouns form the plural by adding the letters - en.

Examples: ox/oxen, child/children.

7. There are a number of animals that have the same singular and plural form.

Examples: deer/deer, sheep/sheep, fish/fish.

8. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, charts, and worksheet.



INTRODUCTION

5 MINUTES

1. Divide the whole class into three teams: A, B and C. draw two columns on the writing board.
 - ◊ Write singular on top of the first column.
 - ◊ Write plural on top of second column.
2. Write a singular noun in the first column and ask a student from the team A to come to the writing board and write it's plural. If he/she writes correct, the team scores a point.
3. Write a plural noun in the second column and ask a student from the team B to come to the writing board and write its singular. 'If he/she writes it correctly', the team scores a point.
4. Repeat with team C. write a mix of regular and irregular nouns. Continue for as long as time allows.
5. The team which scores more points wins. The members of the winning team receive coloured stars on their class work or homework.



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

1. Ask students if they can recall some nouns which do not change number when making plural. Encourage the students if they give correct examples.
2. Write a sentence on the writing board using an irregular noun as singular. (For example: My uncle found a deer in jungle).
3. Ask students: Is "a deer" singular or plural? (Students learned indefinite article in grade 3. Therefore, they should be able to recognise it as singular).
4. Write a sentence on the writing board using the same noun as plural. (For example: My uncle found many deer in jungle).
5. Tell the students that "deer" is used as a plural in the sentence.
6. Give students five irregular nouns that do not change in number when pluralized. Ask them to make sentences using the nouns as singular.
7. When students finish making sentences, ask them to use the same nouns in sentences as plural. If students do not finish the work in the class, ask them to complete it at home.



CONCLUSION / SUM UP

3 MINUTES

1. Go over the regular and irregular nouns and their plurals.
2. Ask from the students the plurals of some irregular nouns that do not change in number when 'with made plural'.



ASSESSMENT

5 MINUTES

1. Assess how well students remember the rules for changing number of regular and irregular nouns in the introduction activity.
2. Check students' understanding of using irregular nouns that do not change number through the activity 1.
3. Check students' ability to recognise singular and plural forms of irregular nouns with no change in number through the follow up activity.
4. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write five sentence (see sample sentences) on the writing board. Explain the task to the students. Give this activity as home assignment or it can be done in the next class.
2. Write the blank whether the underlined noun is used as singular or plural.
 - ◇ The sheep is very healthy. _____
 - ◇ Deer were running fast _____
 - ◇ I have a golden fish in my pond. _____
 - ◇ That is a big herd of sheep. _____
 - ◇ My mother has long hair. _____

Answer Key:

Singular, Plural, singular, plural, plural

ACTION VERBS



STUDENT LEARNING OUTCOMES

- Recognize and use more action verbs from extended environment including other academic subjects in speech and writing.

INFORMATION FOR TEACHERS

- A verb is a word that expresses action, makes a statement, or links relationships.
- Action verbs are verbs that show actions. They are dynamic verbs that show something happening.
- There are regular and irregular action verbs. Regular verbs are those which form their past tense and past participle by just adding "ed" to them. For example, walk – walked – walked. Irregular verbs follow a different pattern to form their past and past participle. For example, run – ran – run.
- Action verbs are time-telling verbs. They also tell when something takes place. I walk every day (simple present). I am walking (present continuous). I walked yesterday (simple past). I was walking yesterday when I saw an accident (past continuous). I run every day (simple present). I am running (present continuous). I ran yesterday (simple past). I was running yesterday when I saw an accident (past continuous).
- Time allocation is tentative and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, worksheets.



INTRODUCTION

5 MINUTES

Note: Student have studied action verbs in Grade 2 and 3. Assess their present knowledge and then bring them to next level by including other subjects in written or spoken forms.

- Begin the lesson by writing some action verbs (jump, climb, run, dance, bounce etc.) on the blackboard.
- Ask the whole class: Are these words nouns, pronouns or verbs? What are verbs?
- Ask students to make sentences (orally) using the verbs written on the blackboard.
- Encourage them by saying Well done! or Good!
- Review action verbs with the students. (See Information for Students above).



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Tell the students that they will listen to a story full of action verbs. Tell the students to listen to the story carefully.
2. Read aloud the story making several gestures.
3. After the story is finished, ask the students what action verbs they can recall from the story.
4. Give the students a copy of the story or write it on the board.
5. Ask the students to underline all the action verbs in the story. If the story is written on the writing board, ask the students to write the action verbs in their notebooks.
6. Tell the meanings of difficult words to the students.

Activity 2: 10 Minutes

1. Ask the students to write a sentence on the board one by one. Ask others to recognise the verbs in the sentences.
2. Tell the students that they have to raise their hand when they recognise the verb.
3. Write the first sentence on the blackboard. (see the sample sentences at the end of the lesson plan). Say the sentence.
4. Students raise their hand when they recognise the action verb. Ask any students to tell the verb.
5. Encourage the student if he/she gives the correct answer. Tell the student to re-think if he/she gives a wrong answer.
6. Ask the class what could be the meaning of the verb they just recognised. Tell the class the meaning of the verb.
7. Continue the activity as long as time allows.
(Some students are more active and confident. Involve all the students including those who are low achievers and learn slowly).



CONCLUSION / SUM UP

2 MINUTES

1. Quickly review the lesson by asking the students questions: What are action verbs? What are the verbs we have learned in today's lesson?



ASSESSMENT

6 MINUTES

1. Assess students' understanding of action verbs through their correct responses during introduction and sum up.
2. Assess how well students recognise action verbs in speech and writing through the correct verbs recalled and underlined in the activity 1.
3. Assess students' ability to recognise action verbs including other subjects through the correct words (verbs) chosen in the activity 2.
4. Assess students' ability to use action verbs through the follow up activity.
5. Arrange an oral or written quiz after few days to further assess students' understanding of action verbs.
6. Involve the students in solving the exercise at the end of unit/chapter.



1. Write five action verbs on the writing board. Ask the students to use them in their own sentences. Give this activity as homework.
2. Ask the students to make a small diary in which they list all the action verbs they come across in other subjects like math, science and social studies. At the end of each week, ask the students what new action verbs they have learned or come across during the week.

Sample Story – Activity 1

Read the story and underline all the action verbs.

Amna jumped from bed in the morning. She ran to the dining table to take her breakfast.

"Amna, you are too active!" said her mother.

"So?" Amna replied as she leapt out the door.

She raced her friend Maria all the way to school. But she couldn't sit still. Ms. Perveen, the teacher, tapped her ruler on her desk and said, "Amna, SIT STILL!" "Yes, ma'am," Amna said as she picked up her pencil.

When the class lined up for Art activity, Zara whispered, "You should stop moving. You will get into trouble." But Amna was seeing how long she could hop on one foot and not trip over Maria.

The Art teacher, Mrs. Zahida, was showing the class how to draw clouds when Amna tipped over in her chair. Then she bumped into a table. Amna got a bruise on her forehead and had to go to the doctor.

The principal wrote a note to Amna's parents. Guess what Amna's parents decided? They told Amna that she will not go to the park to play with her neighbor friends for a week.

Answer Key

Jumped, ran, eat, said, replied, leapt, raced, sit, tapped, picked, lined up, whispered, stop, seeing, hop, trip, showing, draw, tipped, bumped, go, wrote, told, play

Sample Sentences – Activity 2

1. The young boy is mixing sugar in water.



2. Please add more sugar to my tea.



3. Father is connecting a wire with the switch.



4. The math teacher is solving a problem on blackboard.

5. Can you arrange the students in a row?



6. The detective is observing the strange man.

7. I am repairing my old bicycle



8. She is selecting her best pictures.



9. My elder brother collects coins.



10. The referee is explaining the rules of the game.

11. I have to label this diagram in five minutes.



12. They are listening to the song.



13. The helicopter is rising in the sky.



PREPOSITIONS

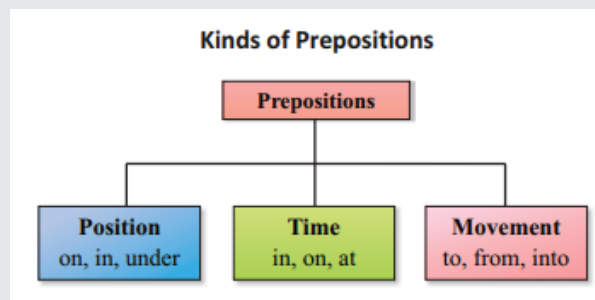


STUDENT LEARNING OUTCOMES

- Use some words showing position, time and movement.

INFORMATION FOR TEACHERS

- Prepositions tell the position of a noun.
For example, (on, in, out, behind, under)
 - The book is on the table.
 - The book is in the bag
 - The book is behind the bag.
 - The cat is under the table.
 - Preposition here is telling the position of the noun "book".



- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk, chart paper to draw the tables on it, if easily available otherwise draw the tables on black board. picture flash cards.



INTRODUCTION

5 MINUTES

- Ask students about prepositions as they have already read about prepositions of position in the previous class and note the responses of the students on the blackboard.
- Remind them how important prepositions are. What if your mother told you to wait outside the school for her and by mistake you wait inside the school? The misunderstanding in the prepositions can totally change the information.
- Draw the diagram given in teachers help on the board and explain to the students that prepositions are of three kinds: position, time and movement.
- Write the following examples on the board:

- ◇ The cat is sitting on the table. ("On" is a preposition of place which tells the position of cat).
 - ◇ I bought it in March. ("In" is the preposition of time that is March).
 - ◇ My friend is coming from Abbottabad. ("From" is the preposition of movement).
5. To further explain the kinds of prepositions, create the similar examples with the help of the students and note their responses on the board.



DEVELOPMENT

55 MINUTES

Activity 1: 20 Minutes

1. Show them the following chart for the understanding of preposition of time and ask them to copy it, and other tables which will be shown afterwards, in their notebooks.

English	Usage	Example
On	Days of the week	On Monday
In	Months/ seasons Time of day Year	In August / in winter In the morning In 2009
At	For night For weekend A certain point of time (when?)	At night At the weekend At 7'o'clock

Activity 2: 20 Minutes

Prepositions – Place Position

English	Usage	Example
In	room, building, street, town, country, car, taxi	in the kitchen, in Pakistan in the car, in a taxi
At	meaning next to, by an object for table for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
On	attached being on a surface for a floor in a house	the picture on the wall on the table on the first floor

1. Use the above mentioned prepositions of position in sentences with help of the students. For example:
- ◇ I live in Pakistan.
 - ◇ Somebody is at the door.
 - ◇ The glass is on the table.

Activity 3: 15 Minutes

1. Show students the following chart and explain to them the prepositions of movement.

To	movement to person or building movement to a place or city for bed	go to the school go to garden /Lahore go to bed
----	---	---

into	enter a room / a building	go into the kitchen / the house
------	---------------------------	---------------------------------



CONCLUSION / SUM UP

2 MINUTES

1. Today we have learnt about prepositions of time, place and manner.
2. Remind students why prepositions are important: what if you look for food in the fridge, when actually it was on top of the fridge!



ASSESSMENT

6 MINUTES

1. Give them the following sentences and ask them to underline the preposition.
 - ◇ Aiman was born in December.
 - ◇ She is sitting on the floor.
 - ◇ Ayesha is knocking at the door.
 - ◇ I am going to bazaar.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to revise and learn the above given three tables.

WRITING A PARAGRAPH (EXPLAINING A PROCEDURE OR PROCESS)



STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tenses to write a simple paragraph by explaining a procedure or process.

INFORMATION FOR TEACHERS

- Before teaching 'process and procedure' it is necessary to differentiate between process and procedure.
- A process refers to a series of actions or steps taken in order to achieve a particular end.
- A procedure is an established method of accomplishing a task, usually with steps that are performed in a prescribed order.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, textbook.



INTRODUCTION

5 MINUTES

- Tell students that while explaining the process and procedure in a simple paragraph, it is necessary to know the process and procedure of the task.
- Use transitional devices such as firstly, secondly, lastly, then, next, and again, etc.
- Demonstrate how to explain a process or procedure by listing simple steps of the following:
 - How our lungs work (Process)
 - How to make tea (Procedure)



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Divide the class into four or five groups.
- Write the following outline of a simple paragraph on the writing board and ask students to discuss the topic in their groups, brainstorm ideas, organise them, and then draft their individual paragraphs:

Topic: How to sharpen a pencil

- First_____
- Next_____
- Then_____ and finally _____

3. As the groups work, move around and provide necessary support.
4. After the completion of the task, students should share their paragraphs with each other within their groups.

Activity 2: 10 Minutes

1. Ask the students to work in the same groups.
2. Assign the following topics to each group.
3. Ask the groups to write simple paragraph on the given topic. They should follow the same process as in the first activity: brainstorm, organise ideas, draft, and then review each other's paragraphs.

Topics:

- ◇ How to boil an egg
 - ◇ How to tidy a desk
4. Tell them to use transition words to move from one step to another of the process/ procedure.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that, while writing a simple paragraph to explain a process or procedure, it is essential to make the process and procedure clear in the mind prior to writing it.
2. Brainstorming helps to think of all possible steps for the process/ procedure.
3. The transitional devices should be used skilfully.



ASSESSMENT

5 MINUTES

1. Involve students in solving the exercise given in the relevant unit of the textbook.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign the following topics to students as a home assignment:
 - ◇ How to paint a picture
 - ◇ How to tie a shoelace
2. Tell them to discuss the topics with someone in the family and gather ideas before drafting their paragraphs.

REVISING WRITTEN WORK



STUDENT LEARNING OUTCOMES

- Revise written work for correct spelling, punctuation and tenses.

INFORMATION FOR TEACHERS

- While teaching students to revise the written work, help them consider the following areas:
 - Spelling
 - Appropriate vocabulary
 - Correct use of punctuation
 - Sentence structure
 - Layout/legibility
- Give students a lot of practice to follow the writing process every time they do a writing task.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, charts, textbook, duster etc.



INTRODUCTION

5 MINUTES

- Write the following paragraph on the writing board:

their is meni intrusting facts about are beautiful planet, earth earth is made up mostly on water it is the third planet from the son and been formed over 4 billion years ago

- Ask students to read the paragraph silently and identify the errors in it. Tell them to look for spelling, punctuation, and verbs.
- Once the students have finished reading, ask them to work in pairs and discuss what errors they have noticed in the paragraph. Give them a minute to discuss and then invite 2 – 3 students to come to the front and underline the errors on the board.
- Tell them that in the next activity, they will rewrite this paragraph to correct the errors.



DEVELOPMENT

23 MINUTES

Activity 1:

13 Minutes

- Tell students that when good writers write a text on any topic, they check it for errors and revise it before finalizing it. It helps writers create good pieces of writing. Ask students what would happen if they do not check their writing. Allow 2 – 3 students to share their responses.

Highlight the point that 'checking' what you have written before sharing it with the reader(s) is very important. If we do not check it, the readers will face difficulty understanding it.

2. Next, tell students that 'checking your writing for spelling, punctuation, and tenses' can be done by using CUPS strategy:
 - ♦ C = Capitalization (proper nouns, e.g., Pakistan, Ahmad, etc.; and the start of a sentence, e.g., Saima likes to read storybooks.)
 - ♦ U = Usage (subject – verb agreement, e.g., 'I am talking', 'She is writing', etc, and correct tenses)
 - ♦ P = Punctuation (. ? ! , ' " ; :)
 - ♦ S = Spelling (use your resources, like a dictionary, to check words)
3. Draw students' attention again to the paragraph they read in the Warm-up activity. Ask them to copy it on their notebooks.
4. Once they have copied it, ask them to work in pairs again and identify CUPS errors in the paragraph i.e., which words need to be capitalized, which sentences have usage and punctuation errors, and which words have incorrect spelling.

Activity 2: 10 Minutes

1. Once the students have identified the errors, review the errors with the whole class using the writing board (see the correct version given at the end of this lesson plan). You can use chalks/ markers of four different colours to highlight the errors of capitalization, usage, punctuation, and spelling.
2. Next, ask students to rewrite the paragraph after correcting the errors.
3. When they are rewriting, move around and provide necessary help – especially to the students who are struggling with writing.
4. As a final step, ask students to review each other's work in pairs. Ask them to use the CUPS checklist and see if their partner has corrected all the errors.
5. Appreciate students for their participation in the activities.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the students to always keep in mind that the mistakes / errors of spellings, appropriate vocabulary, punctuation and tense may occur in their writing. Therefore, always revise and edit their writing to make it error free before sharing it with others.



ASSESSMENT

3 MINUTES

1. Write the following sentences on the writing board and ask students to copy them on their notebooks and underline the errors of spelling, punctuation and tenses:

i has a beautiful toy car i likes it a lot but one day when i was played with it it fell down the stairs and broke into many pieces

2. Randomly check the work of a few students to see if they have correctly identified the errors.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write a paragraph of five or six sentence on 'My House' as a home assignment, revise and edit it and then present it to the teacher next day.

Correct version of the paragraph:

There are many interesting facts about our beautiful planet, Earth. Earth is made up mostly of water. It is the third planet from the Sun and was formed over 4 billion years ago.

Month

3

DIPHTHONGS – II



STUDENT LEARNING OUTCOMES

- Pronounce and practice long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons and in speech.

INFORMATION FOR TEACHERS

- Recall lesson on Diphthong-I before teaching this lesson.
- Prepare the lesson plan well before going to the classroom. Read the relevant unit of the textbook. Go through the relevant activities/ exercises.
- Read the steps for activities given in the following lesson plan.
- There are two main types of letter sounds i.e. vowels and consonants.
- A diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another (*as in coin, loud, and fair*).



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, words containing diphthongs on small pieces of paper etc.



INTRODUCTION

5 MINUTES

- Point to the English alphabet chart in the class and ask the students individually to pronounce the letter sounds randomly.
- Ask them to focus on the sounds of letters – not the names of the letters.
- Tell them about the difference between vowel and consonant sounds. Say: A **vowel is a speech sound** made with your mouth fairly open – without it you cannot pronounce a syllable. A **consonant is a sound** made with your mouth fairly closed.
- Explain to them that when two vowel sounds combine, they make a different sound called a diphthong.
- Now, review the following diphthongs learned in the previous lesson with the whole class:

eɪ	ɔɪ	aɪ	eə
Wait	Coin	Like	Hair
Rain	Boy	Bright	Care
Lay	Foil	My	Bear
Eight	Toy	Cry	Pair

- Tell students that now they are going to practice the remaining 4 diphthongs.

**DEVELOPMENT**

20 MINUTES

Activity 1: 20 Minutes

1. Paste a chart of the following words containing diphthongs on the front wall.

ɪə	ʊə	əʊ	aʊ
Here	Tourist	Show	Mouth
Near	Pure	Go	Bound
Career	Manure	Though	Now
Year	Sure	Slow	Brown

2. Make four groups of the class and elect a leader for each group.
3. Explain the first row of words to the students for their understanding.
4. Assign one diphthong to each group.
5. Ask them to pronounce the words written under diphthong symbols.
6. Ask them to underline the letters that produce the diphthong assigned to them.
7. Motivate them to practice these words and ask the teacher wherever they need help.
8. Ask the group leaders to come in front by turn and pronounce the words assigned to his/her group.

**CONCLUSION / SUM UP**

3 MINUTES

1. Sum up the lesson by adding more single vowel sounds and diphthongs.
2. Explain the main difference between single vowel sounds and diphthongs to the students.

**ASSESSMENT**

5 MINUTES

1. Divide the writing board in four sections as under:

ɪə	ʊə	əʊ	aʊ

2. Distribute the pieces of paper containing words with diphthongs among the students.
3. Ask them to write the given word under the diphthong symbol on the writing board.
4. Appreciate them for correct completion

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask them to write 05 new words for each diphthong symbol as home assignment.
2. Tell them to scan text from their favourite storybook or a story from their textbook to find words containing diphthongs practised in this lesson.

EXPRESSIONS IN CONVERSATION



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to:
 - ◊ Seek permission to do something
 - ◊ Respond to instructions and directions.

INFORMATION FOR TEACHERS

1. Examples of such situations include asking for permission or have to enter class, to take/ borrow things from others, to enter someone's house, to visit different places, to ask something, to do something for someone, etc.
2. Could, would, might and may are formal and polite words to ask for permission, e.g.
 - ◊ Could I please use your phone?
 - ◊ Would you mind if I use your phone?
 - ◊ May I use your phone?
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Chalks /marker, writing board, duster, chart papers.



INTRODUCTION

5 MINUTES

1. Instructions: Draw a circle (as shown) in the middle of the board with the questions and ask the students' to tell you all the situations where they should seek permission. Write the students' answers around the circle in short phrases. After this have a short class discussion on the following question:
2. Why should we ask for permission?



DEVELOPMENT

55 MINUTES

Activity 1: 20 Minutes

1. Instructions: Write the following dialogue on the board/chart and discuss the meaning. Divide the class in to pairs and ask to practice conversation by changing persons, objects and situations.

Dialogue One:

Sabeen: May I take your English notebook home today, if you don't mind? I was absent

yesterday and I missed some work.

Kashif: Oh yes, of course, but only promise to return it to me by tomorrow because I have a test next week. My mother also takes my test daily.

Sabeen: Please don't worry. I will give it back to you by tomorrow and I promise, I will use it with care.

Kashif: You can have it then.

Sabeen: Thanks a lot.

Dialogue Two:

Amina: Please ammi, can I use the computer?

Her mother: No dear, you can't, it's time to go to bed.

Amina: Ok but May I read a story before I go to sleep?

Her mother: Sure! But try to sleep early.

Amina: Thanks a lot ammi.

Activity 2: 15 Minutes

- Instructions: Copy the following table on the board or on a chart and help the students understand and practice the sentences in pairs and with the whole class. Encourage making combinations from the different columns using different words.

Asking Permission	Giving Permission	Refusing Permission
Can I ask you a question, please?		
Can we go home now?	Sure.	
May I have a piece of cake?	Yes, please.	
Could I get you to turn off the lights?	Go ahead.	
Do you mind if I eat here?	No problem.	
Would you mind if I asked you something?	You can go home now if you like.	No, please don't.
Is it okay if I sit here?	You can borrow my pen if you like.	Sorry, I don't like that.
Would it be all right if I borrowed your bicycle?	No, I don't mind. Go ahead.	No, please.
Will you allow me to.....?	Sure, no problem.	I'm sorry, but that not possible.
Would you mind...?	No problem at all.	I'm afraid, but you cant.
Do you mind if I turn on the fan?	Yes, please do.	
Can I go out, please?	Sure, go ahead.	
May I open the window, please?	Sure.	
Please, can I have a look at your photo album?	No problem.	
	Please feel free.	

Activity 3: 10 Minutes

- The students will work in pairs to ask for giving directions to different places shown in the map. Discuss the instructions on the map with the class before pair work begins.

Give and follow different directions using the map in pairs. Follow the steps:

Step1: Tell/ask “where to go”. For example, to the school, the zoo, the supermarket, etc.

Step2: Tell/ask “what to do after you have followed the last instruction”. For example, turn left/right, go straight etc.

Use the following words and phrases to give directions:

go straight	turn right	turn left	cross	behind
on your right	on your left	beside	next to	go to
across from	in front of			

Use these questions:

Could you tell me how to get to the library/zoo/school.....?

How do I find supermarket/college.....?

Pardon me, I'm lost, how do I get to the shoe shop/chemist....?

Could you direct me to park/zoo/...?

Which is the best route to the Running Track/Garage/...?

Activity 4: 10 Minutes

“Listen and Draw”

1. Instructions: Call a student to draw a Monster by following his/her class fellows' instructions.
2. Let the class think of scary things also for instructions, e.g. draw a long tongue coming out of its mouth; draw two big feet with sharp nails, etc.



CONCLUSION / SUM UP

2 MINUTES

1. Ask students to share the new expressions they learnt for different situations.
2. Ask students to give you instructions to reach the school canteen.



ASSESSMENT

6 MINUTES

1. Give different situations to the students and ask them to express themselves with gestures.
2. Involve the students in solving the exercise at the end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to bring different instructions in the form of wrappers, books, pamphlets, boxes, packs, etc. and display them on a chart paper in the class (Use it for improving reading skills later).
2. Make the students work in pairs and give directions to any other parent to their school.
3. Ask the students to perform different roles like teacher, principal, doctor, postman etc. and give instructions/directions according to their roles.
4. Students can pretend to be on a cooking show, teaching the audience to cook something. The recipe doesn't have to be correct; it just has to have a few steps in order.

CHANGING PARTS OF SPEECH



STUDENT LEARNING OUTCOMES

- Identify in a text and change parts of speech in a given word.
- Locate/provide and use words similar and opposite in meanings.

INFORMATION FOR TEACHERS

- Reinforce synonyms. Synonyms are words with similar meaning. Explain that when a word or phrase is replaced it should have the same word class/word form so as to grammatically fit into the sentence e.g., he has lied = he has not spoken the truth.
- Introduce/revise simple present tense. Simple present tense shows daily routine/activities and usual habits of a person. First form of the verb is used to make a sentence, but with third person singular -s, and -es are added to the first form of verb.
- While teaching in lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, colour/crayons, text written on a chart paper (optional), text book.



INTRODUCTION

3 MINUTES

- Ask students:
 - What is your favourite thing to do/pastime?
 - What is your favourite game/toy/sport?
 - Do you play with your brothers and sisters/siblings?
 - Do you play with you friends/pals/chums?
- Take responses from a few students and help them identify that each question included words that has similar meanings. These words can often be used interchangeably.
- Tell them that today they are going to practice changing parts of speech and replacing words with similar or opposite words.



DEVELOPMENT

24 MINUTES

Activity 1: 8 Minutes

- Review parts of speech with the class. Give them examples for each part of speech.
- Tell them that sometimes we can replace a part of speech with another within a sentence.

Give them the following example:

- ◇ Changing noun to verb:
 - ◇ The **cost** is twelve rupees.
 - ◇ It **costs** twelve rupees.
- 3. Now, write the following sentence on the writing board and ask them to replace the noun with a verb: These mangoes have a sweet **smell**. (Answer: These mangoes **smell** sweet.)
- 4. Write another sentence and ask them to change the adjective with an adverb: We spent a **happy** hour. (Answer: We spent an hour **happily**).

Activity 2: 8 Minutes

1. Write the following story on the writing board or on a chart that can be displayed in the class:

Sara and Ali are siblings. Sara likes to have fun with her dolls. Ali hates dolls, but he adores his toy cars. Sometimes, Sara also plays with Ali's cars. Sara and Ali still like to play with each other because it is fun. Ali's favourite thing to do is to build a fort. First, one needs to get a charpoy, a few bed sheets and pillows. Then, he makes walls out of rolled mattresses. Finally, he puts the sheets over the top to make the roof. Now the roof looks beautiful.

2. Ask students to read the story individually.
3. Next, divide them in pairs and ask them to re-read the underlined words.
4. Ask them to discuss and identify which part of speech each underlined word is, e.g., verb, noun, adjective, etc.
5. Once they have identified parts of speech for underlined words, ask them to think of a similar word (synonym) for each underlined word.
6. Invite 3 – 4 students to share their responses with the whole group.

Activity 3: 8 Minutes

1. Elicit the following words from students and write them on the writing board.
2. Ask students to read them aloud.

dislikes	loves	brother and sister	enjoyable	constructs
play	castle	gather	covers	together

3. Then ask students to work with their partners and rewrite the story by replacing each underlined word with a word from the table.
4. Monitor and help the students.
5. Allow 2 – 3 students to share their work with the whole group.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude by reviewing the key points of the lesson.
2. Tell students that synonyms should be used carefully because synonyms may have similar meanings, but not exactly same meanings.



ASSESSMENT

4 MINUTES

1. Write the following words on the writing board and ask students to tell their synonyms and antonyms:
 - ◇ Obey

- ◇ Happy
- ◇ Fast
- ◇ Pleasant.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to use the above written story as a model for their writing and write a paragraph about their favourite thing to do/game.
2. Replace the underlined words with their antonyms and re-write the story. Does it sound meaningful? Share experience with the whole class next week!

AUXILIARY VERBS (BE, DO AND HAVE) – I



STUDENT LEARNING OUTCOMES

1. Recognise the helping verbs/as adding the main verbs.
2. Identify and make simple sentence with verbs be, do and have as main and helping verbs.
3. Distinguish between be, do and have as main and helping verbs.

Note: This SLO is continued with the next SLO.

INFORMATION FOR TEACHERS

1. Main verbs have meaning on their own (unlike helping verbs). There are thousands of main verbs.
Example: watch, clean, see, run, speak, divide, collect, copy, construct, etc.
watch, clean, see, run, speak, divide, collect, copy, construct, etc.
2. Helping verbs are also called “auxiliary verbs.”
3. Some sentences have more than one verb. They have a main verb—the verb that shows the main action or state of being. They also have a helping verb.
4. A helping verb helps us know when the action of the verb happened. It tells the tense of the verb.
5. Helping verbs have no meaning on their own. We usually use helping verbs with the main verb. They “help” the main verb (which has the real meaning).
6. A helping verb always comes before the main verb in a sentence.



Example: I am reading my favorite novel. (am helping verb, reading main verb).

7. The verb be, have and do can be used as main verbs or as the helping/auxiliary verbs.
8. The verb be is used as a helping verb to make continuous tenses.

Example: He is watching cartoon. (‘is’ as the helping verb, ‘watching as the main verb).

9. The verb have is used as a helping verb to make perfect tenses.

Example: I have finished my classwork. (‘have’ as the helping verb, ‘finished’ as the main verb)

10. The verb do is as a helping verb to ask questions, make negative and to make emphasis.

Example: Do you sleep early at night? ('do' as the helping verb, 'sleep' as the main verb)
she does not drink coffee. ('does' as the helping verb, 'drink' as the main verb. The word "not" is not part of the verb). I do sleep early. ('do' as the helping verb, 'sleep' as the main verb)

Time allocation is tentative and can change as per need of the activity.

While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, worksheets.



INTRODUCTION

10 MINUTES

Note: Students have learnt the use of be, do and have as main/principal verbs in Grade 3. So recall their knowledge of various forms of do, be and have.

1. Review different forms of the verb be, do and have with students by asking them: What are be, have and do verbs? Give examples of sentences in which verbs be, have and done are used as main verbs.
2. Write some sentence on the writing board using be, do and have as main verbs (if students have difficulty recalling and/or students give incorrect examples).
3. Explain to the students that the verb to be is used as the main verb to tell what someone or something is like or that something or someone exists. (She is a good teacher. It is book. My grandfather was a doctor).
4. Tell the students that when the verb have is used as main verb it shows possession. (I have a computer at home. She has beautiful long hair. They had two Persian cats).
5. Teach the students the function of helping verbs with examples (see information for Teacher above).
6. Teach the students the functions of the verbs be, have and do as helping verbs with examples (see information for Teachers above).
7. Write many sentences on the blackboard for students to recognise that helping verbs are helping the main verbs (to show when the action happened).
8. Ask random students to give sentences in which two verbs are used; helping and main.



DEVELOPMENT

15 MINUTES

Activity 1: 15 Minutes

1. Distribute worksheet amongst the students or write the sentences on the writing board if worksheets are not in quantity. (See the sample sentence at the end of the lesson plan).
2. Ask students to open their notebooks.
3. Tell the students to read the sentences and write the type of helping verb (be, do and have) in the blank given in front of each sentence.



CONCLUSION / SUM UP

2 MINUTES

1. Go through the lesson quickly and ask the students: What is the other name for helping verbs? Does a helping verb come before the main verb or after the main verb? What does a helping verb help us know? What does the verb to be do as a helping verb? Tell the students that when you see an "ing" verb such as "running", look for a helping verb also.



ASSESSMENT

6 MINUTES

1. Assess students' understanding of the forms of be, do and have verbs through their correct responses during introduction.
2. Assess students' understanding of helping verbs through the correct examples given in the introduction activity.
3. Assess students' ability to recognise helping verbs as aiding the main verb through the correct responses given in the introduction activity.
4. Assess students' ability to identify the use of verbs be, do and have as helping verbs through the number of correct answers given during the activity 1 and follow up activity.
5. Arrange a written test after few days to further assess students' ability to identify the use of verbs be, do and have as helping verbs.
6. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Read a story aloud to the students and then ask them to search for be, do and have as helping verbs used in the story. Ask them to pick the same words used as main/principle verbs.

Sample Worksheet — Activity 1

Name: _____

Date: _____

Read each sentences and underlying the helping verb. Write the correct form of helping verb (be, have, do) in the blank given in front of each sentence.

1. They have done their work. _____
2. She is playing in the park. _____
3. He did not understand. _____
4. We are climbing the tree. _____
5. Children were shouting in the class. _____
6. Zahid is flying a kite. _____
7. The lambs are running here and there. _____
8. I did sleep. _____
9. Did you enjoy the picnic? _____
10. I have seen this drama before. _____
11. We are doing a science project. _____
12. Do you play hide and seek everyday? _____
13. Rania has built a castle in the sand. _____
14. I am flying a big kite. _____
15. The baby is sleeping on the sofa. _____

Answer Key

- | | | | | |
|---------|--------|----------|---------|----------|
| 1. have | 2. be | 3. do | 4. be | 5. be |
| 6. be | 7. be | 8. do | 9. have | 10. have |
| 11. be | 12. do | 13. have | 14. be | 15. be |

AUXILIARIES/HELPING VERBS (BE, DO AND HAVE) - II



STUDENT LEARNING OUTCOMES

- Distinguish between be, do and have as main and helping verbs.
- Identify helping verbs and use them in simple sentences.

INFORMATION FOR TEACHERS

1. Some sentences have more than one verb: principal or main verb that shows an action and the auxiliary or helping verb that add to the principal verb e.g. in the sentence, "they are watching TV", "watching" is the main verb whereas "are" is the helping verb.
2. Helping verbs determine the tense of the principal verb i.e. when the action takes or took place.
3. The auxiliaries be, do, have can also be used as principal verbs.
4. A helping verb helps us know when the action of the verb happened. It tells the tense of the verb.
5. The verb be, have, and do can be used as main verbs or as the helping/auxiliary verbs.
6. The verb be is used as a helping verb to make continuous tenses.
7. Example: He is watching cartoons. ('is' as the helping verb, 'watching' as the main verb)
8. The verb have is used as a helping verb to make perfect tenses. Example: I have finished my class work. ('have' as the helping verb, 'finished' as the main verb)
9. The verb do is used as a helping verb to ask questions, make negatives and to make emphasis. Example: Do you sleep early at night? ('do' as the helping verb, 'sleep' as the main verb) She does not drink coffee. (Does as the helping verb, drink as the main verb. The word "not" is not part of the verb.) Do sleep early (do as the helping verb, sleep as the main verb).
10. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk, writing board, worksheet for each student.



INTRODUCTION

5 MINUTES

Note: The students have studied the use of verbs be, do and have as helping verbs in the previous lesson.

1. Review helping verbs by asking students: What does a helping verb help us know? What is the other name for helping verbs? Does a helping verb come before the main verb or after the main verb? What does the verb to be do as a helping verb? Give examples of sentences in which verbs be, have and done are used as helping verbs? etc.

2. Write a sentence on the writing board such as "Ayesha smiled to the teacher". Ask the students (i) "What is the verb in the given sentence?" (ii) "Is it a principal verb or auxiliary verb?"
3. Encourage the students to give correct answer, i.e "smiled" is a principal verb.
4. Ask the students that you want to add a helping verb to the sentence by changing "smiled" to "smiling". Ask the students to help you do it.
5. Write on the writing board "Ayesha is/was smiling to the teacher." with the help of students.
6. Write another sentence on the writing board e.g. "It is a tall tree." Ask the students: What is the verb in the sentence? Is it a main verb or a helping verb? (is, main verb).



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Give each student a worksheet or write the sentences on the blackboard if worksheets cannot be photocopied. (See the sample sentences at the end of the lesson plan).
2. Ask students to open their notebooks. (In the case worksheets are not available).
3. Tell the students that they have to read the sentences and identify in which sentences verbs be, do and have are used as helping verbs and in which sentences as main verb.
4. Do one sentence on the blackboard for students' understanding.

Activity 2: 10 Minutes

1. There are other forms of "be" i.e:
 - ◇ Simple present = is, am, are
 - ◇ Simple past = was, were
 - ◇ Present participle = being
 - ◇ Past participle = been
2. Ask the students to take out their notebooks.
3. Tell the students to make two sentences with each verb. In one sentence the verb should be used as main verb. In the second sentence the verb should be used as helping verb.
4. Move around to monitor the students. Provide help to them. (Some students learn faster than others and do their work quickly. Make such students help the students who are slow learners. Students learn better from peers but keep an eye on them to ensure they are working together).



CONCLUSION / SUM UP

2 MINUTES

1. Recap the lesson by asking the students about the three verbs they have learnt and practiced in the class.
2. Lead another brainstorming session on how we can save electricity, using the words they have just practiced.



ASSESSMENT

6 MINUTES

1. Assess students' understanding the helping verbs through their correct responses during introduction.
2. Assess students' ability to identify and distinguish between be, do and have as main and helping verbs through the correct number of distinctions made in the activity 1.
3. Assess students' ability to make simple sentences with be, have and do as main and

helping verbs through the activity 2.

4. Assess students' ability to identify the use of verbs be, do and have as main and helping verbs through the number of correct answers given during the follow up activity.
5. Arrange a written test after a few days to further assess students' ability to identify, distinguish and use the verbs be, have and do as main and helping verbs.
6. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students five verbs (e.g. talk, play, read, help, wash) and ask them to make sentences using these verbs as main verbs and verbs be, do, have as the helping verbs. Make one sentence on the blackboard for students understanding (e.g. move: I am moving the heavy box).
2. Give this activity as homework.

WORDS SHOWING TIME



STUDENT LEARNING OUTCOMES

- Use some words showing time.

INFORMATION FOR TEACHERS

- There are numerous words in English language that show time.
- The teacher should have sufficient collection of words which are used to show time, such as meanwhile, afterwards, as soon as, etc.
- The teacher should have ability to use these words properly.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, charts, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following words/ phrases on the writing board:

Before	First	Next	Sometimes	Last
Earlier	To begin	After	At times	Finally
Previously	At the onset	Second	From time to time	In conclusion
Yesterday	Now	Later	Every now and then	At last

- Ask students to think and then discuss in pairs what they notice is common about these words. Give them a hint: look for the word that is repeated.
- After a minute, allow 2 – 3 students to share their responses with whole class.
- Help students notice that these words are used to talk about time; they express when or how often something happens. They may also signal the order in which events happen.
- Tell them that today we are going to practice a few words that are used to express time of an action or event



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Write the following sentences on the writing board and then ask the students to identify the words showing time:

Last summer my family went on a picnic in a park. We spent a nice time in the park. After-

ward, we went to the zoo. Finally, we returned home.

2. Ask students to make a list of those words.
3. Next, ask them to think of a trip they had in the past.
4. Write a few sentences about it using a few transition words showing time.
5. Then, compare it with the work of a partner and see if they both have used similar transition words or different.

Activity 2: 10 Minutes

1. Write five sentences on the writing board along with word bank as given below.
2. Ask students to fill in the blanks with the help of the word bank.
 - ◇ _____ I reached the station, the train left.
 - ◇ Aslam kept on working hard and _____ he got the 1st position.
 - ◇ My friend _____ visits me.
 - ◇ _____, I just don't understand what the teacher is saying.
 - ◇ I have _____ got the book I've been waiting to read.

Word Bank

Sometimes, finally, as soon as, often, at last once



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the students that today we have practiced a few words that are used to express time of an action or event. These words are used to talk about time; they express when or how often something happens. They may also signal the order in which events happen.
2. Repeat a few examples: first, next, last, before, after, sometimes, yesterday, now, later, etc.



ASSESSMENT

6 MINUTES

1. Ask students to brainstorm about their daily routine and then write a paragraph about it using a few transition words showing time.
2. Randomly check their work and provide feedback.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Select a story from the textbook and assign it to students.
2. Ask them to scan it for words showing time.
3. Tell them to make a list of all those words and share it with the class the next day.

DEGREES OF ADJECTIVES



STUDENT LEARNING OUTCOMES

- Articulate, identify and use degrees of regular adjectives.

INFORMATION FOR TEACHERS

- Adjectives have three degrees (1, 2, 3) positive, comparative and superlative.

Positive	Comparative	Superlative
 tall	 taller	 tallest
 small	 smaller	 smallest
 old	 older	 oldest

 happy	 happier	 happiest
--	--	--



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, flash cards, balls, books, pencils.



INTRODUCTION

5 MINUTES

1. Ask students about adjectives as they have already done adjectives in the class.
2. Note down their responses. Responses may be (beautiful, honest, brave, happy, etc).
3. Brainstorm with students to hear when these degrees of adjectives are useful.
(To identify with someone or to point someone out or for comparison. For example:
Child 1: Look that is my friend.
Child 2: Which one? The tall one?
Child 3: The one who is the tallest in the group is my friend.
Or
I was happy in Swat but I am happier now in Peshawar.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Ask three students of different heights to come forward and stand height - wise.
2. Tell them that student 1 ___Name___ is tall, student 2 _____Name_____ is the taller and student 3 _____Name_____ is the tallest.
3. Tell them that tall is an adjective which has three degrees; positive, comparative and superlative. In this case the 1st boy is tall, 2nd is taller and the 3rd is the tallest one.
4. Some other examples of such adjectives are given below:

Positive	Comparative	Superlative
Small	Smaller	Smallest
Nice	Nicer	Nicest
Warm	Warmer	Warmest
Neat	Neater	Neatest
Wise	Wiser	Wisest

Activity 2: 10 Minutes

1. Now tell the students that they know how to form the second and third degree of adjective.
2. Tell them to add "er" with adjective to make comparative degree and add "est" for forming superlative degree of the adjective example. Old, older, oldest (for more examples see information for teacher or consult a grammar book).
3. Now with the help of the student's form comparative and superlative degrees of some adjectives and write them on the board.
4. After that tell them that the adjectives ending with "y" are magic words. The "Y" changes into "I" and then we add "er" and "est" / For example happy, happier, happiest.
5. Come up with more examples with the help of the students.



CONCLUSION / SUM UP

2 MINUTES

1. Today we have learnt the degrees of adjectives. Remind students when and why the degrees of adjectives are useful.



ASSESSMENT

6 MINUTES

1. Give them five adjectives and ask them to write their comparative and superlative degrees in their notebooks.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to write 5 adjectives and their degrees on their notebooks.
2. Ask students to write 3 sentence paragraphs using all three degrees of the following adjectives: neat, happy, thin, small
Example: I had a small cat. She had 4 kittens that were even smaller than her. And out of those four the white kitten was the smallest.

CAPITALISATION



STUDENT LEARNING OUTCOMES

- Recognise and apply capitalisation to the initial letter of proper nouns, names of holidays, special events and groups.

INFORMATION FOR TEACHERS

- Capitalisation is used for proper nouns i.e. names of people (Ahmer, Mr. Jawad), places (Bagh-e-Naran, Qila Bala Hisar, Hayatabad), brands (Bata, Pepsi), events (Eid-ul-Fitr, Eid-ul-Azha), and at the beginning of the sentences.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when necessary.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, pictures, charts etc.



INTRODUCTION

3 MINUTES

- Tell students that capital letters are used in two ways in English:
 - They are used to show the beginning of any sentence.
 - They are also used to show that a noun is a proper noun.
- Tell the students that capitalisation is always used for proper nouns. Similarly, names of people and events also start with capital letters, and the first word of a sentence always starts with capital letter.
- The names of days, weeks and months of a year always start with capital letters.



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

- Review the following rules with the whole class:
 - Capitalise a word when it...
 - Starts a sentence
 - Names a specific person, place or thing (proper noun or adjective)
 - Gives a person's title connected to that person's name
 - Is a major word of a document title
 - Is the pronoun 'I'
- Give examples and help students understand each rule and its example.

- ◇ Ask them if they have any questions.
 - ◇ Paste an already prepared chart in front of the class with following sentences.
 - ◇ We celebrate Independence Day of Pakistan every year.
 - ◇ I met my friends last Sunday.
 - ◇ June is the hottest month of year.
 - ◇ Eid-ul-Fitr comes after Ramazan.
 - ◇ Quaid-e-Azam is the founder of Pakistan.
3. Ask volunteers to come forward and underline capitalisation in the above sentences.

Activity 2: 10 Minutes

1. Select a unit of the textbook.
2. Divide the class into pairs and ask them to open the selected unit of the textbook.
3. Tell them to scan the unit for capitalisation and circle all capital letters. Tell them to use a lead pencil.
4. As they find a capital letter, they should note if it is the beginning of a sentence or a proper noun.
5. Once they have completed this task, ask them to compare their work with that of another pair.
6. Finally, review the unit with whole class and highlight why a certain letter is capitalised.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by reviewing where to use capitalisation in English:
 - ◇ The first word of a sentence
 - ◇ "I"
 - ◇ Days, months, and holidays
 - ◇ Names of people and places, titles of people
 - ◇ Buildings and other structures
 - ◇ Organizations and other groups of people
 - ◇ Historical events and documents
 - ◇ Titles of books, games, newspapers, magazines, movies, plays, television shows, works of art, etc.



ASSESSMENT

5 MINUTES

1. Write the following sentences on the writing board:
 - ◇ we loved our trip to the army museum.
 - ◇ one of my favourite pakistani players is waseem akram.
 - ◇ the prime minister lives in the pm house.
 - ◇ i want to visit chitral national park next june.
 - ◇ on wednesday, sidra and saira went to the library
2. Ask students to rewrite these sentences using the correct capitalisation.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write the names of days of a week and names of the month on the charts as home assignments.
2. Tell them to scan a newspaper for capitalisation and note down at least 10 words that are capitalised.

SUMMARY WRITING



STUDENT LEARNING OUTCOMES

Use summary skills to:

- Mark important points and develop a mind map to summarize a text.

INFORMATION FOR TEACHERS

1. A summary is a shorter version of the original. Such a simplification highlights the major points from the much longer subject, such as the text.
2. Summary skills require that the reader reads the entire text to first identify the key points.
3. A min map is a diagram used to represent, ideas or other items linked to and arranged around a central keyword or idea. Mind maps are used to generate, structure and classify ideas, and as an aid in study skills and writing organization.
4. At this grade, the mind map will be the easiest and simplest one because the students are very young. You just need to tell them the introduction of the mind map and ask them to develop it by identifying and linking key ideas.
5. Use simplest of symbols and make it as colorful as possible for the interest of the students.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/marker, writing board, textbook.



INTRODUCTION

5 MINUTES

1. Recall the previous lesson about the summary.
2. Remind them that they used the technique of marking the important or key points in the text to develop the summary of it.
3. Tell them that today they are going to make the mind map which is a drawing form of summary in simple words.



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

1. Give the story to the class which you have with you.
2. Ask the class to read it carefully and write keywords on the different page. They have done enough practice of summary skill, so there would be no problem for them.

3. Ask them to draw their own cartoon, a flower or a tree etc. in the middle of the page and write all the words they have written on the page at different places near their cartoon.
4. Circle the words.
5. Now draw lines to connect the circled words and the cartoon/flower.
6. Tell them that this is called the mind map which is summarizing the next they have just read.
7. Tell them that they can easily write a summary of a text just by having a view of the mind map.
8. Point out to students that the mind map will help them in remembering facts too, since they now have to remember a few keywords that will help them remember the whole story.



CONCLUSION / SUM UP

2 MINUTES

1. Conclusion the lesson by telling the class the importance of mind map. When they were making the mind map of their own, draw a mind map on the blackboard and at the end of the lesson, show them that mind map and explain it to conclude.



ASSESSMENT

6 MINUTES

1. Ask them to shuffle the papers of mind maps with each other and ask them to view mind maps of others.
2. Ask students to point out if their selection of key points for the mind map is very different from their class fellows.
3. Involve the students in solving the exercise at the end of unit/chapter



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give them another text and ask them to make the mind map of that text on paper. Check the home work the next day.

THE STONE CUTTER:

Once upon a time there lived a stone cutter in a small village. All day long he worked hard, cutting the hard stones and making the shape which were needed by his customers. His hands were hard and his clothes were dirty.



One day he went out to work on a big stone. It was very hard to work and the sun was very hot. After spending several hours cutting the stone, he sat down in the shade and soon fell asleep.

After sometime, he heard sound of somebody coming. Walking up he saw a long procession of people. There were many soldiers and attendants and in the middle, in a palanquin, carried by strong people, was the king .

"How wonderful it must be to be the great king" thought the stone cutter .

"How happy I would be if I were the king instead of a poor stone cutter".

As he said these words, a strange thing

happened. The stone cutter found himself dressed in silk clothes and shining jewels. His hands were soft and he was sitting in a comfortable palanquin.

He looked through the curtains and thought, How easy it is to be a king, these people are here to serve me.

The procession moved on and the sun grew hot. The stone cutter, now the king, became too warm for comfort. He asked the procession to stop so that he could rest for some time.

At once the chief of the soldiers bent before the king and said "Your Majesty, only this morning you swore to have me hanged to death if we did not reach the palace before the sun set".

The stone cutter felt sorry for him and ordered the procession to go on its way again.

As the afternoon wore on, the sun grew hotter, and the king became more and more uncomfortable.

"I am powerful, it is true, but how more powerful the sun is, he thought I would rather be the sun than a king".

At once, he became the sun, shining down on the earth.

His new power was hard to control.

He shone too strongly, he burned up the fields with his rays and turned the ocean into vapour and formed a great cloud which covered the land.

But no matter how hard he shone, he could not see through the clouds.

"It is obvious that the clouds are even stronger and more powerful than sun" said the stone cutter, now the sun, "I would rather be a cloud".

Suddenly he found himself turned into a huge dark cloud.

He started using his new power. He

poured rain down on the fields and caused floods. All the trees and houses were swept away but a boulder, which once he had been cutting when he was a stone cutter was unmoved and unchanged.

How much he poured down on the stone it did not move.

"Why that rock is more powerful than I am" said the stone cutter now a cloud.

"Only a stone cutter could change the rock by his skill. How I wish I were a stonecutter".

No sooner he said the words that he found himself sitting on a stone with hard and rough hands.

He picked up his tools and set to work on a boulder, happily.

GAPPED SUMMARY



STUDENT LEARNING OUTCOMES

- Use summary skills to provide the missing information in the gapped summary.

INFORMATION FOR TEACHERS

1. A good summary condenses (shortens) the original text. While it should be long enough to include the most important information, usually it is one-fourth to one-third of the original text if that text is 1–3 pages. It will vary greatly, for example, if it is a summary of a novel, book, or other long piece. The length also depends upon the purpose of the summary.
2. Summary skills require that the reader reads the entire text to first find the key points.
3. Then using their own words, the reader writes the summary including all the key points.
4. Gapped summary has a few words missing i.e. fill in the blanks. The students should be able to insert the relevant words. Initially give them a word bank to select words from.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/marker, textbook, writing board, textbook etc.



INTRODUCTION

5 MINUTES

1. Remind students the lesson about the summary skills they learned in the previous grade.
2. Help them recall key points of a summary.
3. Ask a student to volunteer to tell a summary of any recent lesson. Other students should fill in where any key point is missed.
4. You can also ask a student to briefly describe an event, for example, if the class played a match or went on a trip, one student can give a summary of it.
5. Other students can point out if he/she missed anything.
6. Students can also point out if he/she gave unnecessary details.
7. Discuss with students if they don't agree on what is important and what is not important.
8. Tell students that it is important to include all the key points or information in a summary and that we may use our own words to give that information but it is vital that the information is not missed out.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Introduce the activity by asking students to describe a summary:
 - ◇ Convey the idea that a summary is a short, overall picture of what happened in the story or what is written in a text
 - ◇ A summary touches on the most important aspects of the story/ text
2. Begin by reading OR have students listen to a selected text from the textbook.
 - ◇ Ask students the following framework questions:
 - ◇ What are the main ideas?
 - ◇ What are the crucial details necessary for supporting the ideas?
 - ◇ What information is irrelevant or unnecessary?
3. Have them use key words or phrases to identify the main points from the text.

Activity 2: 10 Minutes

1. Ask the class to open the unit which you have selected for this lesson. (See Annex-1: Sample Text with Questions).
2. Ask them to read the text of the unit carefully.
3. When they are reading the text, write some MCQs (Multiple Choice Question) on the board.
4. The MCQs must be about all the information from the text which is important.
5. After they have completed reading, ask them to answer the MCQs and write the answers on their note book.
6. When they are writing the answers on the note book, you should write the gapped summary on the board. (See the end of the lesson for gapped summary)
7. Ask them to fill the information which is missing in the gapped summary.
8. Ask them to write it on their note books.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by asking the class about the importance of summary.
2. Review the key points of a summary with the class.



ASSESSMENT

5 MINUTES

1. Ask them to exchange their notebooks with each other and ask the class to check the work of each other.
2. Ask them to tell you if they see any problem in it.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give them another text and ask them to write the summary of the text at home.

Annex-I

SAMPLE TEXT WITH QUESTIONS

A Frog was in his garden. A Rabbit came there to see him. "What a fine garden you have, Frog!" he said. "Yes," said the Frog, "It is very nice, but it was hard work." "I wish I had a garden," said the Rabbit. "Here are some flower seeds. Plant them in the ground," said the Frog, "and soon you will too have a garden."



"How soon?" asked the Rabbit. "Quite soon," said the Frog.

The Rabbit ran home. He planted the flower seeds.

"Now seeds, start growing!" said the Rabbit. The Rabbit walked up and down a few times. The seeds did not start to grow. The Rabbit put his head close to the ground and said loudly, "Start growing."

The frog came running up the path. "What is all the noise?" he asked. "My seeds will not grow," said the Rabbit. "You are shouting too much," said the Frog. "these poor seeds are afraid to grow." My seeds are afraid to grow?" asked the Rabbit. "Of course!" said the frog, "leave them alone for a few days. Let the sun shine on them, and water them daily. Soon your seeds will start growing." The Rabbit said, "I will tell the seeds a story. Then they will not be afraid."

The Rabbit told a long story to his seeds. All the next day, the Rabbit recited poems to his seeds. For many days he continued this practice.

One day the Rabbit looked at the ground. The seeds still did not start to grow. "What



should I do?" cried the Rabbit. Then the rabbit felt very tired and fell asleep.

"Rabbit, Rabbit, wake up," said the Frog.

"Look at your garden!"

The Rabbit looked at his garden. It was full of beautiful flowers. "At last, my seeds have started growing and now I have colourful flowers in my garden," said the Rabbit. "And now you have a nice garden too," said the Frog. "Yes, but you were right, Frog, It was hard work," said the Rabbit.

"Hard work is the key to success."

MCQs:

Q: which seeds did the Frog give to the Rabbit?

1. Flower seeds
2. Fruit seeds
3. Vegetable seeds

Q: What did the Rabbit do after planting the seeds?

1. He watered them
2. He started signing
3. He started shouting

Q: Seeds were not growing because they were:

1. Sad
2. Afraid
3. Hungry

Q: What leads to success?

1. Hard work
2. Luck
3. Sitting idle

Gapped Summary:

There was once a hardworking frog, who had a beautiful _____. One day a Rabbit came to meet the Frog. Rabbit also wanted to grow pretty _____. The frog gave him some _____ and told him to go plant them. The Rabbit was very impatient and did not want to wait. He waited for a little while and when no plant grew he started _____. Frog told him not to do this and asked the Rabbit to wait patiently. The Rabbit listened to the advice and talked and _____ to the seeds. But nothing happened. Rabbit got really tired and went off to _____. Frog shook him up and asked him to wake up. When the Rabbit woke up he saw _____. His _____ had paid off.

DESCRIPTIVE PARAGRAPH WRITING – I



STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tense to write a simple paragraph by:
 - ◊ Giving description of a person/object/place.

INFORMATION FOR TEACHERS

1. The students should be able to relate to their existing knowledge of paragraph writing, to further practice the writing of paragraphs using suitable vocabulary (describing words) and tenses.
2. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Newspaper/magazine cuttings; photographs; real objects that the students can see and describe persons from around the class/school. The printed pictures given below are for your reference only.



INTRODUCTION

5 MINUTES

1. Stand in front of the class. Ask the students to describe you: the dress you are wearing, your shoes, the color of your hair, the type of your hair (straight, wavy, long), your features.
Note: Wear something brightly colored or unusual on this day, like a colorful topee or a bright dupatta.
2. Repeat the activity with one student also, but only if any student volunteers to do it.
3. Reinforce the knowledge that the words which describe the color, size, shape, quality of anything are known as adjectives.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Ask students to write a paragraph describing 'My Favorite Aunt' (Khala, Phuppo, Chachi etc)
2. Underline the verb in the sentence.
3. Tell the class that since the described object is alive and still following the routine that they are writing about, they must use verbs in the present tense e.g. is, does, has, have, likes, speaks etc.

Activity 2: 10 Minutes

1. Ask the students to take out your pencil boxes/lunch boxes/water bottles (whatever they have, it's a choice) and observe them carefully.
2. Ask them to describe one object that they have selected from the three to their partner by using 3-4 describing words in 4 sentences.
3. Remind the students of the structure of the paragraph-the main sentence, the body (details/related ideas) and the end//conclusion.
4. Students must use pronouns. (It is..)
5. After they have shared, all students must write the descriptive paragraph of their object.

**CONCLUSION / SUM UP****2 MINUTES**

1. Ask the students to tell:
 - ◇ How to write a paragraph?
 - ◇ What are pronouns?
 - ◇ How to describe things?

**ASSESSMENT****6 MINUTES**

1. Once the students are done with their writing:
2. Ask few students to read out their descriptive paragraph in class.
3. Ask some students randomly to give feedback and work to correct their work in the light of the feedback given by their peers.
4. Involve the students in solving problems given in the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to write a descriptive paragraph on 'The Sweet Things I Eat', in their notebooks.

DESCRIPTIVE PARAGRAPH WRITING – II



STUDENT LEARNING OUTCOMES

- Write simple descriptive paragraph.

INFORMATION FOR TEACHERS

- A descriptive paragraph creates a word picture. It often includes details that appeal to the five senses and that suggest the mood of the writer.
- When you describe something you use adjectives.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- A few objects in a small bag e.g. a lemon, a soft, dirty and rotten tomatoes, a hair brush, a perfume bottle etc.



INTRODUCTION

10 MINUTES

- Call a student in front of the class. Student can volunteer (i.e. come by their own choice) to come.
- Ask a student to close his/her eyes.
- Instruct other students not to say the name of the object.
- Hold one object from the list and ask him/her to touch, smell and feel the object to guess what it is (possible answers: dirty, sour, hard, nice).
- He/she gives words to describe the object till he guesses it correctly.
- Write the words on the blackboard.
- Do the same with few more students with other objects and write the descriptions on the blackboard. (red, yellow, brown, pink, small, sweet and sour, metallic, cylindrical etc).
- Now do the same with the whole class with open eyes. Add to the description of the objects.
- Tell them that five senses are used to describe the objects effectively.
- Reinforce the knowledge that the words which describe the colour, size, shape, quality of anything are known as adjectives.
- Tell the students that when we describe things/person/places we use the present tense.



DEVELOPMENT

15 MINUTES

Activity 1: 15 Minutes

1. Place the objects on the table.
2. Divide the class in pairs.
3. Ask the students to write a small paragraph of about 6-7 sentences to describe the objects. They will write about one object only. Use the descriptions written on the blackboard for each object.
4. Remind the students of the structure of the paragraph – the main sentence, the body (details/related ideas) and the end/conclusion.
5. Students must use pronouns.



CONCLUSION / SUM UP

2 MINUTES

1. Once the students are done with the paragraph writing, ask the students to check each other work and give feedback.
2. Ask the students to correct their work and with a second draft in the light of the feedback given by their peers.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



ASSESSMENT

6 MINUTES

1. How to write a paragraph?
2. How to write a descriptive paragraph?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write a descriptive paragraph on Apples in the notebooks.
2. Ask them to use words to describe how apples felt to each of the four senses, other than hearing: how do they look, taste, smell and how do they feel to the touch.



SOUNDS OF LETTERS AND WORDS



STUDENT LEARNING OUTCOMES

- Read aloud for an accurate reproduction of sounds of letters and words.

INFORMATION FOR TEACHERS

- Reading aloud allows students to make an accurate reproduction of sounds in words.
- For developing accuracy and fluency, the application of punctuation rules is very helpful.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, small pieces of papers containing sentences etc.



INTRODUCTION

5 MINUTES

- Review the letter-sounds with the whole class.
- Help students recall their knowledge of vowels and consonants.
- Make them practice reading keywords for each letter-sound using the 'letter-keyword-sound' pattern.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Write the following paragraph on a chart or on the writing board, then ask a volunteer to read aloud the paragraph:

A quick brown fox jumps over a lazy dog twice. He wants to make the dog angry but the dog was so lazy that he could not even bark. A cow was watching this drama. She came near them and asked the fox about his intention of doing that cruel act. He explained his intention to the cow. The cow whispered in his ear. He jumped on the dog. The dog got angry and gave a painful bite to the fox. The cow burst into laughter.

- Explain to the students how an accurate reproduction of sounds of letters and words takes place in loud reading.
- Tell them that appropriate pauses, stress, and intonation help us read fluently.

Activity 2: 10 Minutes

- Divide the class in two groups and elect a leader for each group.
- Give the following paragraph to both groups and tell them to read it a number of times:

Ali eats a cake at the Lake Bakers. He also likes to ride a bike. He often thinks of interesting things. He also cares for his hair and never shares his thoughts with his peers. He always reads to succeed. He keeps some sheep that peep. He is a complex and perplexed character.

3. Ask the group leaders to come in front by turn and read aloud the paragraph.
4. Ask the respective group members to note the similar sounding words.
5. After leaders' reading, ask a volunteer from each group to come in front and to loudly pronounce the noted words.
6. Help students in the pronunciation of new words in the paragraph.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students that the meanings we get from reading a text depends on how accurately we pronounce a word. If we pronounce the sounds of letters and words correctly, then our mind captures the right message.
2. Tell them that in order to decode a word accurately, it is important to identify the sounds of letters in the word.



ASSESSMENT

6 MINUTES

1. Write the following words in two columns on the writing board:

Column 1	Column 2
jeep	cheap
large	charge
jokes	chokes
tin	chin
June	tune

2. Tell students that you are going to say a word from one of the columns. They should listen to you saying the word. Then, they should raise one hand if they think the word is in Column 1 or raise both hands if they think the word is in Column 2.
3. Say the words randomly, observe students' responses carefully, and continue till both columns are done.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to select any paragraph from their textbook and read it twice.
2. Focus on pronunciation, stress, and intonation while reading the paragraph.

THREE-CONSONANT CLUSTERS-I



STUDENT LEARNING OUTCOMES

- Recognise and pronounce with reasonable accuracy common three-consonant clusters in initial position.

INFORMATION FOR TEACHERS

1. Two or three consonants without vowels make a consonant cluster.
2. A consonant cluster consists of consonant sounds only.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, small pieces of papers containing words with three-consonant clusters etc.



INTRODUCTION

10 MINUTES

1. After greetings, ask students to give you a few words beginning with consonant sounds.
2. Write the following words on writing board:

Lion, clean, box, bottle, like, drink, sheep, straw, duster, play.

3. Ask students to work in pairs and identify the words that have more than one consonant letters at the initial position.
4. Give them 2 minutes for this task.
5. After 2 minutes, invite 2 – 3 pairs to share their responses with the whole group.
6. Make necessary corrections and appreciate students for their work.
7. Tell students that when a word begins with more than one consonant, we say it begins with a consonant cluster.
8. Tell them today they are going to practice words that begin with three-consonant clusters.



DEVELOPMENT

15 MINUTES

Activity 1: 15 Minutes

1. Tell students to continue working with their partners.
2. Randomly distribute the following words among pairs written on separate pieces of papers.

succeed, paragraph, strength, loudly, spring, screen, position, string, inkpot, catch, split, spray, skeleton, strong, liquid

3. Give them 2-3 minutes to practice pronouncing the given words carefully.
4. Ask them that those pairs stand up who have the words with three-consonant cluster in the initial position of the word.
5. Ask them to pronounce the words loudly.
6. Also ask them to mention the three-consonant cluster in the words. For example, in the word 'spring' the three consonant cluster in the initial position is 'spr'.
7. Repeat the process with all the standing pairs in the class.



CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by reading loudly and mentioning three-consonant clusters.
2. Also share a few words which do not have three-consonant clusters in the initial position.



ASSESSMENT

6 MINUTES

1. Write a word with three-consonant cluster in the initial position and ask students to identify the cluster in the word.
2. Repeat the process with 3 – 4 words.
3. Then, write words with three-consonant cluster but not in the initial position. Ask the students to mention the position of consonant cluster.
4. Repeat the process for a number of times.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to find out at least 10 words having three-consonant clusters in the initial position from their textbooks or newspapers/ magazines.
2. Make a list of those words and bring to share with the class.

CONSONANT CLUSTERS – II



STUDENT LEARNING OUTCOMES

- Classify the words that begin or end with the same three-consonant clusters.

INFORMATION FOR TEACHERS

- Two or three consonants without vowels make a consonant cluster.
- A consonant cluster consists of consonant sounds only.
- The same three-consonant cluster means that many words are made from one cluster. For example, the cluster 'str' makes these words: strange, string, straw, etc.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, small pieces of papers containing words with three-consonant clusters, straw, screw, spray etc.



INTRODUCTION

5 MINUTES

- After greetings, help students recall the first lesson about three-consonant clusters.
- Write the following words on writing board.

Spring, screen, lands, straw, hands, spray, string, screw,

- Instruct students to make pairs of the same three-consonant cluster.
- Give them 2 minutes and then ask 3 – 4 volunteers to pronounce the pairs of same three-consonant cluster words.
- Appreciate students for their responses.



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

- Divide the class in three groups and select a leader for each group. Name the groups Group A, Group B and Group C.
- Show your both hands to the student and ask Group A to write its spelling in their notebooks.
- Show a straw and tell Group B to write its spelling in their notebooks.
- Show a screw and tell Group C to write its spelling in their notebooks.
- Now, ask all the group leaders to pronounce the words loudly by focusing on three-consonant cluster in the word.

6. Ask all the groups to write new words having the same three-consonant cluster like the word they have written and pronounced.
7. Give them 5-7 minutes and help them wherever they need help.
8. Ask the leaders to come in front by turn and pronounce all the words they have written focusing on the same three-consonant cluster.
9. Applaud the group having the most number of new words.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by giving more examples of same three-consonant cluster in the initial and in the final position in words.



ASSESSMENT

6 MINUTES

1. Write the following words on writing board:

Column A	Column B
strawberry	screen
Gifts	street
Ponds	lifts
Screw	bends

2. Ask them to read the words and match the words having same three-consonant cluster. Also mention if the consonant cluster is in the initial or final position of the word. For example, spleen: 'spl' consonant cluster is in the initial position.
3. Appreciate them for correct responses.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to list the consonant clusters from today's lesson.
2. Then, scan textbook units, newspapers, and magazine for at least 03 words having the same three-consonant clusters for each cluster as a home assignment.

TELLING THE TIME



STUDENT LEARNING OUTCOMES

- Locate specific information in a 'quarter to' and 'quarter past' clock.

INFORMATION FOR TEACHERS

1. Telling the Time is the ability to read from a clock or timekeeping instrument the time of day or night to varying degrees of accuracy in units of hours, minutes and seconds.
2. This life skill is essential to be developed in the students.
3. The wall clock available in the classroom can be used for practical demonstration to teach how to tell the time.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, wrist watch or analogue clock, text book etc.



INTRODUCTION

3 MINUTES

1. Start by displaying or drawing analogue clock on the writing board.
2. Tell students that the short hand of the clock indicates the hour, while, the long hand of the clock indicates minutes.
3. Ask students to tell the time while looking at the clock.
4. In response to the replies of students tell/teach them how to tell the time.



DEVELOPMENT

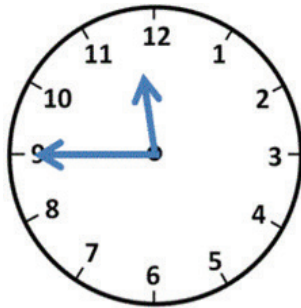
23 MINUTES

Activity 1: 13 Minutes

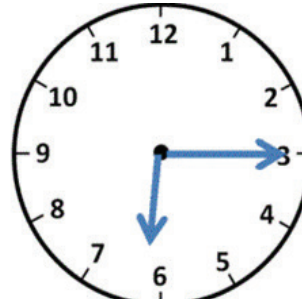
1. Review the concept of the minute hand and the hour hand of the clock. The hour hand is the short hand on the clock while the minute hand is the long hand on the clock. Revise the concept of time in terms of complete hours e.g., 12 o'clock, 3 o'clock, 5 o'clock etc. Revise the concept of counting until 60 in a sequence and then practice counting until 60 in multiples of 5. i.e. 5, 10, 15, 20, 25.....55, 60. Tell students that one hour itself has 60 minutes, this is shown by the minute hand of the clock. The minute hand of the clock moves from one number to the next number on the clock after every 5 minutes. E.g. when the minute hand moves on the numbers their identity changes, 1 becomes 5, 2 becomes 10, 3 becomes 15 and so on until 12 becomes 60. They can also write these numbers next to each other in a list. Practice reading time, point the hour hand at 3 and the minute hand at 9. Tell students that the time is 3:45 because the hour hand is pointing at 3 and the minute hand is pointing at 9. Reinforce the idea that because the minute hand is the secret identity hand, it reads as 45 and not 9. Next, explain the concept of 'quarter to' and

'quarter past' using the clocks shown below: quarter is the fourth of an hour- when minute hand is at 3, it means 15 minutes have passed- it is 'quarter past the hour' (the hour can be seen from the hour hand i.e. 6). So the time is read as 'quarter past six'. When minute hand is at 9, it means there are 15 minutes remaining in completing the hour (the hour can be seen from the hour hand i.e. 12). In this case, the time is read as 'quarter to twelve'.

We read it as quarter to twelve



We read it as quarter past six



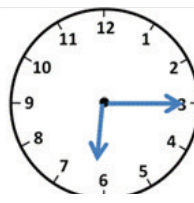
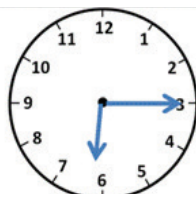
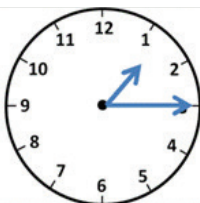
2. Ask students to draw the clocks indicating quarter to six and quarter past seven in their notebooks and show it to the teacher.

Activity 2: 10 Minutes

We read it as quarter to



We read it as quarter past



1. Draw these clocks on a chart or on the writing board.
2. Ask the students to work in pairs and tell the time as shown on the clocks.
3. First student in the pair should point to a clock and ask his/ her partner about the time using a polite expression, e.g.,:
 - ◇ 'Excuse me, could you tell me what time it is, please?'
 - ◇ 'Excuse me, could you tell me the time, please?'
4. The partner should respond with correct time.
5. Once the first student has asked about all the clocks, they should switch roles and continue with the activity until the other student has also asked the time from all the clocks.



CONCLUSION / SUM UP

2 MINUTES

1. Tell the student that telling the time is a very important life skill and may learn this skill properly.

**ASSESSMENT****5 MINUTES**

1. Ask the students to look at the clocks displayed on the writing board.
2. Tell them you will point to a clock and ask them to quickly write the time in words on their notebooks and raise them to show you.
3. Point to one of the clocks and ask students to write the time it shows.
4. Ask them to raise their notebooks to show you their response.
5. Do it for a few clocks.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to draw clocks showing quarter to and quarter past as home assignment.

PUNCTUATION



STUDENT LEARNING OUTCOMES

- Apply punctuation rules to assist accuracy and fluency in reading.

INFORMATION FOR TEACHERS

1. Punctuation is the use of signs and symbols which make the text meaningful.
2. A comma is used to show a pause in the sentences, or when naming a list of items. Take a short pause or little breath when comma comes in a sentence.
3. A question mark is used at the end of a sentence when a question is asked.
4. An exclamation mark is used to show strong feelings.
5. Inverted commas show that the enclosed words were spoken by someone.
6. The student improves reading and understanding when stopping (pausing) at full stops, commas, exclamation marks and question marks to read and speak with correct expressions and intonation patterns.
7. Intonation is the rise and fall in speech. Speech can be made effective by using variety in speech.
8. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.
9. Fluency in reading comes with practice.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

Different colored paper cutouts of punctuation marks to be displayed in class, colored chalk, punctuation passage written on a chart.

1. Cut out the marks of punctuation marks given above in 3x3 inch size on different colored paper.
2. Display and label them on a chart in an attractive manner in class.





INTRODUCTION

5 MINUTES

1. On the day of the lesson ask students to point to the right punctuation mark following these hints: If I am very excited, which one will show my feeling (!)
If I want to know something which one will I use (?)
What will I put at the end of a sentence? (.)
And which one shows a short pause in the middle of a sentence (,)



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

1. Identify a passage from the textbook before the lesson. Passage must have commas, full stops, inverted commas, questions marks and exclamation marks.
2. Ask students to work in pairs, students practice reading a paragraph from their text book following proper punctuation rules and pronunciation of words.
3. Then students copy the passage from the board and insert punctuation marks and capital letters.

Passage to write on the writing board

Solved (for teacher's reference only):

"Did you see the rabbit go down that hole?" said the farmer.

"No," said Sara.

"Look over there by that big tree," said the farmer.

"Oh yes! The rabbit has just jumped out again!" said Sara.

"Well, it might not be the same rabbit!" exclaimed the farmer, "There are lots of rabbits in that hole."

did you see the rabbit go down that hole said the farmer no said sara look over there by that big tree said the farmer oh yes the rabbit has just jumped out again said sara well it might not be the same rabbit exclaimed the farmer there are lots of rabbits in that hole



CONCLUSION / SUM UP

2 MINUTES

1. Ask the students if they have understood the use of punctuation marks.
2. Ask for pronunciation of words.
3. Ask them the purpose of some of the punctuation marks.



ASSESSMENT

6 MINUTES

1. Assess students' understanding and learning through their responses.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Students must practice reading a passage from their textbook with proper pronunciation and fluency in speech.
2. Ask students to cut out a passage or article from a magazine or newspaper and paste in their notebooks. Practice reading it. You can ask any student to read aloud in class with accuracy of pronunciation and fluency in the following lesson.

HOMOPHONES



STUDENT LEARNING OUTCOMES

- Locate, identify, differentiate between, and use few simple pairs of words including homophones.

INFORMATION FOR TEACHERS

1. Homo means same and phones means sounds.
2. Homophones are the words with the same sounds but different meanings and spellings e.g. tail/tale.
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk, marker, flash cards, writing board and charts.



INTRODUCTION

5 MINUTES

1. Make an announcement "WE WON ONE MATCH."
2. Ask them what is odd/funny about the statement, say it in a way that the 'won / one' part becomes more obvious (possible answer: same sounding words: won/one).
3. Ask a student to write it on the board.
4. Tell them that there are many words in English that sound the same but have different spellings.
5. Introduce homophones to the students.
6. Give and ask for a few examples (sail/sale, male/mail, thyme/time, peal/peel, waist/waste, wait/weight (It may be a good idea to introduce a few pairs in each activity, and not all of them together).
7. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DEVELOPMENT

24 MINUTES

Activity 1: 8 Minutes

1. Show the pictures to the students and ask them to tell what they see.
2. Write the students' responses on the blackboard in pairs, for example, meet-meat.
3. Encourage students to find ways to remember the spellings by keeping clues, for example 'In meet there are two letter 'e', and they are meeting each other. And we eat meat, so 'meat' is spelt the same way as eat.

4. Make similar clues for all spellings.
5. Once this activity is finished, ask the students to come up with some other homophones.

Activity 2: 8 Minutes

1. Write the following exercise on the blackboard and ask the students to copy.
2. Revise with the students the hints that you created for all the words so that they can pick the correct answer.
3. Ask them to read the sentences and mark the correct options.
 - ◇ Are the (male, mail) members at home?
 - ◇ I have (one, won) the match.
 - ◇ Nice to (meat, meet) you.
 - ◇ Have you read the (tail, tale) of the famous trader?
 - ◇ The postman put my (male/ mail) in the box.
 - ◇ (Dear, Deer) Ali,
 - ◇ Let's (by, buy) an ice-cream.
 - ◇ There are seven days in a (weak, week).
 - ◇ My mother has a (sun, son) and a daughter.
 - ◇ (their, there) are twelve months in a year.
4. When the students are done with this activity, ask them randomly to tell the correct options.
5. Tell them to make correction in their notebooks side by side.

Activity 3: 10 Minutes

1. Ask the students to make sentences of the following pair of words (homophones). Ask them to try to use them in parallel sentences so that the meaning is clarified. e.g. Their son is standing there.
2. You may do some of these as a whole class activity to give students an idea of how to do it.
 - ◇ Hair, Hare
 - ◇ Deer, Dear
 - ◇ Their, There
 - ◇ Sun, Son
 - ◇ Week, Weak
3. Monitor and help the students and give you input where required.



CONCLUSION / SUM UP

2 MINUTES

1. What are homophones?



ASSESSMENT

2 MINUTES

1. Once the students are done with the sentences, ask them to exchange and check each other's work and give feedback.
2. Ask the students to correct their wrong sentences and write them again.
3. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find out five homophones from their English textbook.

MASCULINE, FEMININE AND NEUTER GENDER



STUDENT LEARNING OUTCOMES

- Classify and change the gender of more nouns from the immediate and extended environment (masculine/feminine/neuter).

INFORMATION FOR TEACHERS

- Refer to the Information for Teachers given in Grade 3 lesson for the definition of the three types of gender nouns.
- The masculine and feminine gender nouns may be distinguished from each other in three ways.
 - by the use of different word Examples: husband/wife, lord/lady, sir/madam, uncle/aunt, son/daughter
 - by a different ending Examples: actor/actress, lion/lioness, tiger/tigress, host/hostess.
 - by forming compound words Examples: gentleman/gentlewoman, grandfather/grandmother, landlord/landlady
- Time allocation is tentative and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, worksheet.



INTRODUCTION

5 MINUTES

- Start the lesson by writing some nouns (male, female, neuter) on the blackboard. Ask the students about the gender of each noun.
- Ask the students to give more gender (masculine, feminine, neuter) nouns.
- Do the activity till the time allows.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Tell the students that masculine and feminine gender of nouns can be distinguished from each other in three ways (see Information for Teachers above).
- Write examples on the writing board as you teach. Go over each noun with students to teach pronunciation.

3. Ask the students if they know masculine/ feminine noun in all the three ways discussed.
4. Ask the students to write the gender nouns in their notebooks.

Activity 2: 10 Minutes

1. Divide the class in such a way that each row of students becomes a team.
2. Ask each team one by one to give a neuter noun.
3. The team which gives a wrong neuter noun loses a point. The team which gives more correct nouns wins.
4. Play the game for 5-8 minutes.
5. The class claps for the winning team. (There can be many winner teams).
6. Give students worksheet or write on the writing board. (See the sample worksheet at the end of the lesson plan).
7. Give clear instructions to the students and ask them to do the worksheet.
8. Provide assistance to the students where necessary.



CONCLUSION / SUM UP

2 MINUTES

1. Quickly go over all the three ways in which masculine and feminine gender nouns are distinguished from each other. Orally give students some nouns and ask for their gender.



ASSESSMENT

6 MINUTES

1. Assess the students' ability to classify nouns gender-wise on the basis of introduction activity.
2. Assess students understanding of neuter gender nouns through their response in the activity 2 and performance on the worksheet.
3. Arrange a written quiz after a week to assess whether the students are able to classify nouns according to the gender.
4. Arrange a written quiz after a week to assess whether the students are able to change gender nouns from intermediate and extended environment (see the attached sample quiz at the end of the lesson plan).
5. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. A variety of nouns should be given in the follow up. A mixture of nouns should be given for classification into their respective gender.

Answers for Activity 2 (for teachers' reference only)

Masculine: emperor , actor, nephew, gentleman, rooster, uncle, poet, prince, bull, gander.

Feminine: mistress, landlady, rooster, hostess, mare, policewoman.

Neuter: computer, candle, bridge, bread, mountain.

Sample Quiz answers: empress, master, waitress, actress, brother, landlord, niece, gentlewoman, father, hen, wife, host, aunt, horse, fox, poetess, princess, cow, policeman, goose.

landlady	nephew	gentleman
mother	rooster	husband
hostess	uncle	mare
vixen	poet	prince

police

woman

gander bull

Sample Worksheet – Activity 1

Classify the following nouns according to gender.

emperor	mistress	computer	actor	candle
landlady	nephew	gentleman	bridge	rooster
bread	hostess	uncle	mare	mountain
poet	prince	bull	policewoman	gander

Masculine	Feminine	Neuter

Sample Worksheet – Activity 2

Write the opposite gender of the following nouns.

emperor	mistress	computer	actor	candle
landlady	nephew	gentleman	mother	rooster
husband	hostess	uncle	mare	vixen
poet	prince	bull	policewoman	gender

Month

4

USING PUNCTUATION



STUDENT LEARNING OUTCOMES

- Use punctuation according to the rules learnt earlier.

INFORMATION FOR TEACHERS

- The rules learnt earlier are the following:
 - Recognise that a sentence ends with some form of punctuation, i.e., full-stop, question mark, or an exclamation mark.
 - Recognise and use an apostrophe to show possessions and exclamation marks to show strong feelings.
- Study the punctuation lesson plan from Class 3. You may start with the activities from Class 3 lesson plans if your students need basic practice.
- While teaching the lesson, the teacher should also consult the textbook for all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following excerpt from 'Alice's Adventures in Wonderland' on the writing board or a chart:
 - Alice:** And how many hours a day did you do lessons
 - The Mock Turtle:** Ten hours the first day nine the next and so on
 - Alice:** What a curious plan
 - The Gryphon:** That's the reason they're called lessons because they lessen from day to day
- Tell students that this conversation between 'Alice' and 'The Mock Turtle' is very interesting, but unfortunately many punctuation marks from this conversation have faded out because this novel was written long ago in 1865.
- Ask students to work in pairs and try to find out which punctuation marks are missing. Tell them to copy the conversation on their notebooks and put the missing punctuation marks in it.
- After a couple of minutes, review students' responses and punctuate the excerpt as shown below:
 - Alice:** And how many hours a day did you do lessons?
 - The Mock Turtle:** Ten hours the first day, nine the next, and so on.

- ♦ **Alice:** What a curious plan!
- ♦ **The Gryphon:** That's the reason they're called lessons, because they lessen from day to day.

5. Tell students that today they are going to get a bit more practice of using punctuation.



DEVELOPMENT

20 MINUTES

Activity 1: 8 Minutes

1. Divide the class into pairs and ask them to do the following:
 - ♦ Find any two sentences from your English textbook with the following punctuation marks:

Full Stop.

Exclamation!

Question mark?

Apostrophe '

- ♦ Discuss their meaning.
- ♦ Write the sentences in the notebook and discuss your work in pairs.

Activity 2: 12 Minutes

1. This activity is called Gallery Walk.
2. Divide the class into groups of four.
3. Assign a group leader to each group.
4. Write following sentences on the writing board:
 - ♦ He is a doctor
 - ♦ Congratulations youve won the prize
 - ♦ Are you coming
 - ♦ This is Alis book
 - ♦ Is he ill today
5. Tell students that in their groups, they should discuss which punctuation marks should be used in each of the sentences. Once decided, they should use the right punctuation marks and re-write the sentences neatly on a page.
6. After completing the task, each group leader will paste the page on a prominent spot of the nearby wall.
7. Group leader will stand beside the page and will explain their group's work to the other students who will visit to see their work.
8. All students will get up and move through the classroom as done in an art gallery. They will observe different charts from different groups.
9. Students will give their feedback and remarks by writing on a space on the chart.



CONCLUSION / SUM UP

2 MINUTES

1. Brief class discussion – Ask the students to tell when to use the above-mentioned 4 punctuation marks. Help the students to tell in simple complete sentences like:
 - ♦ We use full stop to end a statement.
 - ♦ We use question mark to end a question.
 - ♦ We use an exclamation mark at the end of a sentence to show surprise, urgency, or excitement (very strong emotions).



ASSESSMENT

6 MINUTES

1. Ask students to rewrite the following sentences using the correct punctuation marks:

Use (?) at the end of questions.

Use (.) at the end of a statement.

Use (!) at the end of a sentence to express strong feelings/ emotions.

- ◇ Where is my bag

- ◇ Ouch I hurt my knee

- ◇ Its Monday today

- ◇ There are forty-five students in my class

2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write 3 sentences using each of the punctuation marks in notebooks.
2. Make the students act and say sentences, questions, and strong emotions.
3. Ask the students to come up with new and different sentences from English cartoons given in children's magazines or newspaper editions.

GUIDED PARAGRAPH WRITING



STUDENT LEARNING OUTCOMES

- Write a guided paragraph using ideas gathered and organised through different strategies

INFORMATION FOR TEACHERS

- An organised paragraph includes:
 - A Topic Sentence – this is the main idea or subject of the writing.
 - Detail Sentences – these are the sentences that describe and give more detail about the main idea.
 - Logical Order – the sentences have to be put together in a way that makes sense.
- Ensure that all the sentences are about the main idea.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chart with pictures drawn on it, writing board, paper, scotch tape, textbook.



INTRODUCTION

5 MINUTES

Ask the students:

- What do they call their grandmother?
- What do they love the most about their grandmother? (paternal or maternal).
- What does their grandmother look like?
- How much time do they spend with their grandmothers? How do they spend time with their grandmother?
- Most importantly, ask students to include something interesting about their grandmothers, what language they speak, what do they love to say? How do your grandmothers spoil and scold you?



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Draw the picture on a chart and write the prompts on it and paste it on the blackboard.
- Ask the students to work in pairs or small groups and take notes.
- Once they are done with brainstorming and taking notes, tell them to make sentences.

4. Monitor and help the students.
5. Ask them to self-correct their work for capitalization, punctuation, spellings and grammar by using given checklist.

Activity 2: 10 Minutes

1. Write the following paragraph template on the blackboard and ask the students to copy it.
Paragraph Writing:
Topic: Let me tell you about my grandmother

Supporting detail 1: She lives

Supporting detail 2: We spend time together

Supporting detail (s) 3:

Closing sentence: I think she is the greatest _____ in the world.
2. Tell the students to write a paragraph on their 'grandmother' with the help of the above brainstormed material and the paragraph template.
3. Monitor and help the students.
4. Remind them that each one of them must write a different paragraph so it is interesting and close to reality.



CONCLUSION / SUM UP

2 MINUTES

1. Students volunteer to read out their paragraphs to the class.
2. Ensure that students listen to each other with respect. They may ask questions if something is unclear.



ASSESSMENT

6 MINUTES

1. Ask the students to exchange their work with their peers and check by using the attached peer checklist.
2. After checking ask the students to write the second draft by correcting their mistakes.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



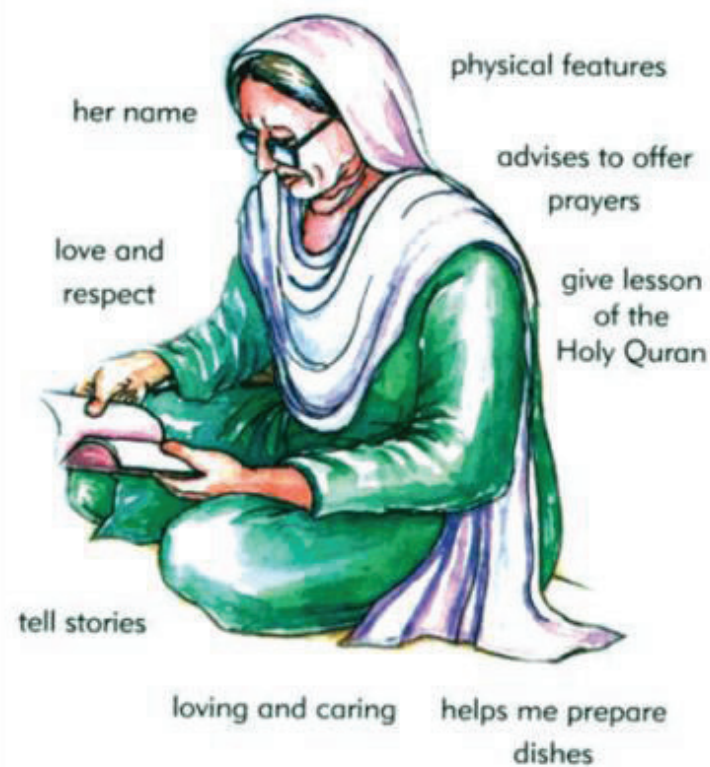
HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a paragraph about your favorite uncle/family members.

Friend Check	Writing Checklist
	Are basic words spelled correctly?
	Is there a punctuation mark after each sentence?
	Does everything make sense?
	Is there a good topic sentence?
	Is there a good closing sentence?
	How many sentences were written?
	Is the handwriting neat?
	Capitalization
	Correct use of pronouns
	Grammar-subject verb agreement

Grandmother



BRAINSTORMING



STUDENT LEARNING OUTCOMES

- Use some strategies to gather ideas for writing, such as brainstorming.

INFORMATION FOR TEACHERS

- Brainstorming means thinking of everything you can about a topic. It is a process for generating new ideas.
- Remember there are no or good or bad ideas. Just write whatever comes to the students' minds.
- The picture used below to gather ideas for writing is a 'mind map'/graphic organiser
- In teaching language, it is important to keep the local context in mind. Where possible relate it to children's own lives and immediate environment. Allow for use of names of local things where no substitute is known or available: e.g. Dadi, Nani, lassi, haveli. However, it is recommended to look up a dictionary and introduce maximum vocabulary in English of everyday items especially vegetables and fruit e.g. bhindi = okra/ ladyfinger, dahi = yoghurt.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, flash cards/pictures, textbook.



INTRODUCTION

5 MINUTES

Ask the students

- How do you spend your weekend?
- Do you visit your grandparents on the weekends?
- What do you like to do on the weekend?



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Write the following worksheet on a chart and draw pictures (it will be recyclable).
- Ask the students to read it carefully and you write the changes on the black board e.g. changes in verb: caught, built etc.
- Tell the students that this is about Ali's weekend.

4. Ask the students to tell how Ali spent his weekend.
5. Explain unfamiliar words where necessary.
6. Discuss and compare how Ali's weekend is different from most of their own weekends.

Activity 2: 10 Minutes

1. Ask the students to think about their weekend with the help of the mind-map.
2. Encourage use of local names (Dadi, Nani) local food (corn, chappati).
3. Ask the students to draw the mind map in their note books and write about their routines.
4. Once the students are done with mind- mapping and taking notes, ask them to make sentences of the brainstormed words.
5. Monitor and help the students.



CONCLUSION / SUM UP

2 MINUTES

Ask the students

1. What is mind map?
2. Why do we use it?



ASSESSMENT

6 MINUTES

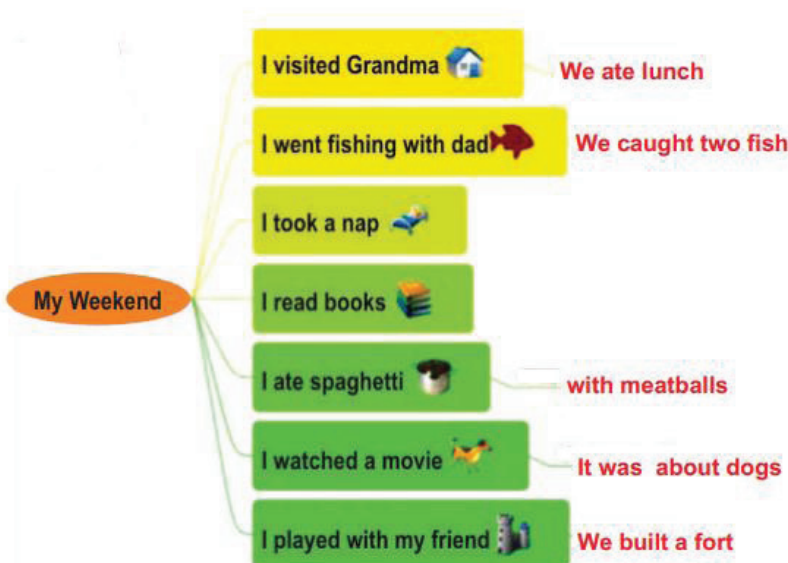
1. Ask the students to exchange and check each other's work for correct capitalization, punctuation, grammar and spellings and give feedback.
2. After peer checking ask the students to write the second draft in the light of the feedback given by their peers.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write a paragraph on their "weekend" using above information.



PRONUNCIATION OF ARTICLE 'THE'



STUDENT LEARNING OUTCOMES

- Identify and differentiate the use of 'the' with words starting with consonant and vowel sounds.

INFORMATION FOR TEACHERS

- There are only three articles in English language (a, an, the).
- 'The' is called a definite article.
- The word (the) is pronounced 'thee' /ði:/ before a vowel sound e.g., the /ði/ apple.
- The word (the) is pronounced as 'thuh' /ðə/. Before a consonant sound e.g., the /ðə/ book.
- Both written and oral practice is recommended for better understanding of the concept.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, textbook.



INTRODUCTION

3 MINUTES

- Start the lesson by writing the following words on board:
The egg The book
- Ask a few students to pronounce the written words.
- Different students will pronounce it differently.
- Appreciate their responses and repeat the correct pronunciation of 'the' with each word.
- After this practice explain the article (The) and rules to pronounce it. (see information for teacher)



DEVELOPMENT

25 MINUTES

Activity 1: 15 Minutes

- Say: "Normally, we pronounce 'the' with a short sound (like 'thuh'). But when 'the' comes before a vowel sound, we pronounce it as a long 'thee'."
- Review the following examples with the whole group:

vowel sound	write	say
a	the apple	thee apple
e	the egg	thee egg

i	the ice-cream	thee ice-cream
o	the orange	thee orange
u	the ugly duck	thee ugly duck

- Tell students that it is important to understand that it is **what we say** that matters, **not what we write**. It is the **sound** that matters, **not the letter** used in writing a word. So we use a long "thee" before a vowel sound, not necessarily before a vowel. Review the following cases with the whole group:

we write	with	we say	because
the house	consonant h	thuh house	consonant sound
the hour	consonant h	thee our	vowel sound
the university	vowel u	thuh yuniversity	consonant sound
the umbrella	vowel u	thee umbrella	vowel sound

- Divide the class into groups of five students.
- Assign roles to each member of the group: group leader, writer, speakers, and word locators.
- Tell students that they are going to play a game.
- Give 10 minutes time for this activity.
- Tell students to go through their textbooks and find words using "thee" and "thuh".
- After time is up, invite the group leader from each group to come up and pronounce the words found by his group with correct article sound.
- The entire class will judge. They will accept or reject the words by signaling a thumbs up or thumbs down.
- Count correct words of each group and write the number on the writing board.
- The group with more correct answers will be the winner.

Activity 2: 10 Minutes

- Copy the following worksheet on the writing board:
Instruction: Choose the correct option.
 - I need to go to _____ bazaar. (thee, thuh)
 - I have _____ umbrella (thee, thuh).
 - It is the need of _____ hour (thee, thuh).
 - You ate _____ apple (thee, thuh)
 - I brought _____ pen (thee, thuh).
- Divide the class into pairs.
- Tell students to complete the worksheet after discussing with their partners and exchange their work with another pair.
- Invite 2 - 3 pairs to come up and share their work.
- Listen to their pronunciation of 'the'. Make indirect corrections.



CONCLUSION / SUM UP

2 MINUTES

- Recall the rules of using the pronunciation of 'the' with different words. (see information for teachers)
- Tell the students to focus on initial sounds of the words to identify the use of (thee, thuh) by giving them some more examples.

**ASSESSMENT**

3 MINUTES

1. Write the following words on writing board as shown below and ask students to copy them on their notebooks:
 - ◇ the [] house
 - ◇ the [] hour
 - ◇ the [] university
 - ◇ the [] onions
2. Ask them to identify the correct pronunciation of 'the' before each word and write it as [thee, thuh]

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Give 10 words to the students to practice using (thee, thuh) as per initial vowel/consonant sounds.

GUESSING THE MEANINGS OF UNFAMILIAR WORDS



STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with a text using intensive reading strategies (while reading) to guess meanings of difficult words from context.

INFORMATION FOR TEACHERS

1. Intensive reading requires that students try to understand the text thoroughly.
2. Critical thinking means applying prior knowledge, given information and reasoning to understand a text.
3. Using the critical thinking strategies, a reader can guess the meanings of unfamiliar words using the context, co-text (i.e., the text around an unfamiliar word), and grammatical category of the word.
4. Help your students develop their skimming and scanning skills and dealing with unfamiliar words to understand contextual and textual clues while reading. This will help them develop reading fluency and enhance their interest and pleasure in reading.
5. While teaching the lesson, the teacher should also consult the textbook for all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook etc.



INTRODUCTION

5 MINUTES

1. Write the following story on the writing board and ask students to read it. Tell them to note new/ unfamiliar/ difficult words while they read it:

Naila was Akbar's older sister. She was very naughty and blamed little Akbar for things that she herself did. One day, mother made a cake for the guests. Then she saw someone had put a finger in it and ruined it! Mother immediately knew who had ruined the cake.

2. Ask students to read it again and guess the meanings of the words they noted as new/ unfamiliar/ difficult words.
3. Ask students for their comments on who had messed up the cake. Most of them will say Naila.
4. Point out to them that the story does not actually say that Naila did it, but we infer or guess it from the title of the story and from the fact that Naila does things that she blames on Akbar.
5. Tell the students that today they will be trying to guess the meanings of difficult words by keeping in mind the context of the text.

**Activity 1: 13 Minutes**

1. Tell students that while reading any new piece of writing, we are likely to come across certain words which are unfamiliar, new, or difficult for us. Ask student: "What can you do to understand such words?"
2. Allow a few students to respond, and then tell the class that good writers provide us clues within the text to help us understand the meanings of difficult words. The shape or type of the word can also help us understand it. Moreover, the situation described in the text also helps us. Using this support, we can try to guess the meanings of such words. It means that we should be able to infer the meaning of an unknown word using:
 - ◇ the meaning of vocabulary items that surround it;
 - ◇ the way the word is formed;
 - ◇ background knowledge of the subject and the situation.
3. Tell them that opening a dictionary again and again while reading a text distracts us from comprehension and makes reading a difficult and tiring job! So, it is always better to try guessing the meanings of unknown words with the help of clues: both from the context and text.
4. Review the following steps with the whole group:
 - Step 1: Reread and read ahead**
 - ◇ Stop and reread the words that come before and after the unfamiliar word.
 - Step 2: Identify context clues**
 - ◇ Think about the meaning of the words in the text that surround the unfamiliar word.
 - Step 3: Decide on a meaning**
 - ◇ Use what you know from the context to make an intelligent guess about the meaning of the unfamiliar word.
 - Step 4: Check that meaning in the context**
 - ◇ The meaning you decided on should make sense in the sentence and in relation to the main idea of the text.
5. Take a text from the textbook in which there are some difficult words.
6. Ask any one student (preferably a fluent reader) to read the text out aloud. Give other children a chance, too.
7. When the students stop while reading a word, you must stop and ask the student which word they feel is difficult. Underline that word and resume your reading. At the end, you will have some words which will be underlined with the help of students.
8. Now ask the students about the meaning of the words, if no one can answer, repeat the context of that sentence, and ask the class to guess the meaning by keeping in mind the context of the sentence. They will surely be able to tell the meaning or at least they will come closer to the meaning and this is what you wanted from them.
9. Keep this activity going for all the underlined words.
10. After they are done with it, tell them the real meanings of all the words.
11. Divide the class into groups and ask them to copy the paragraph and fill the gaps.

Activity 2: 10 Minutes

1. Arrange the class in two groups.
2. Give a paragraph from the textbook.
3. Ask students to read the paragraph twice:
 - ◇ During the 'First Reading', underline the new/ unfamiliar words,
 - ◇ During the 'Second Reading', try to guess the meanings of new/ unfamiliar words with the help of the context.

- Once they have completed this task, ask them to compare their work in pairs to see if they have underlined similar or different words.
- Next, give them the matching activity as given below.
- Guide them accordingly.
- Invite some students to come up and share their answers.

Read this paragraph and match the columns below:

"I am feeling so ashamed for being rude to Irfan. I will never be able to forgive myself", Saad shared his feelings with Rehan. Rehan told him it was not too late. He told Saad to go to Irfan's house and say sorry for his wrong behaviour.

Match the columns.

Column A	Column B
Ashamed	Not in time
Rude	Excuse
Forgive	Bad-mannered
Late	How one acts.
Behaviour	Embarrassed



CONCLUSION / SUM UP

2 MINUTES

- Conclude the lesson by telling the class that when they are stuck with difficult words, they should guess the meaning of the word from the context in sentences.
- Emphasize that using a dictionary for 'every' new/unfamiliar/difficult word is not an appropriate strategy because it disrupts the reading flow and pleasure. Use dictionary as a last resort.



ASSESSMENT

3 MINUTES

- Give students another text from their textbook with difficult words and ask them to find out the meaning of those through guessing.



HOMEWORK / FOLLOW UP

2 MINUTES

- Tell students that this lesson will help them throughout their lives. They should use this technique.
- Continue to make them guess in other subjects and in English. Do not give them meanings of words before asking them to try to guess it.
- Give them clues if they find it difficult to guess but do make them try.

SCANNING FOR SPECIFIC INFORMATION



STUDENT LEARNING OUTCOMES

- Scan a simple text for specific information.

INFORMATION FOR TEACHERS

- Scanning** is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.
- Make students practice reading for specific information while ignoring irrelevant information.
- Also train them to look for clues, including appearance of the required information, numbers, dates, highlighted text, etc to locate the required information within the text.
- Give students as much guidance and practice as possible.
- Utilize textbook for examples to be used for practicing scanning.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, handouts, textbook, etc.



INTRODUCTION

5 MINUTES

- Write 'Reading for Main Ideas' and 'Reading for Particular Details' on the top of the writing board.
- Copy the following table on the writing board or a chart:

<ul style="list-style-type: none"> reading first and last paragraphs, reading the topic sentences, and paying attention to other details on the page like <u>titles</u>, bold type or <i>italics</i>, photograph captions, etc. 	<ul style="list-style-type: none"> looking down and around a page quickly, and searching for important words, facts or phrases to find certain details.
---	--

- searching for important words, facts or phrases to find certain details.
- Ask students to work in pairs, read the information given in both columns, and choose the right title for each column – point to the words already written on the top of the writing board i.e, 'Reading for Main Ideas' and 'Reading for Particular Details'.
- Give them two minutes to read, discuss, and decide on the title. Then ask 2 – 3 students to share their responses with the whole group.
- Ask other pairs if they have same answers or different.
- Tell them that the left-hand column lists steps of 'reading for main ideas' whereas the

right-hand column mentions the steps of 'reading for details' within a text. Write the titles for each column.

8. Tell them these are two important processes used in reading – they help us read quickly and with understanding.
9. Say: "Today, we are going to practice 'reading for particular details in a text'." Tell them that this technique is called 'scanning'.



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

1. Remind students that scanning is a technique they already use, for instance, when looking up a word in a dictionary or trying to find a certain phrase or number on a printed page. When they are scanning, they move their eyes to find only the required words, answers, numbers or phrases – ignoring the irrelevant information.
2. Divide the class into groups of five students.
3. Write the following questions on the writing board:
 - ◇ Who was born in the middle of thirteenth century?
 - ◇ Who governed China in 1266?
 - ◇ What was the profession of Marco Polo's father and uncle?
 - ◇ What is Cambalue?
4. Divide the class into five groups; assign one question to each group and ask them to read the question and identify the 'type' and 'appearance' of the information the question is asking for. Give them a minute to do this task.
5. Ask each group to quickly share their response.
6. Write the following text with questions based on the writing board or a chart:

Marco Polo was born in the middle of the thirteenth century in 1254 or perhaps 1253. His father, Nicolo Polo, and his uncle, Maffeo Polo were rich Venetian merchants. They were great travellers. In 1266, they travelled as far as China. China was then governed by the great Mongol emperor, Kublai Khan. They went to its capital city Cambalue.

7. Ask the groups to scan the text to find the answer to their assigned question in one minute.
8. After one minute, ask each group to share their responses quickly. Ask others to verify if the answer is correct.
9. Next, ask students to read the text individually and answer all the questions.

Activity 2: 10 Minutes

1. Arrange the class in pairs.
2. Write the following paragraph and questions on the writing board.
3. Tell the students to read the text and complete the missing information based on given text.
4. Ask pairs to exchange their answers with a pair sitting next to them.

Paragraph:

Environmental pollution is a term that refers to all the ways by which people pollute their surroundings. People pollute the air with gasses and smoke, poison the water with chemicals and other substances, and damage the soil with many fertilizers and pesticides.

- ◇ -----pollute their surroundings.
- ◇ The air gets dirty with -----.
- ◇ Soil is damaged by -----.



CONCLUSION / SUM UP

2 MINUTES

1. Reinforce the following points:
 - ◇ Scanning is a useful technique to find certain details within a text quickly. It means letting your eyes move quickly through the text until you find exactly what you are looking for.
 - ◇ While scanning, read only to find the information or answers to questions you are looking for – ignore the unrelated information.
 - ◇ Look for clues to the answers/ information.
 - ◇ Use headings and any other aids, such as numbers, underlined or bold words, dates, etc. to help you locate your required information within a text.



ASSESSMENT

3 MINUTES

1. Assess the students' performance during activity 1 and 2.
2. Refer students to a small text from textbook and ask them to scan the text for important details like dates, names, and key words etc.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give a simple text to the students to read and scan the text for particular details from textbook i.e., dates, parts of speech, names etc.
2. Ask students to make a sentence for every new piece of information found.

SUFFIXES AND COMPOUND WORDS



STUDENT LEARNING OUTCOMES

- Recognise specific parts of words, including common inflectional endings and compound words.

INFORMATION FOR TEACHERS

- An inflection is an addition to the end of a root/base word i.e. s, es, ed, ing.
- It is also known as a suffix.
- Root/base word is the word on which inflection is done or to which a suffix is added.
- Inflections are used to change words into plural or to change the tense of the word (timing of the action).
- When two words join together to make a new word, such word is called compound word.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Pictures or objects from within the class/ the students' bags or in the school premises according to the compound algorithms chart (pencil + case, card + holder, foot + ball, lunch + box), colored chalk, flash cards of compound words, photocopies of extension worksheet for all students.



INTRODUCTION

5 MINUTES

- Hold a pencil in your hand and ask the students, "What am I holding"?
- Write the word 'pencil' on the writing board.
- Hold another pencil in your hand and repeat the question.
- Write 'pencils' on the writing board in colored chalk against the word 'pencil'.
- Ask students to stand up and jump.
- Write the word 'jump' on the blackboard.
- Ask the students, "What did they do"? answers can be: I was jumping or we jumped. Write it against the word jump.
- Ask the students the difference between the words written on the board.
- The should be able to reply plural form of pencil and past tense (perfect and continuous) of jump.

Inform the students that:

- When we talk about more than one thing, we add an 's' to it. This makes the word plural.
- When we talk about an action gone by it becomes past or continuous and can add the

letter ed or ing to the verb.

12. Point out to them the object pencil is still the same, but the addition changes the number of pencils.
13. Similarly, the action jump remains the same, what changes is the time of when it was done, in the present or in the past.



DEVELOPMENT

24 MINUTES

Activity 1: 8 Minutes

Recap students' knowledge of root words as they had learnt in previous class.

1. Bring into use the students' knowledge of science.
2. What is the most important part of a plant? (Roots).
3. Just like plants, our language also has **root words** from which other words grow.
4. We can make new words by adding some letters to the root word.
5. Write the following words on the blackboard:

Lions, glasses, walking, ironed

6. Ask students to identify the root words and their reflections.
7. Students may copy the words and their inflections in their notebooks as follows;

1. *Lion + s = lions, glass + es = glasses, walk + ing = walking, iron + ed = ironed*

Activity 2: 8 Minutes

1. Show these flash cards to students. You make your flash cards based on these samples. Do not cut from here.
2. Ask the students to pronounce the words.
3. Inform the students that when two words are joined together to make a new word, they are called compound words.
4. Students write the definition of compound words with these examples in their notebooks.



Activity 3: 8 Minutes

1. Show objects (as mentioned in the materials) to students one by one and ask their identification.
2. When you get correct response, write the word on the board.



3. Ask students to make compound words from each other.

4. Make the following chart. Do not cut from here.
5. Paste the compound algorithms chart, as given here, on the board and ask students to do the activity in their notebooks. They must draw the pictures and answer as required.
6. Give the instructions as given in the chart.

Answer Key: football, snowman, sunflower.



CONCLUSION / SUM UP

2 MINUTES

1. Ask students the function of the inflections/suffixes and definition of compound words. Why do we add s, es, ed and ing at the end of words?



ASSESSMENT

2 MINUTES

1. Assess student's understanding through responses and written work.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write in their notebooks three actions you did in the evening. (words ending in ed and ing) identify the root word and the inflection in each action.
2. Identify and write five objects from your house. (words ending in s and es) Identify the root word and the inflection in each action.
3. Make three compound words in diagram form (as done in activity 2).

Extension Activity/Practice

The worksheets attached can be used as an extension activity for inflection and compound words. You can even use them to assess students' learning in a test.

Worksheet Inflection of words

Name: _____

Date: _____

Complete the following chart by

Adding words in the blanks


Root word	Plural	Past	Continuous
whistle			whistling
	farms		
	Tomatoes		
		brushed	
cycle			

Extension Worksheet or Assessment sheet: Compound words

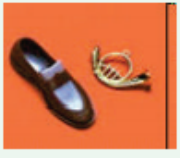
Name: _____

Date: _____


Look at the pictures in each box and make compound words.

1. 


_____ + _____ = _____

2. 


_____ + _____ = _____

3. 

_____ + _____ = _____

4. 

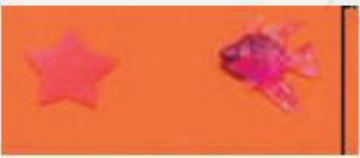
_____ + _____ = _____

5. 


_____ + _____ = _____

8. 


_____ + _____ = _____

6. 


_____ + _____ = _____

9. 

_____ + _____ = _____

7. 

_____ + _____ = _____

10. 

_____ + _____ = _____

Answer key:

- | | | | | |
|-------------|-------------|---------------|----------------|----------------|
| 1. ladybug | 2. shoehorn | 3. basketball | 4. rattlesnake | 5. eyeglasses, |
| 6. starfish | 7. football | 8. horseshoe | 9. pancake | 10. cowboy |

COMPOUND WORDS-I



STUDENT LEARNING OUTCOMES

- Recognise and locate some compound words from various text sources e.g. butterfly, football, bus stop, homework, classroom and whiteboard.

INFORMATION FOR TEACHERS

- Compound words are formed by joining two or more simple words to create a new word with a different meaning. Examples are: air+plane=airplane, play+ground=playground, etc.
- Compound words are formed from complete words e.g. in lunchbox, both 'lunch' and 'box' are complete words.
- Studying compound words is fun, helps student understand the language, builds an interest in words and also helps prepare students to learn prefixes, suffixes and word roots.
- Using the Word Wall strategy for compound words is also effective – the teacher should work with the class throughout the year to develop word wall of compound words by listing them as and when students come across a new compound word in a lesson.
- While teaching the lesson, also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, notebooks, a collection of newspapers, magazines, storybooks, and textbooks for 4 – 5 groups.



INTRODUCTION

5 MINUTES

- Tell the students that today you are going to help them learn a trick to increase their vocabulary.
- Remind them signs of (plus +) and (equal =).
- Introduce compound words to the students by writing following words as sums:
Rain + water= rainwater
Rain + drop= raindrop
- Write the following words on the writing board: playground, breakfast, lunchbox
- Tell the students these words are compound words with the help of the above-mentioned information.
- Ask them to look up more compound words from their textbook.

**Activity 1: 13 Minutes**

1. Write one example of each type of compound: an open compound e.g., ice cream; a closed compound e.g., bedroom; and a hyphenated compound e.g., check-in, seventy-five, etc. Tell students that these are three different ways of writing compound words – some compound words are spelled as two words, some are spelled as one word, whereas some are joined with a hyphen (-).
2. Write the following word equations one by one on the writing board.
3. Ask the students to work in pairs and help you complete the equation, i.e., what word will be created if two words with addition sign are combined. Give them an example: sun + flower = sunflower
4. The first pair to raise hands will be allowed to answer.

◇ Hand + shake =

Compound word:

◇ Week + end =

Compound word:

◇ Sun + shine/set/flower =

Compound word:

◇ post + office =

Compound word:

◇ Butter + fly =

Compound word:

◇ One + half = -----

Activity 2: 10 Minutes

1. Divide the class into 4 – 5 groups.
2. Give them a few newspapers, magazines, storybooks, and textbooks.
3. Ask students to work in their groups to find out compound words from the newspapers, magazines, storybooks, and textbooks provided to them.
4. Ask each group to share a few compound words with whole class.



1. Sum up the lesson by defining compound words.
2. Give some more examples of compound words like bookstore, eggshell, daylight, carwash etc.



ASSESSMENT

3 MINUTES

1. Copy the following exercise on the writing board.
2. Tell students to work individually and identify the compound words from each phrase and write on their notebooks.

Handshake, suitcase, beehive, bedtime, newspaper

Example: a fish shaped like a star: starfish

- ◇ Shake hands: _____
- ◇ Time for bed: _____
- ◇ Paper filled with news: _____
- ◇ Bees live in: _____
- ◇ Pack clothes in it: _____



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find out five compound words from their English textbook and make one more word from the root word of that compound word.

COMPOUND WORDS – I



STUDENT LEARNING OUTCOMES

- Use common compound words in speech and in your own writing.

INFORMATION FOR TEACHERS

- Compound words are formed by joining two or more simple words to create a new word. Examples: air + plane = airplane, play + ground = playground.
- Compound words are words that are formed from complete words.
- Studying compound words is fun, helps students understand the language, builds an interest in words and will help prepare students to learn prefixes, suffixes and word roots.
- It also helps learn spellings of lengthy words.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk, marker, writing board, textbook, etc.



INTRODUCTION

5 MINUTES

- Write some compound words on blackboard.
- Ask students to read and remember.
- Ask the student to open their textbooks and find out possible compound words.
- The student who tells more words should appreciate by clapping.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Divide the students into two big groups. Encourage them to choose names for their teams, such as Tigers, or Roses, etc.
- Draw a table on the blackboard with two columns. Write names of the 2 teams in the columns.
- Tell the students that they are going to play a game and they have to make compound words with the given words.
- Tell them that they will select a student and give him a chit with a root word written on it. These students will come to the blackboard to write their compound words with their team shouting out their guesses.

- Root words: post (man/box/office), tooth (paste/brush/ache), back (garden/ground/ache/ward/pack), sun (shine/flower/set/rise) etc.
- Play (ground), break (fast), birth (day), tea (spoon), moon (light), after (noon)
- Ask the other group to tell the correct word if a group member writes a wrong compound word.
- Allow only 2 words per group. This will save time.

Activity 2: 10 Minutes

- Ask the students to make 6 sentences using any 3 root words (2 compound words each).
- Monitor and help the students.



CONCLUSION / SUM UP

2 MINUTES

- What are compound words? Give few examples.



ASSESSMENT

6 MINUTES

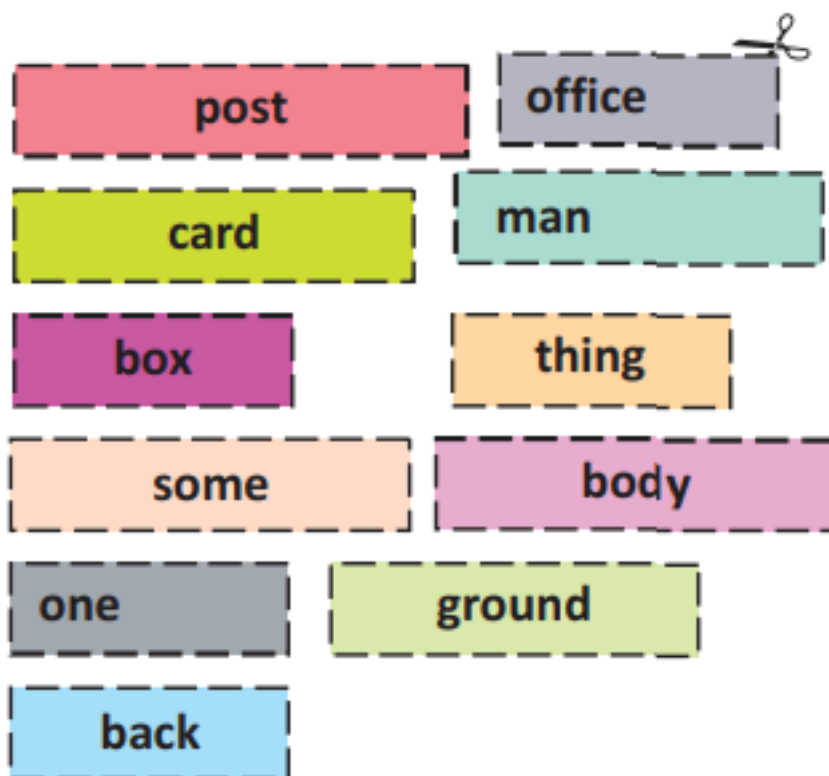
- Ask the students to exchange and check each other's work and give feedback for improvement.
- Tell the students to correct their work in the light of the feedback given by their peers.
- Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

- Take at least five compound words from the textbook and ask students to use them in sentences of their own.



1.

COMPOUND WORDS – II



STUDENT LEARNING OUTCOMES

- Classify nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.)

INFORMATION FOR TEACHERS

1. Common nouns are general names. They are not capitalized unless they begin a sentence. Examples: country, chair, girl, boy, school, burger, city.
2. Proper nouns are special names of persons, animals and places. Proper nouns always start with capital letter, e.g. Pakistan, Ali, Peshawar, Pussy Cat.
3. Students have learnt this concept in grade 3; hence a recap of concept is a must when doing introduction.
4. Time allocation is tentative and can change as per need of the activity.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk, marker, writing board, worksheets (for both activities).



INTRODUCTION

5 MINUTES

1. Begin your lesson by asking the students the definition and examples of common and proper nouns. Ask the students questions: Which noun is always capitalized; common or proper? Is your name a common noun or a proper noun? Is your pet animal name a common noun or a proper noun? etc.
2. Appreciate the students when they give a correct answer by saying good/very good. If they give a wrong answer, point it out and ask the question again from someone else to help them learn from peers.
3. Reiterate that all the names of people, pets, places, mountains, lakes, rivers, and holidays are proper nouns.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Give each student a worksheet or write on the blackboard. (See the sample worksheet at the end of the lesson plan).
2. Give clear instructions to the students and ask them to the worksheet.

3. Provide guidance to the students where necessary.

Activity 2: 10 Minutes

1. Give each student a worksheet or write on the blackboard. (See the sample worksheet at the end of the lesson plan).
2. Give clear instructions to the students and ask them to the worksheet.
3. Provide guidance to the students where necessary.



CONCLUSION / SUM UP

2 MINUTES

1. Go through the definition of common and proper nouns with whole class. Ask students to give a few examples. Remind students that common nouns are not capitalized unless they begin a sentence and proper nouns are always capitalized.



ASSESSMENT

6 MINUTES

1. Ask the students to write at least five sentences showing feeling of joy, sadness, and anger as a home assignment
1. Assess students' understanding of common and proper nouns through their correct responses during the introduction session.
2. Assess how well students are able to classify nouns as common and proper through their performance in activity 1, activity 2 and follow up activity.
3. Keep assessing whenever a proper noun appears in subsequent reading lessons.
4. Arrange a quiz at the end of the concept 'noun' to further assess students' understanding. Include all the taught concepts related to noun (common, proper, countable, uncountable, collective, singular and plural) in the quiz.
5. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Students must write at least two proper nouns for the following common nouns: person, animal, place, mountain, lake, river.

Sample Worksheet – Activity 1

Name _____

Date _____

If the noun is common, write "common noun" on the line.

If the noun is proper, re-write the noun on the line using correct punctuation.

- | | |
|----------------------|---------------------------|
| 1. march _____ | 2. month _____ |
| 3. day _____ | 4. monday _____ |
| 5. mano _____ | 6. cat _____ |
| 7. holiday _____ | 8. Independence day _____ |
| 9. city _____ | 10. Mardan _____ |
| 11. Indus _____ | 12. river _____ |
| 13. lotus lake _____ | 14. lake _____ |

Sample Worksheet — Activity 2

Name _____

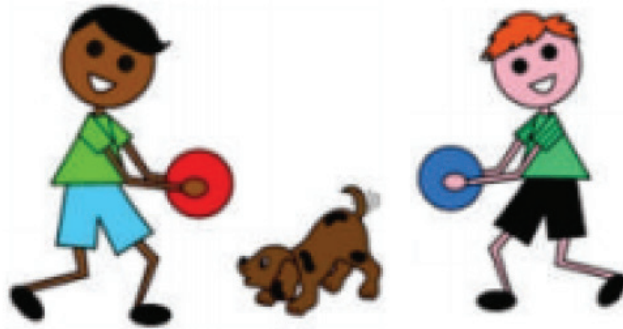
Date _____

Identify the common and proper nouns in the sentences and write in the blanks.

1. He is going to Islamabad with his brother. _____
2. Sonia plays with her sisters. _____
3. Karachi is a big city. _____
4. Mount Everest is the tallest mountain. _____
5. Kuku is my favourite cat. _____
6. Ayesha's birthday is in April. _____
7. I like to eat kheer on Eid-ul-Fitr _____
8. Arbab Niaz stadium is in Peshawar. _____

Extension Activity — Sample paragraph

Ali and his brother Usman were playing in the Lawrence Garden. They had a little dog named Tommy. Ali threw the ball to Tommy and Tommy gave it to Usman. When they were tired they came back home with their parents.



NARRATIVE PARAGRAPH – I



STUDENT LEARNING OUTCOMES

- Write simple narrative paragraph.

INFORMATION FOR TEACHERS

- A narrative paragraph tells what happened. It is ordered by time in which the events occur in a sequence. It is similar to writing an anecdote.
- When you write a narrative you may use inverted commas (speech marks).
- You also use transition words to show the time of events e.g. first, second, third, later, then, after, at noon, soon, next, again, immediately etc.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Cut outs of narrative paragraphs from magazines, worksheet chart, chart of transition words to show time (words are given above, you can add more depending upon the vocabulary level of the students) Chalk/marker, writing board, charts.



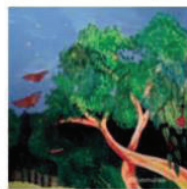
INTRODUCTION

5 MINUTES

- Paste the following worksheet chart on the blackboard.

The time I tried painting

One day I didn't have anything special to do. Immediately, I took some paints, paper and few brushes from the drawer of my cupboard. First, I drew the picture of a tree on the paper. Then, I started to paint it. When I tried to erase my mistake on the paper, all the green and brown paint spread badly and made the paper dirty. I tried it again on a new piece of paper. I was successful the second time.



- Ask a student to read the paragraph.
- Students identify the transition words in the paragraph one by one.
- Underline all such words.
- Do not correct the students. Ask class fellows to give the correct answers. (this is a reinforcement of the concept learnt earlier).
- List the words separately on the board. (The words have been underlined in the paragraph for your reference. When you make the chart to not make the mistake of underlining the words yourself).



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

1. Write an interesting beginning sentences with the students on the board. e.g.

Once I saw the strangest thing

Or

My first day at the school was not exciting.

2. Brainstorm for ideas to add details and continue writing after the first sentences which is the main sentence.
3. Student must give ideas based on the following questions?
4. Write all the ideas on the blackboard in form of a mind map. (Put the main sentence in the middle in a circle and write ideas about the questions around the circle).
5. Divide the class in pairs.
6. All students write a small narrative paragraph of about 6–7 sentences to tell what happened and what they felt or thought taking help from the ideas written on the blackboard.
7. Remind the students of the structure of the paragraph – the main sentence, the body (detailed/related ideas) and the end/conclusion.
8. Students must use pronouns, transitional devices to show time, and inverted commas if dialogues have been used.



CONCLUSION / SUM UP

2 MINUTES

1. Once the students are done with writhing ask them to peer check each other work for correct spelling vocabulary capitalization and punctuation.
2. Monitor and help the students.
3. Once they are done with peer checking ask them to write the second draft in the light of the feedback given by their peers.
4. Involve the students in solving problems given in the exercise at the end of unit/chapter.



ASSESSMENT

6 MINUTES

1. Name the parts of a paragraph?
2. What details must be added in paragraph?
3. What is a narrative writing/paragraph?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a narrative paragraph about something interesting that happened with you recently.

NARRATIVE PARAGRAPH – II



STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tense to write a simple paragraph by:
 - ◊ Narrating an activity from immediate surroundings.

INFORMATION FOR TEACHERS

1. This lesson will be a development of the earlier lesson on narrative paragraphs.
2. Students will learn to relate their knowledge to familiar situations.
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook. Photographs from newspapers/magazines can be used as resource.



INTRODUCTION

5 MINUTES

1. Ask students which TV programme they saw last night.
2. Ask for details about the programme.
3. Write the ideas in the past tense on the blackboard.
4. Revise the knowledge that when you tell about something that has already happened, you use the past tense of the action words.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Ask students:
Do you play cricket? What do you do when you play cricket? What do you do when you only watch others playing cricket?
2. Write the words and phrases as well as past tense form of words/phrases/sentences on the board.
3. Students should write down about a cricket match they has played or watched recently.
4. Ask them to use action words to describe the situation.
5. Further remind them that since the actions has already taken place, they have to use the past tense.
6. Inform them that when they narrate events it is called a narrative and they will write a paragraph on it.

Activity 2 10 Minutes

1. Ask students to share their work with the students next to them. Work together to correct errors in the writing.
2. Re-write the revised paragraph neatly in notebooks.
3. Inform the students that they will be marked out of ten.
4. Underline all the verbs/action words that have been used.

**CONCLUSION / SUM UP****2 MINUTES**

1. Ask students to read sample work in the class.

**ASSESSMENT****6 MINUTES**

1. Assess students' written work and give marks you can take test in the following week.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask the students to write a narrative paragraph, describing an activity at home (it can be about their mother working in the kitchen or younger/elder brother/sister and other relatives. Breaking or losing something by mistake).

LOCAL EVENTS



STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interaction in a group to describe local events.

INFORMATION FOR TEACHERS

1. A few common local events are as follows:
 - ♦ **Eid-ul-Fitr:** Eid-ul-Fitr is an important festival in Islamic Calendar. It was started by the Holy Prophet Hazrat Muhammad (SAW, ﷺ). It is also called the "Feast for Breaking the Fast". It is a religious festival celebrated by Muslims worldwide that marks the end of the month-long dawn-to-sunset fasting of Ramadan. Eid is the only day in the month of Shawwal during which Muslims are not permitted to fast.
 - ♦ **Eid-ul-Adha:** It is also called Eid-e-Qurban. It is celebrated by Muslims to honour the willingness of Ibrahim (A.S) to sacrifice his son Ismael (A.S) as an act of obedience to Allah's command.
 - ♦ **Independence Day:** It is observed annually on 14th August. It is a national holiday in Pakistan. It commemorates the day when Pakistan achieved independence and was declared a sovereign state following the end of the British Raj in 1947.
 - ♦ **Shandur Polo Festival:** It is one of the big festivals in Pakistan. This festival is held from 7 to 9 July every year on Shandur Pass in Chitral District of Khyber Pakhtunkhwa. The polo match is played between the teams of Chitral District and districts of Gilgit-Baltistan, in a free style game.
2. Use these events as topics to engage students in active e.g., role play, discussion debated etc.
3. Use textbook when and where needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, notebooks, textbook, etc.



INTRODUCTION

5 MINUTES

1. Ask the following questions from the students, tell students to raise their hands to answer.
 - ♦ How many Eids do you celebrate in a year?
 - ♦ Do you like Eids?
 - ♦ How do you celebrate Eids?
 - ♦ What do you like the most about Eids?
 - ♦ Can you name some local events like Eid?
2. Engage students in brainstorming different local events they know about.

3. Ask students to share their responses.
4. Now, briefly tell them about local/national events, e.g., Eid, Independence Day. (See Information for Teacher)



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

5. It is a speaking activity called "Find someone who".
6. Write the following Statements on the writing board for the students to copy.

S/N	Find someone who.....	Name of the students
1	Likes Eidi.	Ali, Asim
2	Eats kheer on Eid-ul-Fitr.	
3	Wears green on Independence Day.	
4	Looks after an animal for Eid-ul-Adha	
5	Buys flags and badges for Independence Day.	

7. Divide the class into pairs.
8. Assign roles for each pair, one speaker and one writer.
 - ♦ Step # 1: Tell pairs to copy the table in their notebooks.
 - ♦ Step # 2: Tell everyone to get up and mingle in the room.
 - ♦ Step # 3: Tell each pair to meet as many students as possible and ask them questions to fill in the 'find someone who' table. Write the names of the students who say 'yes' to questions for each action.
 - ♦ Step # 4: After the allotted time, stop the activity and ask 2 - 3 pairs to share details, e.g., Ali likes Eidi. Bilal wears green dress on 14th August, etc (See row # 1 in the table as an example)

Activity 2: 10 Minutes

1. Divide the class into groups of five students.
2. Draw a table on the writing board as given below:

	Eid-ul-Fitr	Eid-ul-Adha
1		
2		
3		
4		
5		

3. Ask students to discuss the differences between Eid-ul-Fitr and Eid-ul-Adha in the group and complete the table.
4. Assign roles in the group like Group leader, Writer etc.
5. As the groups work, move around and provide necessary support.
6. Invite 3 - 4 group leaders one by one to share their responses with the whole class.



CONCLUSION / SUM UP

2 MINUTES

1. Review the common local events as described in the 'Information for Teacher' section.



ASSESSMENT

3 MINUTES

1. Ask students the following questions:
 - ◇ Which festivals do you like the most?
 - ◇ Do you celebrate Independence Day?
 - ◇ Name some local events celebrated in your locality.
2. Students will be assessed through their performance during activity 1 & 2.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to sit with their elders and gain information about local events they do not know about.
2. Note down the title/ name of each event and list major activities.

LONG VOWELS



STUDENT LEARNING OUTCOMES

- Pronounce long vowel sounds 'i' as in like, 'o' in boat and 'u' as in cute.

INFORMATION FOR TEACHERS

- A long vowel is a vowel sound that is pronounced the same way as the name of the letter itself, for example, the long 'a' sound in 'cake', 'u' sound in 'cute' and 'e' sound in keep.
- The long vowel sounds can be represented by a horizontal line above vowels (ā, ē, ī, ō, ū).
- For better understanding of long vowel sounds consult a good pronunciation dictionary i.e. Oxford Advanced Learner's Dictionary, Cambridge Advanced Learner's Dictionary or download an online dictionary of pronunciation on your cell phone.
- There are two ways to make students understand the pronunciation of long vowel sounds.
 - Pronounce long vowel sounds yourself for students.
 - Use speaker for student to listen to the sounds.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, textbook etc.



INTRODUCTION

5 MINUTES

- Write vowels (a,e,i,o,u) on the writing board .
- Ask students to pronounce these vowels.
- Tell them that vowels have two sounds: short and long.
- Explain long vowel sounds by active use in words like teeth, tie, ate, etc.
- Tell them that long vowels say their own name. For example:

a	ape
e	eagle
i	ice-cream
o	ocean
u	universe

- Tell them about the symbol of long vowel sounds that the long vowel sounds can be represented by a horizontal line above vowels (ā, ē, ī, ō, ū).



DEVELOPMENT

23 MINUTES

Activity 1: 10 Minutes

1. Pronounce the following words with long vowel sounds one by one aloud.
Bee, music, nose, key, cake
2. Ask students to listen to the sounds and identify long vowel sounds in the above pronounced words.
3. Ask students to raise hands if they have identified long vowel sounds to share with class.
4. Once all long vowel sounds are identified, write these sounds on writing board as follows:
Bees Cake Music Nose Key
5. Reinforce the concept of pronouncing long vowel sounds.

Activity 2 13 Minutes

1. Divide the class into five groups.
2. Give each group a list of words.
3. Ask the group to identify long vowel sounds and put horizontal line symbols above the correct long vowel letters.
4. After completion of activity, group leaders from each group will share their responses.
5. Guide and supervise activity during sharing process.

List 1. eat, take, over, life, flute.

List 2. meet, bike, cute, grow, day.

List 3. fly, made, hold, fire, toe.

List 4. pie, glue, cold, cake, no.

List 5. home, day, go, open, tie.



CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by reinforcing the long vowel rules once again.
 - ◇ Long vowels say their own names when pronounced (repeat examples).
 - ◇ The symbol of long vowel sound is horizontal line above the vowel letter i.e. (ā, ē, ī, ō, ū).
2. Focus on pronunciation.



ASSESSMENT

3 MINUTES

1. Assess students through their performance in activity 1 and 2.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through the first lesson of the textbook and identify long vowel sounds and pronounce these sounds for practice.
2. Tell students to practice these sounds as much as possible for better understanding.

UNDERSTANDING QUESTIONS



STUDENT LEARNING OUTCOMES

- Apply strategies to comprehend questions for appropriate response by marking keywords, verbs, and tenses in a variety of the following question types:
 - ◊ Factual
 - ◊ Personal response

INFORMATION FOR TEACHERS

1. Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read. (Reading Rockets)
2. Comprehension of questions is the most important thing while dealing with questions in exams or at any other time. If students are unable to understand the question, they would not be able to answer it.
3. Comprehension questions often require the following three types of responses: factual, interpretive, and personal response.
4. Questions based on facts, having simple straight forward answers are factual questions. E.g., what are you doing? How is this done? etc.
5. Personal response questions can have different answers that vary from person to person, e.g., What is your favourite colour?
6. While teaching the lesson, the teacher should also consult the textbook for all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, worksheet.



INTRODUCTION

5 MINUTES

1. Brainstorm with students on the following:
 - ◊ Why do we ask questions?
 - ◊ Why are questions important?
2. Ask students to think about all the questions we ask throughout the day, and what would happen if we could not ask questions, such as 'What is the time'?
3. Explain to the students that questions are a very important part of our conversation. Questions allow us to gather missing information and extend our conversation as well as remove any confusion or misunderstanding.

**Activity 1: 13 Minutes**

1. You have a sample work sheet with you which has questions at the end.
2. Divide the class in groups and ask them to sit in a circle, according to the number of worksheets.
3. Ask them to read the text and to look at the pictures as well.
4. Now ask them to go to the end to the question section.
5. Tell them that sometimes it is difficult to comprehend the questions.
6. Tell them that sometimes you have a question in front of you that you are unable to understand. For example, take question 1 in the question section of the text. If you are unable to comprehend it, there is a way out.
7. Ask them to mark key words of the question.
8. Also mark the verbs and tenses in the questions. Now you have highlighted words in front of you. Read them closely and you will have a very clear idea about the question now.
9. Solve some questions in front of the class and ask them to comprehend and solve other questions.

SAMPLE TEXT

A frog was in his garden. A Rabbit came there to see him. "What a fine garden you have, Frog!" he said, "Yes," said the Frog, "It is very nice, but it was hard work." "I wish I had a garden," said the Rabbit. "Here are some flower seeds. Plant them in the ground," said the Frog, "and soon you will have a garden."

"How soon?" asked the Rabbit.

"Quite soon," said the Frog.

The Rabbit ran home. He planted the flower seeds.

"Now seeds, start growing!" said the Rabbit.

The Rabbit walked up and down a few times.

The seeds did not start to grow. The Rabbit put his head close to the ground and said loudly, "Start growing."

The Frog came running up the path. "What is all this noise?" he asked. "My seeds will not grow," said the Rabbit. "You are shouting too much," said the Frog, "these poor seeds are afraid to grow." "My seeds are afraid to grow?" asked the Rabbit. "Of course!" said the Frog, "leave them alone for a few days. Let the sun shine on them, and water them daily. Soon your seeds will start growing." The Rabbit said, "I will tell the seeds a story. Then they will not be afraid."



The Rabbit told a long story to his seeds. All the next day, the Rabbit recited poems to his seeds. For many days he continued this practice.

One day the Rabbit looked at the ground. The seeds still did not start to grow. "What should I do?" cried the Rabbit. Then the Rabbit felt very tired and fell asleep. "Rabbit, Rabbit, wake up," said the Frog. "Look at your garden!"

The Rabbit looked at his garden. It was full of beautiful flowers. "At last, my seeds have started growing and now I have colourful flowers in my garden," said the Rabbit. "And now you have a nice garden too," said the Frog. "Yes, but you were right, Frog, it was hard work," said the Rabbit.

Activity 2: 10 Minutes

1. Divide the class into groups of five students.
2. Provide each group a chart. Nominate a group leader, a writer and three readers in each group.
3. Ask students to go through different lessons from the textbook and find at least 3 questions that ask for factual information, and 3 questions that ask for personal responses.
4. Tell them to look for a question mark (?) as it will help them identify the question easily.
5. Tell students that the leader will manage the group; readers will scan through the lessons to find questions and writer will write the questions found.
6. Once the 6 questions have been found, the group will write those questions on the chart.
7. Tell each group to write unit # and page # with each question.
8. After the writing task is done, invite group leaders to come up and present their group's work to the class.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the class that comprehension, the technique they have learnt, in this lesson will help them.



ASSESSMENT

3 MINUTES

1. Make some questions from the text and write those questions on the writing board.
2. Ask students to come forward and comprehend the question by using the technique you just taught them.
3. Other students can have a recap of the lesson as well.
4. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign a text from the textbook, which has both factual and personal response questions at the end.
2. Ask students to read it at home and identify key words, verbs, and tenses in both types of questions.
3. They should mention whether a question requires factual response or personal response.

COMPOUND WORDS – III



STUDENT LEARNING OUTCOMES

- Use common compound words in speech and in your own writing.

INFORMATION FOR TEACHERS

- Compound words are formed by joining two or more simple words to create a new word. Examples: air + plane = airplane, play + ground = playground.
- Compound words are words that are formed from complete words.
- Studying compound words is fun, helps students understand the language, builds an interest in words and will help prepare students to learn prefixes, suffixes and word roots.
- It also helps learn spellings of lengthy words.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 1 PERIODS



MATERIALS / RESOURCES REQUIRED

- Chalk, marker, writing board, textbook, etc..



INTRODUCTION

5 MINUTES

- Write some compound words on blackboard.
- Ask students to read and remember.
- Ask the student to open their textbooks and find out possible compound words.
- The student who tells more words should appreciate by clapping.



DEVELOPMENT

20 MINUTES

Activity 1: 12 Minutes

- Divide the students into two big groups. Encourage them to choose names for their teams, such as Tigers or Roses etc.
- Draw a table on the blackboard with two columns. Write names of the 2 teams in the columns.
- Tell the students that they are going to play a game and they have to make a compound words with the given words.
- Tell them that they will select a student and give him a chit with a root word written on it. These students will come to the blackboard to write their compound words with their team shouting out their guesses.

5. Root words:
Post (man/brush/office), tooth (paste/brush/ache), back (garden/ground/ache/ward/pack), sun (shine/flower/set/rise) etc.
6. Play (ground), break (fast), birth (day), tea (spoon), moon (light), after (noon)
7. Ask the other group to tell the correct word if a group member writes a wrong compound word.
8. Allow only 2 words per group. This will save time.

Activity 2: 8 Minutes

1. Ask the students to make 6 sentences using any 3 root words (2 compound words each).
2. Monitor and help the students.



CONCLUSION / SUM UP

2 MINUTES

- What are compound words? Give few examples.



ASSESSMENT

6 MINUTES

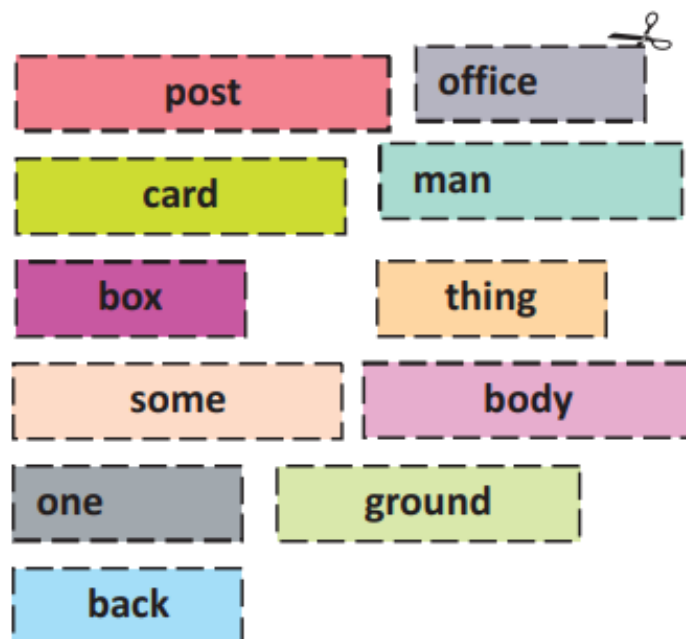
1. Ask the students to exchange and check each other's work and give feedback for improvement.
2. Tell the students to correct their work in the light of the feedback given by their peers.
3. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Take at least five compound words from the textbook and ask students to use them in sentences of their own.



PRONOUN-VERB AGREEMENT



STUDENT LEARNING OUTCOMES

- Illustrate use of pronouns learnt earlier.
- Illustrate the use of different forms of verbs (be, do and have with their corresponding pronouns (I, we, you, he, she, it, they))

INFORMATION FOR TEACHERS

1. There are seven personal pronouns in English:

♦ I, we, you, he, she, it, they

Example:

- ♦ I have a book.
- ♦ **They** play hockey.
- ♦ **You** drink water.
 - ♦ In sentence 1, 'I' is a personal pronoun.
 - ♦ In sentence 2, 'They' is a personal pronoun.
 - ♦ In sentence 3, 'You' is a personal pronoun.
 - ♦ Personal Pronouns have three cases e.g., Subjective, Possessive and Objective.
 - ♦ The verbs (be, do, have) and their different forms are used as main and helping verbs.
 - ♦ The Verb (be) forms are, (is, are, am, was, and, were).
 - ♦ The (do) forms are, (do, does, did).
 - ♦ The (have) forms are, (have, has, had)

2. Following is the table of corresponding pronouns with the forms of (be, do, have).

Form	Corresponding Pronoun
Is	he, she, it, name (singular)
Are	you, we, they, name (plural)
Am	I
Was	I, he, she, It, name (singular)
Were	you, they, we, name (plural)
Has	he, she, it, name (singular)
Have	I, you, they, we, name (plural)

3. Give students as much as practice as possible in the use of personal pronouns.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, worksheets for each student, sentences with pronouns written on a strip of paper, chart with sample paragraphs.



INTRODUCTION

5 MINUTES

1. Review the concept of pronouns learnt earlier.
2. Ask the students the following questions:
 - ◊ What are pronouns?
 - ◊ Are pronouns used in place of nouns or verbs?
 - ◊ What are some examples of pronouns?
3. Show them the chart of forms of (do, be and have) and corresponding pronouns. (Given in Introduction)
4. Explain the chart to the students.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Give students a worksheet or write it on the writing board.
2. Give clear instructions to the students and ask them to complete the worksheet.
3. You must move about to monitor students' work and provide help.

Write the correct personal pronoun in the blank.

- ◊ ----- am drinking water. (We, I)
- ◊ ----- have won the match. (He, They)
- ◊ -----are late. (She, You)
- ◊ ----- have won the match. (I, He)
- ◊ ----- are a good boy. (You, He)

Activity 2: 10 Minutes

1. Divide the class in pairs.
2. Write the following sentences on the writing board.
3. Students must identify the correct forms of (be, do, have) with their corresponding pronouns.
4. Ask students to complete the given activity and then share and exchange their answers with the pair next to them.
5. As a last step invite some students to come up and share their work.
 - ◊ Sentences
 - ◊ He **has/have** a pen.
 - ◊ You **are/is** my friend.
 - ◊ They **was/were** coming.
 - ◊ I **is/am** a doctor.
 - ◊ We **are/is** well.
 - ◊ The boy **were/was** late.
 - ◊ Students **has/have** passed.



CONCLUSION / SUM UP

3 MINUTES

1. Give students a quick recap by reinforcing the definitions of personal pronouns.
2. Review the following chart with the whole class:

Form	Corresponding Pronoun
Is	he, she, it, name (Singular)
Are	you, we, they, name (Plural)
Am	I
Was	I, he, she, It, name (Singular)
Were	you, they, we, name (Plural)
Has	he, she, it, name (Singular)
Have	I, you, they, we, name (Plural)



ASSESSMENT

5 MINUTES

1. Check the students' ability to recall the pronouns learnt earlier in the introduction activity by asking them about pronouns.
2. Assess students' ability to use personal pronouns through their performance in the activity.
3. Check the work given as homework to judge students' ability to use pronouns correctly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to read the first two lessons from their text at home and circle/ underline pronouns in the text.
2. Assess students' understanding of pronouns by giving them a short test after all the pronoun lessons are taught.
3. Give students five personal pronouns. Ask them to use the pronouns in a short paragraph of 4-5 sentences. For example,

Hassan and I got our shirts mixed up. His shirt was blue. My shirt was blue too. Then Hassan asked his mother for help. She looked in her bag for a receipt from the shop that told us the name of the company from which Hassan got his shirt! Thank God!

Month

5

WRITING SKILLS



STUDENT LEARNING OUTCOMES

- Classify items (e.g. vocabulary) required for a given task/topic.

INFORMATION FOR TEACHERS

- The students should be able to use their knowledge of English words for specific tasks.
- Students will be able to use these words effectively by drawing a connection between the words they know to words used in familiar situations.
- This knowledge can be used to further develop the specific vocabulary or word bank, e.g. they may watch their mothers in the kitchen or watch cooking shows on TV and add to their vocabulary about cooking/food by asking questions/ listening more attentively.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chart of word bank (list of words), photocopy of worksheets for all students, pictures of some objects or real objects can be brought to the class e.g. sports goods, sewing and cooking utensils, etc. (list is attached for reference).



INTRODUCTION

5 MINUTES

- Ask the students what they had for breakfast that day.
- Note down the different food items mentioned on the writing board.
- Now ask about what they will have or had for lunch in school. Note these items also on the blackboard under a separate column.
- Tell the students that each of these groups of words make up a family. You can have a family of words for other situations also.
- Tell the students that they are classifying (putting into groups) the words related to given topic/task.



DEVELOPMENT

20 MINUTES

Activity 1:

12 Minutes

- Make four columns on the blackboard as given in the sample below:

Musical Instruments	Electrical Gadgets	Sports Items Indoor Games	All things used for travel (both ma- chines and animals)

2. Ask students to give names of some sports goods. Prepare a list of at least 5 items on the blackboard.
3. Tell students to give the spellings of the sports goods. (you can ask students to write the words on the board).
4. Students may give Urdu words for few instruments. You can write them on the board also. And if possible give the English word to it. (You must have the list with you before the lesson so that you can also add to the list. A sample list is attached at the end: cricket bat, football, racket, tennis ball).
5. Ask students if they have any of these instruments at home or if they know how to play them.
6. Paste the chart with the word bank on the writing board or call out one word at a time and ask the students in which column the word must be placed/
7. Repeat the process for all 4 topics, or you can choose to do any 2 or 3 topics instead of doing all 4.
8. If students give wrong answer, do not correct them ask the class fellow to do the correction till they get the right answer.
9. Students write the four lists in their notebooks.

Activity 2: 8 Minutes

1. In pairs, make a list of five items required to prepare for a wedding in the family. Do this work in the notebooks (sample list (word bank) attached for reference).
2. Students share their lists with class when they have finished their work.



CONCLUSION / SUM UP

3 MINUTES

1. Ask the students what they have learnt during the activities.
2. Ask what is a word bank or family of words.
3. Ask for spellings of a few words.



ASSESSMENT

5 MINUTES

Assess students' understanding during the development activities above.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to remind students to make more word families on other topics.

WORD BANK – Activity 1

horses	wickets	ball	camels
		cars	
bat		harmonium	
airplanes			
ludo			
pair of scissors			
racket	water	guitar	

Solved for teacher's reference only

<i>Musical instruments</i>	<i>Electrical gadgets</i>	<i>Sports items</i>	<i>Vehicles</i>
piano	iron	bat	cars
guitar	generator	ball	horses
flute	television	racket	camels
violin	fridge	wickets	airplanes
harmonium	air-conditioner	ludo	cycle

WORD BANK – ACTIVITY 2 (for teacher's reference only)

wedding dress for the bride and the bride groom	wedding cards	make up	clothes and shoes
money	food	flowers	photographer

SPEECH BUBBLES



STUDENT LEARNING OUTCOMES

- Write short text in speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

INFORMATION FOR TEACHERS

- Speech bubbles are just what they sound like. They usually take the form of a photograph or an image of a person's head with a bubble of words emanating from their mouths.
- A speech bubble is a round shape next to the head of a character in a cartoon/ story/ dialogue inside which the character's words or thoughts are written (Oxford Advanced Learner's Dictionary)
- Speech bubbles are useful for vocabulary development, communication, and role play.
- Speech bubbles can take multiple forms. Typically, they include a photograph or other representation of a person or group whose words appear in the bubble. They can be laminated for re-use in or outside the classroom. They can be posted on walls, bulletin boards, student cupboards, etc.
- It is an interesting and interactive activity tool for students.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalk, flash cards, chart, textbook, etc.



INTRODUCTION

5 MINUTES

- Draw some speech bubbles on the writing board.
- Ask students if they know what these shapes are called. Introduce students to speech bubbles. (See information for teacher).
- Tell students that today they will learn to write text in speech bubbles.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Ask students to think about their future. Ask: "What's something you strongly wish to do or have in future?" Give them a few clues, e.g., becoming a doctor; helping the poor old man living in the mud house; flying a fighter plane one day, etc.
- Ask them to discuss their response with a partner.

3. Draw the following speech bubble on the writing board:



4. Ask students to copy it on their notebooks and write their response in the bubble.
5. Invite 3 – 4 students to share their responses with the whole group.

Activity 2: 10 Minutes

1. Read aloud the story of 'The Hare and the Tortoise'.
2. Use your tone, intonation, and body language to make it interesting for students.
3. After the read-aloud, ask students: "Can you write in the speech bubbles what the tortoise said to the hare when he saw him sleeping under a tree?" "Also write what the hare thought when he saw the tortoise already there at the finish line. Remember to use capital letters, finger spaces and full stops."
4. Once they have completed the task, ask students to share their work with a partner.
5. Invite 2 – 3 students to share their writing with whole class.
6. Appreciate them for their hard work.



CONCLUSION / SUM UP

3 MINUTES

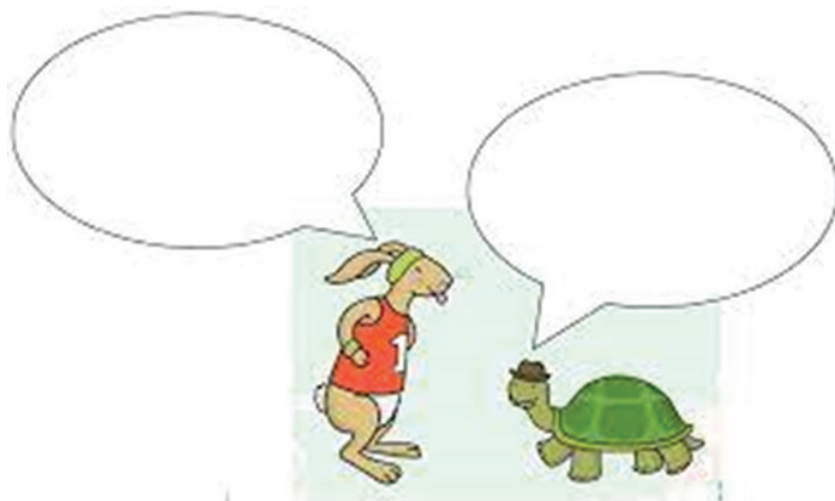
1. Review the key information about speech bubbles (see information for teacher).



ASSESSMENT

5 MINUTES

1. Review the key information about speech bubbles (see information for teacher).



2. Ask students to recall the story of 'The Hare and the Tortoise' they just heard in the read-aloud.
3. Ask them to write what the characters said to each other at the beginning of the story.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to scan a children's magazine or children's section of a newspaper for comic strips.
2. Read the text/ dialogues given in the speech balloons/ bubbles with the characters/ cartoons.
3. Try to copy a few of them but without the text.
4. Refill the speech balloons with your own text,
5. Read and describe how the text sounds. Does it match with the pictures?
6. Share your experience with the class the next day.

EXPRESSING REGRET



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to express regret.

INFORMATION FOR TEACHERS

- The students need to listen, view, and then speak with expressions for this lesson. These activities need to be practiced more than once so the students start using the expressions in their daily routine.
- Regret is a feeling of sadness about something sad or wrong or about a mistake that you have made, and a wish that it could have been different and better.
- Expressing regret also means to convey a polite message that you cannot go to a meeting, get together, wedding, game, etc.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, papers, things in the surroundings.



INTRODUCTION

5 MINUTES

- Write the following questions on writing board:
 - How do you feel when you come late to school?
 - How do you feel when you tell a lie?
- Ask students to discuss their responses in pairs.
- Allow 3 – 4 students to share their responses with the whole class.
- Tell students that to regret means to feel sorry for, sad about or disappointed in something you did or did not do.
- Say: "Today, we are going to practise a few structures to express regret".



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

- Write the following on the writing board:
Regret means to:
 - feel sorry for something you did or did not do.
 - feel sad about something you did or did not do.

- ◇ feel disappointed in something you did or did not do.
- 2. Ask students to read this definition and think about something they 'regret doing or not doing'.
- 3. Give them a minute to think.
- 4. While students are thinking about their regrets, write the following phrases/ structures on the writing board:
 - ◇ I regret..... (I regret + a noun ending in -ing/ a noun phrase/ a noun clause)
 - ◇ I wish..... (I wish + past participle verb)
 - ◇ If only..... (If only + past participle verb)
 - ◇ I should..... (I should + present perfect verb)
 - ◇ I should not..... (I should not + present perfect verb)
- 5. Then, ask them to turn to a partner and share their regrets.
- 6. Invite 2 – 3 volunteers to share their regrets with the whole class.
- 7. As a student shares his/ her regret, help him/ her say it again using one of the phrases written on the board. For example: I regret talking rudely to my friend.
- 8. Once said in a correct way, write that sentence on the board.
- 9. Repeat the process with two more volunteers and write their sentences too on the board.
- 10. Thank them for their hard work.
- 11. Review the phrases and structures with the whole class. Give them examples. Keep those three sentences of the volunteers written on the board.
- 12. Tell students that they will have more practice of expressing regrets in the next activity.

Activity 2: 10 Minutes

1. Divide the class into small groups.
2. Point to the sentences of volunteers from the previous activity written on the writing board.
3. Tell the groups to discuss and write each sentence using the other four phrases/ structures. For example:
 - ◇ I regret talking rudely to my friend.
 - ◇ I wish I had not talked rudely to my friend.
 - ◇ If only I had not talked rudely to my friend.
 - ◇ I should have talked politely/ nicely to my friend.
 - ◇ I should not have talked rudely to my friend.
4. As the groups work, move around and provide necessary help.
5. Once they have completed the task, invite a volunteer group to share their work with whole group – each student from the group reads out a sentence of different regret structure.
6. Appreciate groups for their hard work.



CONCLUSION / SUM UP

2 MINUTES

1. Review the key points of the lesson with whole class: give a recap of the meanings of regret and phrases/ structures used to express regret.
2. Provide another example using all five phrases/ structures.



ASSESSMENT

3 MINUTES

1. Give the following imaginary situation to students:

Your mother/ father asked you to clean your room yesterday, but you kept on playing a game and did not clean the room. Now, you regret it. Express your regret using the five different phrases/ structures practiced today.

2. Ask students to write their regret sentences in their notebooks.
3. Once they have written them, ask them to compare their sentences with those of a partner.
4. Randomly check the sentences of a few students.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to make a list of things they did not do in the past and wish they had done them.
2. Write a regret sentence for each of those things on a page and bring it the next day to share with a classmate.

SHORT VOWELS



STUDENT LEARNING OUTCOMES

- Pronounce short vowel sounds “i” as in bit, “o” as in cot, “u” as in sun.

INFORMATION FOR TEACHERS

- Short vowel sounds are those that are pronounced in a short form e.g., pet, pot, pat, pit etc.
- Short vowel sounds can be represented by a curved symbol above the vowel e.g.
- ă, ě, ĭ, ō, ů.
- For better understanding of short vowel sounds, consult a good pronunciation dictionary.
- There are two ways to make students understand the pronunciation of short vowel sounds.
- Pronounce the short vowel sounds for students.
- If available, use recorded audio on speaker for students to listen to the sounds.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



INTRODUCTION

5 MINUTES

- Write vowels (a, e, i, o, u) on writing board.
- Ask students to pronounce these vowels.
- Tell students that a vowel letter may have a short sound and a long sound.
- Demonstrate pronunciation of short vowel sounds by active use in words like **fat, map, wet, sit, etc.**
- Tell them about the symbol of short vowel sounds like |ă|, |ě|.



DEVELOPMENT

23 MINUTES

Activity 1:

13 Minutes

- Pronounce the following words with short vowel sounds one by one aloud.
Cŭt, dĭd, dŏg, cŭp, măt.
- Ask students to listen to the sounds as you pronounce a word, and identify short vowel sound in the word.

3. Ask students to raise hands if they have identified short vowel sound in the word to share with class.
4. Once all short vowel sounds are identified, write these sounds on writing board as follows.
Cut, did, dog, cup, mat

Activity 2: 10 Minutes

1. Divide the class into five groups.
2. Give each group a list to identify short vowel sounds and put the curved symbol on the correct short vowel sound.
3. After completion of activity, the group leader from each group will share their responses.
4. Guide and supervise the activity during the sharing process.

List # 1: tub, dot, hid, bell, nest.

List # 2: hot, cup, jam, lad, get.

List # 3: but, kid, sun, up, not.

List # 4: will, lot, jug, sip, egg.

List # 5: pen, cat, got, hen, fix.



CONCLUSION / SUM UP

2 MINUTES

1. Reinforce the concept of identifying short vowel sounds, symbols for short vowel sounds, and focus on pronunciation.



ASSESSMENT

3 MINUTES

1. Assess the students through their performance in activity 1 and 2.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Refer students to the textbook and assign them a piece of text to find out short vowels, put curved symbol on short vowels, and practice pronunciation of short vowel sounds.
2. Ask students to practice persistently.

IDENTIFYING FACTS IN THE TEXT



STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with a text using intensive reading strategies (while reading) to identify facts in the text (as indicated through these words: day, date, place, etc.).

INFORMATION FOR TEACHERS

- Intensive reading strategies include skimming and scanning. Both these activities focus on finding specific information.
- The purpose of intensive reading is to make the students understand a written text better and prepare them to read the texts on their own.
- To get the most of intensive reading strategies, make students familiar with skimming and scanning.
- Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly to get a general overview of the material. Scanning is reading rapidly to find specific facts.
- Plan reading activities frequently to develop students' reading skills.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, handouts.



INTRODUCTION

5 MINUTES

- Write the following sentences on writing board:
Quaid-e-Azam was born on 25th December.
Minar-e-Pakistan is in Lahore.
There are seven days in a week.
- Ask students to find a number/ date, place, or a name in the sentences.
- Ask a few students to share their responses.
- Explain concept of skimming and scanning to students.



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

- Divide the class into five groups.
- Give each group handouts of the following written text.

3. Ask the students to read the text and then complete missing information in given sentences.

"Foxes are part of the dog family. They can live for up to 14 years. Foxes are quite small. Most foxes weight only 6 to 8 pounds. They are just a little bit bigger than cats. Foxes have long, bushy, and narrow faces."

Complete the missing information:

- ◇ The maximum age of a fox is_____.
- ◇ The size of a fox is _____.
- ◇ The weight of a fox is _____.
- ◇ The faces of foxes are _____.
- ◇ Foxes are bigger than_____.

Activity 2: 10 Minutes

1. Write the following text on writing board.

"Hazrat Muhammad (SAW) is the last prophet of Allah. Holy Prophet (SAW) was born on Monday 12th Rabi-ul-Awal in 571 AD. He was born in Makkah. His father's name was Abdul-lah. His grandfather's name was Abdul Muttalib and his uncle's name was Abu Talib.

2. Ask students to read the text written on the writing board in three minutes and then ask them questions to find the following facts from the text (ask one at a time).
 - ◇ Date of birth of Holy Prophet Muhammad (SAW).
 - ◇ Holy Prophet Muhammad (SAW)'s father name.
 - ◇ Holy prophet Muhammad (SAW)'s uncle name.
 - ◇ Holy prophet Muhammad (SAW)'s place of birth.
3. Appreciate students for their responses.



CONCLUSION / SUM UP

2 MINUTES

1. Highlight the importance of intensive reading strategies for better understanding of the text.
2. Reinforce the process of identifying facts from the text.



ASSESSMENT

3 MINUTES

1. Give another sample text from textbook and ask students to find specific information.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students a lesson from the textbook and ask them to go through the text.
2. Ask them to find out important points, dates, and key words from the text.

ALPHABETICAL ORDER



STUDENT LEARNING OUTCOMES

- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.

INFORMATION FOR TEACHERS

1. Alphabetical order comes in handy for the dictionary skills and also for making sequential order in list/ items as in attendance register or a telephone directory.
2. Dictionary as a study tool helps in increasing vocabulary.
3. The selection of words should be from student textbooks or other familiar words
4. Students are made familiar with alphabetical order and use of the dictionary in the previous grades, but at a very basic level.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, marker, board, chart, dictionaries etc.



INTRODUCTION

5 MINUTES

1. Take a dictionary to the class. Ask the students what type of a book is it and what is it used for? Ask them if they have one at home.
2. Open any page and ask them to look at the layout of the page (Distribute one dictionary per group if possible to have a closer look).
3. Recap alphabetical order and introduce the concept of guide words/head words on the top right or left corner of the page. Ask them why do they think these words are called guide words.
4. After they are done with that, repeat the concept in front of the class so that they could get the real picture again.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Divide the class into different groups depending on the number of dictionaries you have with you.
2. Find the difficult words from the text book because the words should not be out of their vocabulary list.

3. Explain the concept of alphabetical order which they already have. Just recap the concept. You can write some words with similar first and second letter but different third letter: aspire, assistance, associate etc. and ask them to arrange the words in alphabetical order. Spend only as much time on this activity as necessary because they have already done this activity with enough practice.
4. Give them different words to locate from the dictionary. This time they not only will find the words from the dictionary but also search for the meanings. This will help them increase their vocabulary and aid in comprehension of text.
5. Draw a table on the board and ask the students to copy the table in their notebooks.

Sr. No	Word	Meaning

6. Ask them to fill this table for each word. Give them no more than 4 words each.

Activity 2: 10 Minutes

1. Give them a short unfamiliar passage with a few difficult words. Ask them to read it quickly and explain the overall meaning of the passage. Don't tell the meaning of the difficult words.
2. Most of the students will find it difficult to manage. Now ask them to quickly find the meaning of the words from the dictionary.
3. Ask the students to re-read the passage. Ask if they understand it better.
4. Ask students to guess the meanings of the difficult words by reading out the sentences aloud.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the class that dictionary is a great study tool.
2. Ask them the use of alphabetical order in everyday life. Give them some examples like attendance sheet, glossary, etc.



ASSESSMENT

6 MINUTES

1. Give the class 5 more words which have same first and second alphabet but the different third and other alphabets. Ask them to fill the table again.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to underline the words which are new to them and write the meanings of the words according to their own understanding (with lead pencil over the word).
2. Now ask them to look up meaning of the word to see how closely it matches their meaning.
3. Ask students to look up any word from the dictionary that they like and share it with the other.
4. Encourage students to just flip through the dictionary to see if they find any word that they would like to look up, any word that seems interesting to them. Give them time to just browse the dictionary.

ADJECTIVES – II



STUDENT LEARNING OUTCOMES

- Recognise meaning of common adjectives in relation to each other e.g. huge-big.

INFORMATION FOR TEACHERS

- Adjectives tell us more about nouns and pronouns. Adjectives are also called describing words or qualifiers.
- Learning how to use new vocabulary in context means choosing and using the exact/specific word.
- There are many adjectives which have apparently the same meaning but they are used in different contexts and have different shade of meaning or degree, for example, huge and big. Huge is used to suggest 'very great in size' i.e. bigger than big. Pretty and handsome both mean someone who is good looking, but pretty is used for a girl and handsome for a boy or man.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, flashcards, textbook, etc.



INTRODUCTION

5 MINUTES

- Tell the students to give you examples of a few adjectives.
- Ask the students to find words similar in meanings from the following adjectives, (You can also make flashcards which can be displayed on the vocabulary wall).
- Write the following words in jumbled order: white, huge, thin, fair, dark, smart, short, big, dark.
- Ask the students to come up with oral sentences to understand the meaning.
- Ask them if they can tell the difference in meaning of these words e.g. white/fair, huge/big, smart/thin, dark/black, etc.



DEVELOPMENT

20 MINUTES

Activity 1: 15 Minutes

- Write the following exercise on the blackboard and ask the students to copy.
- Ask the students to work in pairs and complete the following sentences using the words in brackets.

- ◇ He saw a _____ crow. (dark, black)
 - ◇ He has a _____ car. (Black, dark)
 - ◇ My sister is a _____ girl. She got the first position in her class (smart, thin)
 - ◇ My brother's weight is only 30 kg.
 - ◇ He is a _____ boy. (smart, thin)
 - ◇ She is a _____ girl. (Tall, long)
 - ◇ This is a _____ road. (Tall, long)
 - ◇ There are _____ buildings in Lahore. (big, huge)
 - ◇ The buildings in New York are _____. (big, huge)
3. Monitor and help the students.
 4. Once they are done with the exercise, ask the students randomly to tell the answers.
 5. Ask them to put the incorrect option and see that although the meaning is the same but we cannot use some words in place of others as each word has its own usage.
 6. Give your input where required. Explain the difference in usage with examples.
 7. Tell the students to make correction in.

Activity 2 5 Minutes

1. Ask the students to make their own sentences of the above mentioned words.
2. Monitor and help the students.



CONCLUSION / SUM UP

2 MINUTES

1. Ask the students
2. What are adjectives?



ASSESSMENT

6 MINUTES

1. Ask the students to exchange and check each other's work and give feedback.
2. Tell the students to make corrections in their work and write the sentences correctly.
3. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find at least three adjectives with the similar meaning from their textbook and make sentences.
2. Ask them to notice people using similar adjectives at home (even in Urdu) and to share them in class.

PERSONAL PRONOUNS



STUDENT LEARNING OUTCOMES

- Recognise and use: I, we, you, they, it, etc. as subjective case and me, us, you, them, it, etc. as objective case and mine, our, your, his, her etc. as a possessive case of personal pronouns.

INFORMATION FOR TEACHERS

- Personal pronouns are used in place of a common or proper noun. They are used to refer to something or someone that you have already talked about.
- There are two types of personal pronouns:
 - Subject pronouns** are the 'who' or 'what' the sentence is about: Examples: I, you, he, she, it, we, they are all subject pronouns.
 - Object pronouns** are the 'who' or 'what' acted upon:
Examples: me, you, him, her, it, us, them are all object pronouns.
For example: Sania ate the rice.
 - In this sentence 'Sania' is the subject and 'the rice' is the object.
 - Sania did the action (ate) and the rice is the thing that is 'done to' (it is the thing that she ate).
 - If you wanted to repeat this information later, you could say: She ate it.
- Possessive pronouns are used in English to avoid repeating information that is already clear. In general, it makes the sentence less confusing because the same information is not repeated. These help us show possession or ownership.
- There are seven possessive pronouns in English: his, hers, mine, yours, its, ours, and theirs.
Example: This book is my book, not your book.
 - This book is mine, not yours. (Mine and yours are possessive pronouns).
 - In the sentence, mine is a possessive pronoun that replaces my book.
 - In the sentence, yours is a possessive pronoun that replaces your book.

Subject (Personal Pronouns)	Object Personal Pronouns	Possessive Personal Pronouns
<ul style="list-style-type: none"> I You He She It We They 	<ul style="list-style-type: none"> Me You Him Her It Us Them 	<ul style="list-style-type: none"> Mine Yours His Hers Its Ours Theirs

- Possessive personal pronouns (mine, yours, hers, ours, theirs) are used without nouns.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, chart, papers, textbook.



INTRODUCTION

5 MINUTES

- Start the lesson by reviewing the subjective and objective pronouns learnt earlier. What are some examples of possessive, subjective and objective pronouns?
- Encourage the students if they give correct answers. Give feedback to them if they give incorrect answers.
- Give them a demonstration of possessive pronouns. Hold some object in your (e.g., glasses) hands and tell students: These are my glasses. These are mine. Stress the pronoun mine.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Review the following table with the whole class:

Subject (Personal Pronouns)	Object Personal Pronouns	Possessive Personal Pronouns
<ul style="list-style-type: none"> I You He She It We They 	<ul style="list-style-type: none"> Me You Him Her It Us Them 	<ul style="list-style-type: none"> Mine Yours His Hers Its Ours Theirs

- Divide the class into groups of five.
- Assign a lesson to each group from the textbook.
- Assign roles to group members i.e., group leaders, writer, and readers.
- Tell groups to go through their assigned lesson and find at least 6 personal pronouns, two examples of subjective, possessive, and objective case each.
- Write the pronouns found along with the sentence in which pronouns are used.
- Writer will write all the sentences on a chart.
- After completion of the task, ask group leaders to paste their charts on different places on the wall and stand beside it.
- Students will get up and walk around to see each group work and give their observation and remarks.
- Group leaders will give answers to the questions if any asked by the students.

Activity 2: 10 Minutes

- Write the following paragraph on a chart or on the writing board.

Shamim is my neighbor. Shamim is a schoolteacher. Shamim teaches students English and Urdu. Shamim has a Master's degree in English and Urdu. Tahira and Farzana are Shamim's

sisters. Shamim also teaches English and Urdu to Tahira and Farzana at home. Tahira and Farzana have a lawn. There are small plants and flowers in the lawn. Farzana and Tahira love to see the lawn green. There is a big old tree in the lawn. Farzana and Tahira water the big old tree every morning. Tahir Zaman was Shamim's grandfather. The old tree had been planted by Shamim's grandfather. This old tree reminds us of grandfather.

2. Tell the students that there are underlined nouns in the sentences that are being repeated continuously.
3. Ask one student (must be good at reading) to read the story aloud so that the students hear the repetitive nouns.
4. Ask students by turn to come to the writing board and replace the repeating nouns with the pronouns given in the box. If a student makes a mistake, ask others to correct it until you get the right answer.

Note: Following are the pronouns which will replace the nouns in the sample text.

she, her, they/them, them, it, him



CONCLUSION / SUM UP

2 MINUTES

1. Review the lesson by asking the students: What are some types of pronouns? What do these pronouns show?



ASSESSMENT

6 MINUTES

1. Check how well students recall the types of pronouns learnt earlier in the introduction activity by asking them about pronouns.
2. Monitor the assigned task in the classroom to assess how well students have grasped the concept of personal pronouns.
3. Check the work given in the classroom to judge students' ability to use the pronouns correctly.
4. Assess students' understanding of possessive pronouns by giving them a short test (exercise).



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to do a short dialogue role-play on 'Packing for a Weekend', in which two children and their parents are packing things to leave home for the weekend.

For example:

- ◇ Mother: Bubbly where is my dupatta that you were wearing today?
- ◇ Father: Here, is this one yours?
- ◇ Sister: No Abbu, that is mine.
- ◇ Brother: Hey, are we taking our towels, or will we use their towels?
- ◇ Sister: Our towels are too big, let us just use theirs.

LESSON

80

USE OF MODAL AUXILIARIES: CAN/CANNOT AND MAY/ MAY NOT



STUDENT LEARNING OUTCOMES

- Illustrate the use of can / cannot, and may / may not.

INFORMATION FOR TEACHERS

- 'Can' and 'may' are called modal auxiliaries' verbs.
- Can** is used to express the ability or to say that something is possible. For example: I **can** speak English.
- To form negative, we add "not" to "can" that becomes I cannot" which is a single word. For example: She **cannot** eat two burgers.
- May** is used in formal style to request for permission (in questions), giving permission (in affirmative sentences) and refusing permission (in negative sentences). For example: **May** I borrow your book for a day? You may have my book.
- To form negative, we use "not" after may that becomes may not.
- The verb that comes after **can** and **may** is in the infinitive (base form of the verb) without to. For example: I **can** bake cakes.
- Use real-life situations to help students understand the use of '**can**' and '**may**'.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, worksheets, textbook.



INTRODUCTION

5 MINUTES

Note: Students have studied can/cannot, may/may not in Grade 3. Therefore, remind students of these concepts in the introduction.

- Start the lesson by asking the students if they think their classroom is colourful, bright, and tidy. Do they think they should do something to make it more exciting and brighter? What can they do? What things can they add? What things can they remove?
- Ask a student what he/she can do e.g., can she/he make a painting? Can he/she take the responsibility to organise the copies of all the students every day? Can they take the job of a caretaker?
- Ask the class: May I take the responsibility of a class leader or manager? Should the jobs of the students change every week?
- Write can/cannot, may/may not on the writing board.
- Make sure that maximum students take part in this discussion and generate speech using can or cannot, may/ may not.

- Control the discussion but let students express their opinions. Tell the students that they have just used can/cannot, may/may not in their conversation. Ask them: When do we use these verbs?
- Commenting on their discussion, reinforce the rules for these verbs if they have faced some difficulty in their dialogues.
- Refer to the Rules chart shown in Introduction section.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Review the following tables with the whole class:
 - Following are the uses of CAN and MAY.

Use of Can	Examples
ability to do something in the present (substitute form: to be able to)	I can speak English.
permission to do something in the present (substitute form: to be allowed to)	Can I go to the library?
Request	Can you wait a moment, please?
Offer	I can lend you my pen till tomorrow.
Suggestion	Can we visit mother over the weekend?
Possibility	It can get very hot in Karachi.

Use of May	Examples
Possibility	It may rain today.
permission to do something in the present (substitute form: to be allowed to)	May I go to the drink water?
polite suggestion	May I help you?

- Help students understand the use of can and may with the help of examples given above. Ask them if they have any questions.
- Write the following worksheet on the writing board:

Complete the sentence with suitable modal verbs i.e. can, may

 - Mother ----- I go to the park.
 - The student asked, ----- I come in.
 - He ----- speaks English.
 - you lift a big stone?
- Tell the students to work in pairs to complete the sentences in the worksheet.
- Repeat instructions if necessary. Do one sentence for the students to understand the task.
- Move about to monitor students and provide help where needed.

Activity 2: 10 Minutes

- Prepare conversation strips using the scripts given below.
- Divide the class in pairs.
- Tell students that they are going to do a role play activity.
- Give each pair a script of conversation.

5. Tell the students to practice the conversation: one student takes the role of 'A' and the other role plays 'B'.
6. As the students practice, move around and provide necessary support.

Scripts for Conversation:

- ◇ A: Can you turn off the lamp?
B: No, I cannot.
- ◇ A: Do you mind if I turn on television?
B: No at all.
- ◇ A: Can I borrow some money from you, please?
B: I am sorry I cannot.
- ◇ A: Can you close the door, please?
B: Why not.
- ◇ A: May I speak with you?
B: Sure.
- ◇ A: May I come in 10 minutes late tomorrow? I need to take my daughter to school.
B: Yes, you can. Thank you for asking.
- ◇ A: Would you mind lending me yours?
B: Sorry. It does not belong to me.
- ◇ A: Can you show me how to make fried rice?
B: Sure.
- ◇ A: Take this note to the accounting department?
B: Yes, certainly.
- ◇ A: May I get you a cup of tea?
B: That would be very nice of you.
- ◇ A: May I borrow your dictionary? I need to look up a new word.
B: Sure, here you are.
- ◇ A: Can you tell me the way to turn it off?
B: Yes I can.
- ◇ A: Can you show me how to update an anti-virus?
B: Sorry, I do not know either
- ◇ A: Can you show me how to set the watch?
B: I am sorry, I cannot.
- ◇ A: Would you mind repeating what you just said?
B: Yes, I can
- ◇ A: Would you mind waiting for a minute?
B: No, I cannot wait.
- ◇ A: Would you give me a ride home?
B: Yes, I can.
- ◇ A: Would you mind joining my club?
B: Of course not!.
- ◇ A: Would you mind if I take your coat?
B: Of course, you can take it.



CONCLUSION / SUM UP

2 MINUTES

1. Recap the lesson by asking the students about the modal verbs they learned and practiced in the class.



ASSESSMENT

6 MINUTES

1. Assess students' ability to explain use of verb can/cannot, may/may not through their correct responses in the sum up activity.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students exercise to practice use of can/cannot, may/may not.
2. Ask students write ten sentences using modal verbs they have learnt in the class.

POSSESSIVE PRONOUNS



STUDENT LEARNING OUTCOMES

- Demonstrate correct use of my – mine, your – yours, etc.

INFORMATION FOR TEACHERS

1. Possessive pronouns are used in English to avoid repeating information that is already clear. In general, it makes the sentence less confusing because the same information is not being repeated.
2. There are seven possessive pronouns in English: his, hers, mine, yours, its, ours, and theirs. Example: This book is my book, not your book.
 - ♦ This book is mine, not yours. (Mine and yours are possessive pronouns).
 - ♦ In the sentence, mine is a possessive pronoun that replaces my book.
 - ♦ In the sentence, yours is a possessive pronoun that replaces your book.

Subject	Possessive Pronouns
I	Mine
You	Yours
He	His
She	Hers
It	Its
We	Ours
Their	Theirs

3. Time allocation is tentative and can change as per need of the activity.
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/blackboard, writing board, worksheets, textbook, etc.



INTRODUCTION

5 MINUTES

1. Start the lesson by reviewing the possessive pronouns learnt in the previous lessons. Ask the students questions: What are possessive pronouns? What are some examples of possessive pronouns?
2. Encourage the students if they give correct answers. Give feedback to them if they give

incorrect answers.

3. Reinforce that possessive pronouns my, your, our, their, her come before noun. Write few examples on the blackboard for student's understanding (This is my book. Your eyes are so beautiful. That is out school etc.)
4. Reinforce that possessive pronouns mine, yours, hers, ours, theirs are used without nouns. Write few examples on the blackboard (This book is yours. That school is ours. These pictures are hers etc.).
5. Write on the blackboard: This book is your/yours.
6. The doll is my/mine.
7. Ask the students to choose the correct possessive pronoun. Write few more sentences and ask the students to select the correct pronoun.
8. Write another example on the board:
 - ◇ This is my book, not your book. (Sounds repetitive)
 - ◇ Ask students to replace 'my' and 'your book' with possessive pronouns.
 - ◇ This book is mine, not yours. (Mine and yours are possessive pronouns).



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Give each student a worksheet or write the sentences on the writing board. (See the sample worksheet at the end of the lesson plan).
2. Give clear instructions to the students and ask them to do the work on their notebooks. Repeat the instructions if necessary.
3. Do the first sentence on the writing board for students' understanding.
4. Move about to monitor the students' work and to provide help.

Activity 2: 10 Minutes

1. Divide the whole class into two teams.
2. Tell the teams that you will call the name of a member of a team. You will call the name of a member of a team. You will give him/her a possessive pronoun. Student will have to say a sentence using that pronoun.
3. Tell the teams that the sentence can be a question.
4. The team whose members give more correct sentences, wins.
5. The members of the winning team will be given a colour stars on their class work.



CONCLUSION / SUM UP

2 MINUTES

1. Quickly review the lesson. Ask the students do the possessive pronouns mine, hers, yours, ours come before a noun or my, her, your, our come before a noun?



ASSESSMENT

6 MINUTES

1. Check how well students recall the possessive pronouns learnt earlier in the introduction activity by asking them about possessive pronouns.
2. Monitor the assign task in the classroom to assess how well students have grasped the concept of possessive pronouns.
3. Check the written work given in the classroom to assess students' ability to use the possessive pronouns correctly.

4. Assess students' ability to demonstrate correct use of my – mine, her – hers, our – ours, etc. through the correct sentences given in the activity 2.
5. Assess students' ability to demonstrate correct use of possessive pronouns by giving them a short test (exercise) at the end of the week.
6. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Make four sentences with my, mine, your, yours. Note: Give students enough practice exercises in subsequent classes.

Sample Worksheet – Activity 1

Underline the correct possessive pronoun.

1. This is nice shirt. It it your / yours.
2. Uzma is going to a wedding with her /hers family.
3. Mr. Haroon has two children but I don't know their/theirs name.
4. Can I borrow your pen? My/Mine is broken.
5. Our/Ours computer is not working.
6. These are not my shoes. My / Mine are black.
7. Her / Hers paintings are very colourful.
8. The dog lost it / its bone in the river.
9. Your / Yours phone is ringing.
10. The new house on the street is their / theirs.
11. The third house on the street is our / ours.
12. My / Mine books are on the desk.
13. The boy is eating his / her dinner.
14. Hira cleaned his / her room.
15. Thje grandmother is very old. He / She walks with a stick.
16. Faiza really likes her / his school.
17. Dr. Ahmad is looking for her / his thermometer.
18. I have a pet dog. It/He is very cute.
19. Mother is baking a cake for his/her children.
20. That is my brother. He / She is a pilot
21. Bear is a lazy animal. She / It sleeps the whole winter.
22. Umar is sharing its/his lunch with Haroon.



STUDY SKILLS



STUDENT LEARNING OUTCOMES

- Identify and utilize effective study skills e.g. brainstorming for ideas, read a diagram, note-taking.

INFORMATION FOR TEACHERS

- Brainstorming is trying to solve a problem by collecting all possible ideas, answers and solutions to the problem. After putting every possible idea on paper through brainstorming, we then sort them out in a format. In most cases, brainstorming is better when used in groups.
- Note-taking is a very good practice, you should encourage the students to take notes of the lesson you teach them. It helps them in remembering the lessons and they have the written notes with them which help them in exam preparations.
- There are many other effective study skills but at this grade, introduction of these simple skills is enough for them.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chart/marker, textbook, writing board.



INTRODUCTION

5 MINUTES

- Write a topic on the board that is of interest to the students and ask them to say anything that comes to their minds connected to that. It could be: Summer vacations or Winter season, or TV. Tell them they have to give main points and not narrate stories at this point. For example, for winter they may say, 'oranges, dry fruit, heaters, cold and flu, blankets, sweaters, short days and long nights'. Just put these on the board.
- Tell the students that there are many study skills which are used in daily routine lessons. One of the most important one is brainstorming for ideas. Tell them the concept of brainstorming.
- Tell them that discussion on some topic is very important to extract more information out of the topic because everyone then discusses and shares their ideas which help them in adding more information.
- Tell them the importance of taking notes in the class. Tell them that taking notes is a very helpful technique for them because it helps them a lot in the exams.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Select a topic of discussion in the class. The topic selected should be of the interest of the students e.g. Is cricket better than football?
2. Tell the class that you would not be a part of the discussion and brainstorming session. They already know about brainstorming.
3. Tell them that you will be taking notes for the discussion.
4. Take notes on the writing board. Write important points which rise in the discussion as key notes.
5. Tell the class to have a look at the board. Explain how you took the notes and why these words were written on the board.

Activity 2: 10 Minutes

1. Divide the class into groups depending on the size of the class.
2. Give a simple topic to each group.
3. Ask one student from each group to take the notes of the discussion.
4. Demonstrate and emphasize the importance of using signs and symbols, e.g. arrows (to link), stars (to mark important information), bullet points (for some smaller points).
5. Give them 10 minutes for note taking activity.
6. After they are done, appreciate the groups.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the importance of brainstorming and note taking. Tell them that if they take notes in the classroom while studying, it will help them a lot to revise the lesson.



ASSESSMENT

6 MINUTES

1. Take the notes from each of the group and give those notes to the other group to check.
2. Discuss the notes briefly in the class.
3. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to take notes from now onward in the class. Ask them to use a separate notebook for this and tell them that you will be checking it off and on.

SHORT NOTES



STUDENT LEARNING OUTCOMES

- Read short notes written for different purposes to write short notes of their own to friends and family members.

INFORMATION FOR TEACHERS

1. Short notes are short descriptions on a given subject.
2. The subject of the short notes can be on any topic.
3. Short notes are very useful tools for developing reading and writing skills of students.
4. Tell the students about the importance of short notes and how helpful they are in improving writing skills and vocabulary.
5. Use various classroom situations, occasions, and events from daily life of students to help them create short notes for different purposes.
6. Consult textbook for creating short notes when and where necessary.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



INTRODUCTION

5 MINUTES

1. Write the following short note on the writing board.
2. Refer to the Rules chart shown in Introduction section.

Dear Father,

Thank you ever so much for the wonderful present on my Annual Result Day. A bicycle was just what I needed to put a smile on my face.

Your son,
Kashif

3. Ask a few students to read the short note aloud.
4. Now, explain what this type of writing is called and what its purpose is.
5. Tell them that writing short notes is a great technique to convey a message in a few words quickly.



DEVELOPMENT

23 MINUTES

Activity 1: 10 Minutes

1. Write the following note on the writing board:
Dear Ali,
Thanks so much for taking the time to help me with my science fair project. I'm so grateful to have a science expert in the family.
Your cousin,
Umar
2. Ask students to read the short note written on the writing board.
3. After reading, ask students to discuss the purpose of this short note.
4. Also ask students to note down new words.

Activity 2: 13 Minutes

1. Divide the class into pairs.
2. Write following details on the writing board.
Title: Birthday Gift
Word Bank: uncle, watch, perfume, a box of chocolates, happy, friends, cousins, balloons, candle.
3. Ask students to work with their partners to write a short note using above mentioned details i.e., title and new words.
4. As the pairs work, move around and provide necessary support.
5. Once the pairs have written their short notes, ask them to compare them with the pair next to them.



CONCLUSION / SUM UP

2 MINUTES

1. Tell the students about the importance of writing short notes.
2. Recapitulate the key points used in short notes.



ASSESSMENT

3 MINUTES

1. Give students the following topics:
 - ◇ Write a thank you note to your brother for a trip to the museum.
 - ◇ Write a short note to say sorry to your friend for your rude behaviour.
2. Ask them to write a short note on any one of the given topics.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write two short notes on any topics: one to a friend and the other to a family member.
2. Exchange these short notes with peers for better understanding of the process of short notes.

INFORMAL INVITATIONS



STUDENT LEARNING OUTCOMES

- Write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions: purpose, date and time, venue, name of addressee and sender.
- Write guided replies accepting the invitations.

INFORMATION FOR TEACHERS

1. Writing can be of different types i.e., essay, letter, short notes etc.
2. An invitation is also a kind of writing; it is a part of informal letters.
3. Give students instructions, guidelines, and rules for writing invitations for better results.
4. Refer to the relevant unit/ exercises in the textbook.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



INTRODUCTION

5 MINUTES

1. Ask the following questions from your students.
 - ♦ Do you celebrate birthdays?
 - ♦ Have you ever been invited to a birthday party?
 - ♦ Can someone narrate an invitation?
 - ♦ For what kind of events/ occasions do you get invitations?
2. After asking the questions, explain rules for writing invitations i.e., address, body, sender, date, time, venue etc.



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

1. Review the following parts of an invitation with the whole class:
 - ♦ **Addressee:** Person to whom the invitation is addressed (e.g., a class fellow, a friend, relative, etc.).
 - ♦ **Body:** Important details about the invitation.
 - ♦ **Sender:** Person sending the invitation.
 - ♦ **Venue:** Place of the event.

2. Tell them that an invitation answers the questions who, whom, when, where, what time and for what, i.e.,
 - ◇ the occasion
 - ◇ name(s) of the invitee
 - ◇ name(s) of the host
 - ◇ date, time and venue

3. Draw a template of an invitation on the writing board as shown below:

Dear _____

occasion _____

Date, time, location _____

Sender's name _____

4. Divide the class into pairs.
5. Ask each group to copy the template given on the writing board to write an invitation to a birthday party.
6. Invite random pairs to come up and share their work.
7. It is a guided practice activity, so monitor and supervise the activity.

Activity 2: 10 Minutes

1. Now, ask the pairs to exchange their invitations and write replies to each invitation.
2. Ask students to refer to the template they used in the previous activity.
3. Tell them that to accept an invitation to an informal party / dinner, you can write:
 - ◇ "Thanks for your invitation / invite. I'd love to come."
 - ◇ "Thank you for inviting me to dinner. I'm looking forward to it very much."
4. Ask pairs to exchange their work with other pairs.
5. Pairs will go through other pairs' work and give remarks.
6. Invite some volunteers to come up and share their work.



CONCLUSION / SUM UP

2 MINUTES

1. Recap the rules and template for writing invitations.



ASSESSMENT

3 MINUTES

1. Assess the students by checking their written invitation and give remarks/suggestions when and where necessary.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write an invitation to their friends for their elder brother's wedding.
2. Ask students to search for some invitations available with their family members and to read them.

ENDING SOUNDS OF '-ed'



STUDENT LEARNING OUTCOMES

- Recognise and practice that -ed has three sounds i.e., "d", "t", "id" though context.

INFORMATION FOR TEACHERS

- There are three sounds of -ed.
- Explain to the students that the pronunciation of words ending in '-ed' depends on the final consonant (sound) before '-ed'. There are three ways to pronounce '-ed': /t/, /d/, and /id/.
 - If 'ed' ending follows the consonant sounds /p/, /k/, /sh/, /ch/, /th/, /s/, /f/, or /x/, the ending sound of '-ed' will be /t/ as in helped, looked, and watched.
 - If 'ed' ending follows the consonant sounds /b/, /g/, /l/, /m/, /n/, /r/, /w/, /v/, or /z/, the ending sound will be /d/ as in called, warned, and cleaned.
 - If 'ed' ending follow the consonant sounds /t/ or /d/, then the ending sound will be /id/, as in loaded, wanted, and needed.
- Focus on both oral and written practice.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, chart, textbook, etc.



INTRODUCTION

5 MINUTES

- Write a few words on the writing board having '-ed' endings e.g., helped, called, wanted, needed, washed.
- Ask students to raise their hands and pronounce the written words.
- Allow 3 – 4 students to share their answers.
- After this activity explain the rules for '-ed' ending sounds. (see Information for Teachers)



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

- Divide the class into pairs.
- Display a chart in front of the class with the following activity or write it on the writing board:

typed, looked, cried, played, hunted, wasted, started, changed, fixed, amazed		
/t/	/d/	/id/

3. Tell pairs to write -ed ending word in the relevant column.
4. After completion of the task, exchange their answers with another pair.
5. Invite some pairs to come up and share their answers.
6. Guide and explain during the activity.

Activity 2: 10 Minutes

1. Tell students that they are going to play a game. They can win if they work as a team!
2. Divide the class into three teams.
3. Assign one '-ed' ending sound to each team e.g. 't' to Team-A, 'd' to Team-B, and 'id' to Team-C.
4. Ask the teams to brainstorm and find as many words of their assigned '-ed' ending sound as possible within 5 minutes.
5. Tell students they can take help from their textbooks.
6. The team that comes up with highest number of words will win this game.



CONCLUSION / SUM UP

2 MINUTES

1. Reinforce the rules of '-ed' endings and provide some more examples.

T	d	id
help – helpt	robbed – robbd	hunted – hunted
laughed – lafft	arrived – arrivd	graded – gradid
worked – workt	jogged – joggd	lifted – lifted
passed – past	surprised – surprised	decided – decided
pronounced – pronounst	roared – roared	



ASSESSMENT

3 MINUTES

1. Write some sentences using '-ed' ending words on the writing board and invite a few students to underline the different '-ed' ending sounds e.g., 't', 'd', 'id'.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to search and note down different '-ed' sounds found in their English textbooks.

Month

6

LESSON

86

POST-READING STRATEGIES

(ROLE PLAY TO EXPRESS UNDERSTANDING OF A STORY)



STUDENT LEARNING OUTCOMES

- Use post-reading strategies to respond to the text by expressing the understanding of a story/text through a role-play.

INFORMATION FOR TEACHERS

- Students respond to the text based on knowledge gained from their surroundings.
- Their personal experience, observations, experiences and information gathered through their families, media and books are their world knowledge at this stage.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts and textbook etc.



INTRODUCTION

5 MINUTES

- Greet the class and say: Good morning. How are you? (Expected response: "Fine, thank you"/ "Very well, thank you").
- Introduce the concept of role-play for understanding a text.
- Explain the concept by giving some examples. Ask students about their favourite character in a story.
- Ask students to think about an action of their favourite character and turn to a partner to share it.
- Invite 2 – 3 students to introduce their favourite character to the whole class and act out an action of their favourite character.



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

- Pick a popular short story e.g., 'The Hare and the Tortoise' or 'The Ant and the Grasshopper'. Display it on a chart for the class.
- Read it aloud to the class – use your expressions and body language for dramatic reading effects.
- Divide the class in pairs and assign them roles of the characters from the story, e.g., One student role-plays the ant whereas the other role-plays the grasshopper.
- Have the pairs practice their conversation as per the storyline. Ask them to consult the text

of the story written on the chart.

5. When they complete their practice, ask the class if they would do or say something differently from what happened in the story.
6. Instead of having the students talk about what he or she would do differently, have him or her come up and act it out.
7. Ask students to discuss why a certain character did a particular action. Ask them if they like that action or not.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that role-play helps to understand a story/text well and completely.



ASSESSMENT

5 MINUTES

1. Prepare role play chits and ask students to come in pairs to present appropriate expressions to present the characters from another story.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to take any story and have a role-play of it in order to understand it completely.

TEXTUAL AIDS FOR COMPREHENSION



STUDENT LEARNING OUTCOMES

- Use textual aids such as table of content and glossary for greater comprehension of texts.

INFORMATION FOR TEACHERS

- Textual aids are sometimes really useful to find or locate some text. A table of contents is one example of a textual aid. You can locate text from your text book easily with the help of table of contents which are present in the start of the book usually.
- A table of contents can help the students to find the units and chapters.
- A glossary is an alphabetical list of terms with the definitions for those terms. A glossary appears at the end of a book and includes terms within that book which may be difficult for the reader.
- When giving practice words for locating words, keep in mind the level of students. Try to use their text book (math or science) to find the words for demonstration.
- If there is no glossary in it, find a text from their text book which has difficult meanings. Find the words in the glossary (appendix), so that you can demonstrate them.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, glossary list.



INTRODUCTION

5 MINUTES

- Ask them to open their book on the table of content.
- Ask them to go through the table and tell what information it gives. Such as serial number/chapter/unit, (1,2,3,) title of the text, page number and in some cases type of text (poem).
- Ask them to have a race to open the table of content and find some pages by using it. Say to them, 'Let's see who can open the book on this topic before everyone else'.



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

- Divide the class in groups. Ask them to open the page of the book you have selected for them.
- Ask them to read the text.

- Tell them to underline the difficult words.
- Then ask them to open the glossary list. Give them the glossary list if the book has no glossary list included.
- Tell them that the glossary list is in alphabetical order, like dictionary.
- Tell them to recall the alphabetical order and find the word in the glossary (give around 4 words to look for).
- The group that is able to find the first word will be the winner. Repeat this for the rest of the words.
- Ask them to read the text again and see if it makes greater sense now that they understand the difficult terms and their meaning.


Sr. No	Word	Meaning

- Ask them to fill this table for each word. Give them no more than 4 words each.




CONCLUSION / SUM UP | 2 MINUTES

- Conclude the lesson by telling the importance of table of content and glossary. Paste the list of glossary in the class for further assistance.



ASSESSMENT | 6 MINUTES

- Ask them to find some more words from the glossary list and ask them to write down the list on their notebook.
- Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP | 2 MINUTES

- Ask them to use the glossary and table of content as much as they can, when they need any help.

SAMPLE GLOSSARY:

- Abbreviations
Letter or shortened word used instead of a full word or phrase.
- Accent
The features of pronunciation which indicate the regional or the social identity of a speaker.
- Acquisition
The process by which language skills are developed — particularly in infancy.
- Adjectives
A word which modifies a noun or a pronoun.
- Adverbs
A word which modifies a verb, an adverb, or an adjective.
- Agreement
The grammatical logic and coherence between parts of a sentence.

7. Alliteration
The repetition of consonant sounds — usually at the beginning of words.
8. Apostrophes
A raised comma used to denote either possession or contraction.
9. Articles
A word that specifies whether a noun is definite or indefinite.
10. Assonance
The repetition of vowel sounds.
11. Audience
The person or persons receiving a speech or piece of writing.
12. Brackets
Curved or square punctuation marks enclosing words inserted into a text
13. capitals
Upper-case letters used to indicate names, titles, and important words.
14. clauses
15. a structural unit of language which is smaller than the sentence but larger than phrases or words, and which contains a finite verb.
16. cliché
An over-used phrase or expression.
17. colons
A punctuation mark indicating a pause ranking between a semicolon and a full stop.
18. commas
A punctuation mark indicating a short pause in a sentence.
19. conjunction
A word which connects words or other constructions.
20. consonant
An alphabetic element other than a vowel.
21. context
The setting in which speech or writing takes place.
22. dialect
A form of speech peculiar to a district, class, or person.
23. diglossia
The existence of two official languages in a society.
24. diphthong
Two vowel characters representing the sound of a single vowel.
25. ellipsis
The omission of words from a sentence
26. Figure of speech.
Expressive use language in non-literal form to produce striking effect.
27. form
The outward appearance or structure of language, as opposed to its function, meaning, or social use.
28. Full stop
A punctuation mark indicating the end of a sentence.
29. Function

The role language plays to express ideas or attitudes.

30. Grammar

The study of sentence structure, especially with reference to syntax and semantics.

31. Grapheme

The smallest unit in the writing system of a language.

32. Graphology

The study of writing systems.

33. Homonyms

Words with the same spelling but with different meanings.

34. Hyphen a short horizontal mark used to connect words or syllables, or to divide words into parts.

35. Idiom

A sequence of words which forms a whole unit of meaning.

36. Irony

Saying [or writing] one thing, whilst meaning the opposite.

37. Intonation

The use of pitch in speech to create contrast and variation.

SIMILES



STUDENT LEARNING OUTCOMES

- Use some common similes in speech and writing e.g., as black as coal.

INFORMATION FOR TEACHERS

- A simile is a figure of speech used to compare two things by using the words, 'like' or 'as' e.g., as beautiful as a flower, fast like a leopard.
- Similes are great tools for vocabulary development and for better understanding of abstract concepts. An abstract concept is not perceivable to our senses.
- Similes can also help making learning fun and interactive.
- Make students practice similes from everyday language as well as from literature.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



INTRODUCTION

5 MINUTES

- Write the following sentences on the writing board and underline similes:
Ali is as brave as a lion.
The wall is as hard as a rock.
- Give students three minutes to brainstorm and tell what the underlined part of the sentence can mean.
- After taking their responses explain why we use similes in our daily life.
- Help them understand that we use similes to make our speech more attractive and easier to understand. Use of similes can save us time by using a few words to express a long and abstract idea easily.



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

- Divide the class into pairs.
- Write the following match the column activity on the writing board:

Column A		Column B	
1	As white as	A	Grass
2	As green as	B	Sun

3	As blue as the	C	Sky
4	As bright as the	D	Night
5	As black as	E	Snow

3. Ask students to work with their partners to match the words in column A with the similes in column B.
4. As the pairs work, move around and provide necessary support.
5. Once the students have completed the task, allow 2 -3 pairs to share their work with the whole class. Make indirect corrections and help other students check their work.

Activity 2: 10 Minutes

1. Divide the class into small groups (3 - 4 students per group).
2. Write the following poem on the writing board:
A friend is like a star that twinkles and glows.
Or may be like the ocean that gently flows.
A friend is like gold that you should treasure.
And take care of forever and ever.
(Ashley Campbell)
3. Ask students to discuss the poem in the group, find out and underline similes.
4. After they have found the similes, tell them to use the similes found in their own sentences.
5. Make sure that each student in each group makes at least one sentence.
6. Ask random groups to share their work.



CONCLUSION / SUM UP

2 MINUTES

1. Tell the students that similes clarify abstract concepts in our daily life.
2. Reinforce the concept of similes by giving them some more examples from daily life.

Examples:

as big as a bus	very big
as clear as mud	very clear
as black as coal	completely black
as brave as a lion	very brave
as free as a bird	very free to go anywhere



ASSESSMENT

3 MINUTES

1. Write the following sentence on the writing board and ask the students randomly to underline the similes:
 - ◇ Hassan is as strong as an ox.
 - ◇ They fought like cats and dogs.
 - ◇ Hania runs as fast as a deer.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell the students to find at least 10 similes from their textbooks and to write these down in their notebooks.

AUXILIARIES (CAN, MAY AND SHOULD)



STUDENT LEARNING OUTCOMES

- Demonstrate the use of can/cannot, may/may not.
- Identify and use should/should not to express permission and prohibition.

INFORMATION FOR TEACHERS

1. can, May and Should are called modal auxiliaries verbs.
2. Can is used to express ability or to say that something is possible.
For example: I can speak English.
3. To form negative, we add 'not' to 'can' that becomes I cannot' which is a single word.
For example: She cannot eat two burgers.
4. May is used in formal style to request for permission (in questions), giving permission (in affirmative sentences) and refusing permission (in negative sentences).
5. To form negative, we use 'not' after May that becomes May not.
6. The verb that comes after Can and May is in the infinitive (base form of the verb) without to.
For example: I can bake cakes. May I sit here?
7. We use should and should not to give advice, or to make suggestions
8. The negative of should is should not.
9. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, worksheets, textbook, etc.



INTRODUCTION

5 MINUTES

Note: Students have studied can/cannot, may/may not in Grade 3. Therefore, recall these concepts in the introduction.

1. Start the lesson by asking the students if they think their classroom is colourful, bright and tidy? Do they think they should not something to make it more exciting and bright? What can they do? What things we can they add? What things they should remove? etc.
2. Ask a student what he/she can do e.g. can she/he make a painting? Can he/she take the responsibility to organise the copies of all the students every day? Can they take the job of caretaker?
3. Ask the class: May I take the responsibility of a class leader or manager? Should the jobs of the students change every week?
4. Write can/cannot, may/may not, should/should not on the writing board.

5. Make sure that maximum students take part in this discussion and generate speech using can or cannot, may/may not.
6. Control the discussion but let students express their opinions. Tell the class that it will discuss and give responsibilities in a free period or during the games period.
7. Tell the students that they have just used can/cannot, may/may not in their talk. Ask them when we use these verbs? (Students should be able to tell).
8. Commenting on their discussion, reinforce the rules for these verbs if they have faced some difficulty in their dialogues.
9. Remind the students that they also used the verb should in the discussion. Teach the students with examples the use of the verb should and its negative.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Distribute the worksheets among students or copy it on the writing board.
2. Tell the students that they have to match the sentences in the two columns.
3. Repeat instructions if necessary. Do one sentence for the students to understand the task.
4. Move about to monitor students and provide help where needed.

Activity 2:

10 Minutes

1. Ask the students to open their notebooks.
2. Tell the class that they are going to write some pieces of advice and suggestions/recommendations. The students will have to fill the blanks with should or should not.
3. Write sentences on the writing board.
4. Provide support where necessary while students are doing the work.



CONCLUSION / SUM UP

3 MINUTES

1. Recap the lesson by asking the students about the three verbs they learned and practised in the class.
2. Lead another brainstorming session on how we can save electricity, using the words they just practised.



ASSESSMENT

5 MINUTES

1. Assess students' ability to explain use of verb can/cannot, may/may not through their correct responses in the sum up activity.
2. Assess students' ability to identify and use should/should not through the correct choices.
3. Assess students' ability to use should/should not through the sentences and in the follow up activity.
4. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write four sentences giving advice to tourists or children in their town/city (see the worksheet at the end of the lesson plan).
2. Give this activity as homework.
3. Give students exercises to practise use of can/cannot, may/may not, and should/should not.

Worksheet – Activity 1

Match the sentences in column A with the sentences in column B.

He's always tired.	You should wash the plates.
What should I wear for the wedding?	He shouldn't stay up late every night.
There are no clean plates.	You shouldn't play computer games too much.
I don't have clean clothes.	They should tidy it up.
My eyes hurt.	You shouldn't wear jeans.
Their bedroom is very untidy.	You should wash your clothes.

Worksheet – Activity 1

Fill in the blanks using should or should not.

1. You _____ wash your hands before eating.
2. You _____ eat a lot of candies.
3. You _____ take a shower daily.
4. You _____ eat lots of vegetables.
5. You _____ sleep eight hours a night.
6. You _____ be so selfish.
7. You _____ watch T.V late.
8. You _____ visit the new toy shop opened at the market.

Write four sentences giving a piece of advice to tourists in your town/city.

1. You should _____
2. You should _____
3. You shouldn't _____
4. You shouldn't _____

CONJUNCTIONS – II



STUDENT LEARNING OUTCOMES

- Demonstrate the use of and, or and but.

INFORMATION FOR TEACHERS

1. A conjunction (or a joining word) is a word which connects words and group of words.
2. And is used to join or add words together in the sentences. e.g. they ate and drank.
3. Or is used to show alternatives as in the sentence. e.g. He will be here on Monday or Tuesday.
4. But is used to show opposite or contrast as in the sentence. e.g. She is small but strong.
5. So is used to show result as in the sentence. e.g. I was tired so I went to sleep.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, textbook.



INTRODUCTION

5 MINUTES

1. Ask students to name two favourite foods, colours, games, best friends.
2. Point out to them how they are using 'and' between the two words.
3. Ask them if they have guests and they offer them a choice between tea or cold drinks, how will they say it?
4. Lead them to the use of 'or' to show a choice between two things.
5. Ask them for more examples of how 'or' is used.
6. Explain the function of joining words here see information for teacher for help.
 - ◊ (Two or three more sentences could be written for their better understanding)



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Give them five sentences and ask them to underline conjunctions from them. Involve the whole class in the activity.
2. Ali can read and write.
3. Give me a pencil or a pen.

4. I like ice-cream but my mother does not give it to me.
5. Take out your books and notebooks.
6. I want to go but it is raining outside.
7. Here also reinforce/explain the function of and, or and but.

Activity 2: 10 Minutes

1. Ask them to work in groups of four and write 3 – 5 sentences using the conjunctions and, or and but. Help them where they need especially with vocabulary.



CONCLUSION / SUM UP

3 MINUTES

1. Ask the students to tell sentences containing conjunctions: and, or and but.
2. Ask them to think of situations where they themselves can use these.



ASSESSMENT

5 MINUTES

1. Write the following incomplete sentences on the writing board ask the students to copy them in their notebooks and complete them while using and, or and but.
 - ◇ Amir has a dog _____ a parrot.
 - ◇ She likes mangoes _____ not apples.
 - ◇ Give me a paper _____ a notebook.
 - ◇ He is weak _____ active.
 - ◇ I like tennis _____ cricket.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to revise the taught conjunctions in the class.
2. Continue to remind them of these words when they are used in order subjects.

ADVERBS OF MANNER



STUDENT LEARNING OUTCOMES

- Identify and use simple adverbs of manner.

INFORMATION FOR TEACHERS

- Adverbs are words that describe verbs/adverbs.

Example: He runs **quickly**. The word **quickly** is an adverb that describes the verb **run**. We can add another adverb to describe the adverb **quickly**.

- He runs **very quickly**. The word **very** is also an adverb which describes the adverb **quickly**. Another example is given below.

- She is walking **slowly**.
- She is walking **very slowly**.

- Help students identify that many (not all) of the adverbs are formed by adding “ly” at the end of an adjective. Whenever an adjective appears in the text while reading, pause and play a quick game to make adverbs from adjectives – wherever possible.

Adjective	Adverbs
Slow	Slowly
Neat	Neatly
Quick	Quickly
Strict	Strictly
Loud	Loudly
True	Truly
Glad	Gladly

- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, charts textbook etc.



INTRODUCTION

5 MINUTES

- Define adverbs of manner.
- Tell students that **adverbs of manner** describe how something happens.
- Ask them to think how they eat, run, walk, talk, behave, etc. Elicit words that show how they do these different actions and write appropriate adverbs for them on the writing board.

4. Give 2 – 3 sentence starters to students and ask them to add adverb in them for example.
- ◇ He talks..... (loudly).



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Write following situations on strips of paper.
 - ◇ Walking slowly.
 - ◇ Walking fast.
 - ◇ Speaking loudly.
 - ◇ Writing quickly.
2. Keep the strips with yourself.
3. Invite 4 volunteers who like to act. Give each student a strip, tell them to read the situation silently and then act it out.
4. Other students will guess the situation and describe it using an adverb in the sentence.
5. After the guessing of each situation write the adverb relating to that situation on the writing board and ask students to make a sentence on the adverb used in that situation.

Activity 2: 10 Minutes

1. Divide class into groups of five students.
2. Assign roles to each group i.e., group leader, writer, and readers.
3. Group leader will supervise the group, writer will write the adverbs found on a chart and readers will find the adverbs.
4. Assign two or three lessons from the textbook to the students.
5. Tell the students to find out at least 10 adverbs of manners from the textbook.
6. After finding the required number of adverbs, tell writer to write the adverbs found on the chart.
7. Invite group leaders to come up and share their group's work.
8. Provide feedback and appreciate students' effort.



CONCLUSION / SUM UP

3 MINUTES

1. Recap the definition of adverbs of manner and rules for adverb of manner.
(See information for teacher)



ASSESSMENT

5 MINUTES

1. Give the students five adverbs of manners and ask them to use them in sentences.
2. Ask them to make a list of their routine activities and then with each activity, write 'how they do it', i.e., brush teeth – slowly/ quickly/ etc.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to skim the textbook and find out at least 10 adverbs of manners and write them on their notebooks.

SYLLABLES



STUDENT LEARNING OUTCOMES

1. Tell how many syllables each word has.
2. Recognise and use the conventions to demarcate a syllable.

INFORMATION FOR TEACHERS

1. Definition: Syllable is a group of letters that has one vowel sound in it.
2. Syllables: Each beat in the word is a syllable. (The times a word breaks into parts while pronouncing it). Say the word dinosaur and count the beats as you say the words- di/no/saur. This word has three syllables, the word princess- prin/cess has two syllables.
3. Additional worksheet for teacher's reference and students' reinforcement of the taught topic is also attached.
4. Students have learnt this concept in previous class hence recap must be done.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, chalk, mirror, basket filled with word strips (sample of word strips is provided at the end of the lesson plan. Cut out the strips before the '-' sign. A sample has been done for you.) Make your own word strips first and then cut out. Do not cut from here. also consult the textbook at all steps where and when applicable.



INTRODUCTION

5 MINUTES

1. Pronounce a few 2 syllable words in such a way that the two syllables are pronounced clearly and separate from each other, such as 'Cri- Cket' or 'Man-go'.
2. Ask students to guess how many syllables?
3. Now tell them that you will mix someone syllable words with the two-syllable words.
4. Say more two syllables and 2 or 3 one syllable words.
5. Instruct students to touch their head each time they hear you say a one syllable word.



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

1. Brainstorm with students to come up with a list of two syllable words.
2. When all the words are written on the board, start from word one.

3. Ask the students to pronounce the word clapping at each syllable.
4. Say the word again and clap for each syllable. Ask, "How many syllables does it have, one two or three"? As students respond, ask others to correct it.
5. Say, "Now let's all say the word and clap at the syllables for it"
6. Continue the activity around the group until all words are practiced.
7. Repeat if time permits.
8. Write the definition of syllable on board: Syllable is a group of letters having one vowel sound in it e.g. ta/ble, cur/tain, win/dow.
9. Students copy the definition and examples.
10. Copy all the words from the board for homework.



CONCLUSION / SUM UP

2 MINUTES

1. See the students' written work when they are doing.



ASSESSMENT

5 MINUTES

1. Assess students' understanding through their correct responses during introduction, activity 1 and written work.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

1. Students have copied the words from activity 1 divide the words into syllables. Do not forget to put slash between syllables.

wa- -gon	x wa- x -gon
Um- bre- lla	x- -ray
egg	Ap- -ple
duck	lamp
sun	Qu- -een
Va- -ca- -tion	Din- -ner
Won- -der- -ful	Air- -plane
kite	jelly
Pre- -sent	Sat- ur- -day
Mon- -key	Sun- -shine
Ca- -len- -dar	nose

USING POLITE EXPRESSIONS TO SEEK ATTENTION



STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of group oral interaction to take turns and use polite expressions to seek attention.

INFORMATION FOR TEACHERS

1. Give your students vocabulary that can be used to seek attention agree/disagree politely. Examples are given below:
To seek attention:
 - ◇ Excuse me! May I talk to you?
 - ◇ Excuse me! Do you have some time?
 - ◇ Excuse me! May I take a minute?
2. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, chart, textbook, etc.



INTRODUCTION

5 MINUTES

1. Write the following expressions on the writing board:
 - ◇ **"Get out of the way."**
 - ◇ **"Excuse me."**
2. Say: "You want to enter into the library, but somebody is standing in the way. Which of these expressions would you use to ask them to move out of the way, so you can walk by?"
3. Have students discuss in pairs and decide their answer.
4. Ask 3 – 4 students to share their response.
5. Say: '**Excuse me** is a phrase that is used in many situations. It is very rude to tell someone to, "Get out of the way." Instead, say, "Excuse me" as a polite way to ask someone to move out of the way, so you can walk by.'
6. Say: "If you want to get someone's attention, you can say, "Excuse me. This is also a polite way to interrupt or disagree with a speaker." Write the following examples on the board:
 - ◇ **Excuse me**, but I do not understand.
 - ◇ **Excuse me**, can you repeat what you just said?
 - ◇ **Excuse me**, I have a question.
 - ◇ **Excuse me**, I do not agree with your statement.

7. Ask them to think how they get a teacher's attention in the classroom. Allow 2 – 3 students to respond. Conclude the activity by saying: 'You can say 'excuse me' or add it at the start of a request to politely seek someone's attention. Just as in a classroom, you can raise your hand and say, "Excuse me" to get your teacher's attention.'



DEVELOPMENT

23 MINUTES

Activity 1: 10 Minutes

1. Tell the students that if they want to get somebody's attention they should use certain polite expressions so that the others do not feel bad/upset/offended.
2. Write the following expressions on the board, ask a student to come forward and act out the following expressions with him.
 - ◇ Excuse me, may I talk to you?
Sorry, I'm late already.
 - ◇ Excuse me, may I have a minute of your time?
Sure.
 - ◇ Excuse me, do you have some time?
Yes, how may I help you?
3. Tell the students that "Sorry to bother you..." can be used as a polite way of interrupting someone when you would like their attention. For example, if you have to interrupt someone because you need their help, you can say:
 - ◇ **Sorry to bother you**, but I really need your help.
 - ◇ Here are a few other examples:
 - ◇ **Sorry to bother you**, but do you know what time it is?
 - ◇ **Sorry to bother you**, but do you know if this bus goes to the mall?
4. Say: "Now that we have learned the polite expressions to use to seek someone's attention, let's practice using these expressions during the next activity."

Activity 2: 13 Minutes

1. Tell students that they are going to do a role play in a given situation to practice using polite expressions to seek attention.
2. Ask students to work in pairs.
3. Write the following scenarios on the writing board and assign each pair one scenario distributing in a sequence.
4. Give them time to prepare and practice, then present their skits for the class.
 - ◇ You want someone to pass you the salt, which is at the far end of the table.
 - ◇ You burp or sneeze in the middle of a conversation with your teacher.
 - ◇ You have to squeeze between two people having a conversation, in order to get to your desk.
 - ◇ You have to yawn when you are listening to your friend tell you about a book he/she read the night before.
 - ◇ You want to express your opinion during a discussion but others are continuously talking.
5. Once the pairs have practiced well, invite one pair for each scenario to present their skit for the class.
6. Appreciate students for their hard work.



CONCLUSION / SUM UP

2 MINUTES

1. Today we have learnt how to take turns during discussions and how to seek attention using polite expressions.



ASSESSMENT

3 MINUTES

1. Assess students' understanding of the expressions during the practice activity.
2. Involve the students in solving the exercise at the end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the student to practice using the expressions they have learnt, with their friends, class fellows, school fellows and family members.

WEAK FORMS



STUDENT LEARNING OUTCOMES

- Pronounce the weak form of 'of', 'for', 'or' and 'but' in simple phrases.

INFORMATION FOR TEACHERS

- Familiarize yourself well with the correct pronunciation of all letters when used in words.
- Review the rules for stressed and unstressed syllables so that you can help students fully understand them.
- Words have either a strong or a weak form when they are pronounced in connected speech.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, pictures/photographs/maps, textbook etc.



INTRODUCTION

5 MINUTES

- Introduce the concept to the students and inculcate the importance of letter sounds for accurate pronunciation.
- Explain to them about the strong and weak forms of words while pronouncing words in daily conversations. Give some examples like connected speech, contractions, etc.



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

- Write the following on a chart OR on the writing board.

Full phrases	Contractions
Does not	Don't
We have	We've
Should not	Shouldn't
They will	They'll

- Ask students to work in pairs.
- Tell them to read full phrases and their contractions given in the table.
- Give them 4-5 minutes and help them in pronunciation of contractions.
- Tell them that full phrases are pronounced in strong form while contractions are pronounced in weak forms.

6. Ask the pairs to practice the phrases and their contractions.
7. Instruct them that one student will pronounce the full phrase and the other will pronounce its contraction. After that, they will swap their roles.
8. Once they have had sufficient practice in pairs, invite 2 – 3 volunteers to say the phrases and contractions for the whole class.

Activity 2: 10 Minutes

1. Copy the following table on a chart or on the writing board:

Strong Forms	Weak Form
Chips are what I am fond of.	I am fond <u>of</u> chips.
Who is he waiting for?	He waiting <u>for</u> Ali.
The letter is from him, not to him.	We tried <u>to</u> stop him.
	You are coming <u>from</u> school.

2. Explain the difference between strong and weak forms of words in the given chart.
3. Ask students to work with their partners again.
4. One student will pronounce the sentence with strong form of the bold word and the other student will pronounce the sentence with a weak form of the underlined word in the same row.
5. Help them understand how the weak forms help us speak fluently and strong forms help us emphasize something.



CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by pronouncing the phrases and contractions with great care of strong and weak forms.



ASSESSMENT

3 MINUTES

1. Tell the students that you will say a few sentences; they should listen each sentence carefully and write the words/ phrases which they think are used in weak forms.
2. Say the following sentences one by one loudly for the whole class:
 - ♦ I'm Pakistani.
 - ♦ Tell him to go.
 - ♦ I like fish and chips.
 - ♦ She can run very fast.
 - ♦ Does she watch TV?
3. Recite each sentence in normal routine tone and speed. After reciting a sentence, pause and ask students to write the words/ phrases that have weak form in the sentence. Then, ask 2 – 3 students to share their responses.
4. Repeat for all sentences.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice the weak and strong forms of new words at home.

LESSON

95

LOCATING SPECIFIC INFORMATION

(IN A CALENDAR AND A CLASS TIMETABLE)



STUDENT LEARNING OUTCOMES

- Locate specific information in a calendar and a class timetable.

INFORMATION FOR TEACHERS

- Make sure of the availability of a calendar and timetable in the classroom.
- The calendar and timetable should be visible clearly from a reasonable distance.
- Make sure that: day, date and time of important events are noted on a chart.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, calendar, timetable, etc.



INTRODUCTION

3 MINUTES

- Ask the students about their date of birth.
- Ask them if they know the name of the day they were born.
- Inquire about the dates of major national events.
- Ask them about their duties and responsibilities at home.



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

- Display a calendar and ask students to look at it minutely.
- Ask them to notice certain days/ dates that are highlighted.
- Tell them to discuss in pairs why certain dates/ days are highlighted in the calendar. Ask them about Saturdays and Sundays.
- Divide the class in two teams: Team A and Team B. Tell them they are going to have a 'Calendar Contest'.
- Tell them you will call out a specific date from a month. You will ask a team to quickly find out the day for that date, e.g., "What's the day on 24th of June?" The team will have 30 seconds to respond. Any member of the team can answer. They get 1 point for a correct answer.
- Select 10 more dates randomly and ask students to find the days (each team gets five dates to find the days for).

- Count the scores and have the class clap for the winning team.
- Appreciate students for participating in the activity.
- Repeat the game for important national days, e.g., Pakistan Day, Defence Day, Quaid-e-Azam's Anniversary, etc.

Activity 2: 10 Minutes

- Prepare and display the class timetable (if it's not already displayed).
- Divide the class in two groups.
- Ask one group to write names of teachers from the timetable.
- Ask the other group to write subjects from the timetable.
- Allow both group members to stand opposite to each other.
- Ask one of the group members having the names of teacher to pronounce the name of a teacher loudly.
- Ask the other group member exactly opposite to the pronouncer to tell the subject of that teacher.
- Repeat the process for all the teachers listed on the timetable.



CONCLUSION / SUM UP

2 MINUTES

- Sum up the lesson by mentioning how to locate specific information in a calendar and a timetable.
- Review the layout of calendar and timetable with the whole class.



ASSESSMENT

5 MINUTES

- Ask students to copy the calendar of current month and mark the days their school will be open.
- Tell them to circle the holidays.



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to locate specific information in the menu of a hotel.
- Tell them to practice the same on random maps/charts/graphs, etc.
- Encourage them to participate actively.

WORD FAMILIES



STUDENT LEARNING OUTCOMES

- Organise vocabulary items learnt in class and from the extended environment (including media) in a notebook, according to parts of speech and word family.

INFORMATION FOR TEACHERS

- Word class or family is another name for parts of speech.
- Following are the parts of speech (word class) of any given words or a sentence. For grade-4 we will focus only on the following word noun classes: nouns (naming word) verbs (action words/helping verbs), adjectives (describing word), adverbs (of manner) & prepositions.
- For the purpose of this lesson a recap of earlier grammar work is required i.e. naming words, action words & describing words. Ensure that students have been introduced to and are familiar with the above concepts.
- When children read, their vocabulary bank increases. Giving them an organizing system adds to their range of words. This also gives them extended meanings.
- Vocabulary can be organised in various ways: according to theme, subject, alphabetical order, etc. But organizing it through word class is a better way since it helps in understanding the usage of a particular word.
- Please note that the same word can be included in different word class e.g., peel can be both noun (skin of a fruit/vegetable) or a verb (to remove the peel of a fruit or vegetable) can (noun) can (verb).
- It is recommended that the teacher maintains an asset of vocabulary word class flashcards. Old show boxes, envelopes made of chart paper and hung on walls can be used to classify each word class. Encourage students to write new words on these chit/ card board pieces and place them in the relevant pocket or box. Over the year, keep on adding to the list as students learn new words.
- Students can be asked to maintain a 'My Word Book' where they list down new words learnt. This can be done at the back of their notebooks too. It gives students a sense of achievement as they see their word bank increases.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, flash cards, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask the students the meaning of 'treasure' and what things are found in a treasure chest. (Possible answers: gems/gold/jewels/something valuable/rich/kings). Relate it with any

old story they have read.

2. Tell them that today they are going to prepare a treasure of their own. A treasure of words which they will keep on adding to and soon they will have a rich vocabulary. Make them excited and thrilled about it! Tell them that this is the only treasure that doesn't end if you share it.
3. Ask them if they have learnt any new vocabulary words during the last week. Give them chits of paper (this can be done as a group if there are more than 30 children in the class) and ask each one of them to write their word (groups can write theirs on one chit).



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Give students a sentence, for example, 'When the hot sun went down today, people were still looking for Danny the naughty Dog?'
2. Ask students if they can identify the nouns, verbs, adjectives in this.
3. Write the following words on the writing board and make 5 columns.
4. Write Noun, Verb, Adjective, Adverbs (of manner), Preposition in the columns.
5. Recap and recall word class briefly.
6. Ask the students to come up with sentences and to identify parts of speech in them.
7. Give your input where required.
8. Students should keep writing these words in the correct column.
9. If a student writes a word in a wrong column, ask another to help him.

Activity 2: 10 Minutes

1. Divide the class into groups and assign one chapter from the textbook that they have read.
2. Ask the groups to open their chapters, find & come up with different words from their notebooks (2 for each word class i.e. 2 nouns, 2 verbs, 2 adjectives and so on).
3. Once they are done with the words written in the notebook. Ask the students to add one more word they have heard on the TV, radio etc.
4. Give each group pre-cut blank flashcards/chits of paper (2"X 6").
5. Ask each group to write their word on the flashcard and write the word class on the reverse side of the flashcard.
6. Guide them to write it in clear bold writing so that it is easily read.
7. Monitor and help the students.
8. Correct the students and give your input where required.
9. Ask them to volunteer to read their card to the rest of the class.



CONCLUSION / SUM UP

2 MINUTES

1. Ask students to recall word class.



ASSESSMENT

6 MINUTES

1. Ask the students to exchange their work with the other groups and check each other's work.
2. Tell them to encircle the words in the wrong word class.
3. Put the boxes or pockets with word class mentioned on the top and ask each group to

place their words into the respective pocket or box.

4. Involve the students in solving the exercise at the end of unit/chapter.

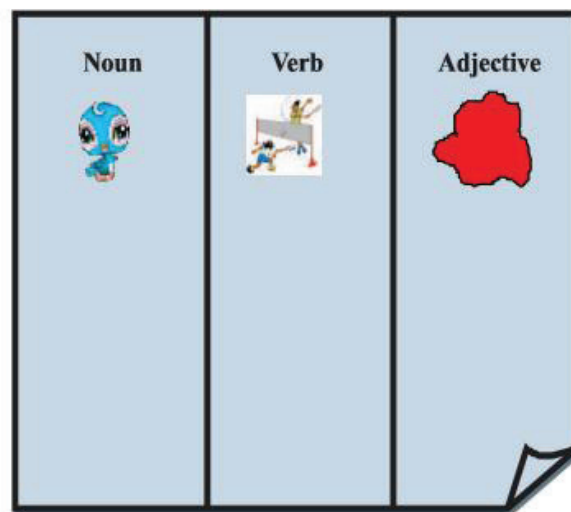


HOMEWORK / FOLLOW UP

2 MINUTES

1. Keep a few blank flash cards ready and at the end of each English lesson ask your students to add new vocabulary to the word bank.
2. To role model this behavior, you should also bring words written on flash cards to class and drop them into the word bank box.
3. They can be asked to maintain one such box or organise at home as well.

Make a sample chart or shoebox to maintain vocabulary bank throughout the term or year. Students can paste or put their words on the chart or shoebox.



PRONOUN NUMBER AGREEMENT



STUDENT LEARNING OUTCOMES

- Recognise that pronouns agree with their nouns in gender and number.

INFORMATION FOR TEACHERS

- A pronoun must agree with its noun in number and gender.
- Use a singular pronoun to refer to a singular noun.
Example: The mother is cooking dinner for her children. (mother- singular noun, her- singular pronoun).
- Use a plural pronoun to refer to a plural noun.
Example: Ayesha and Asma are playing with their younger sister. (Ayesha and Asma- plural nouns, their- plural pronoun).
- Time allocation for all activities is tentative and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/market, writing board, worksheets, textbook, etc.



INTRODUCTION

5 MINUTES

- Start the lesson by reviewing pronoun – gender agreement. Ask students questions:
 - If a noun in a sentence is masculine, what should its pronoun; masculine, feminine or neuter?
 - What are the masculine pronouns?
 - What are the feminine and neuter pronouns?
 - Should the gender of a pronoun be always same as the gender of its noun?
- Tell the class that pronouns must also agree with their nouns in number.
- Draw two columns on the blackboard. Write *singular pronouns* on top of the first column. Write *plural pronouns* on top of the second column.
- Make a list of the singular pronouns under the heading of singular pronouns.
- Make a list of the plural pronouns under the heading or plural pronouns.
- Write a sentence on the blackboard. Underline the noun and ask the students if the noun is singular or plural. Ask them to look at the gender of the noun.
- Circle the pronoun and ask the students if the pronoun is singular or plural (students can look at the two lists of pronouns on the blackboard for help). Ask them if the gender of the pronoun is same as the gender of the noun. (pronoun number agrees with its noun in this

example).

For example: Huma is stitching her dress.

Repeat the exercise with another example (pronoun number does not agree with its noun in the example). Ask the students to give the correct pronoun by looking at the noun.

For example: Zain and Omer are going to see his grandparents.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Hand out each student the worksheet or write the sentences on the blackboard. (See the sample worksheet at the end of the lesson plan).
2. Give directions to the students in doing the exercise.
3. Do one sentence on the blackboard for the students' understanding.
4. Move about to monitor students' work and provide help. (If students finish the work quickly, tell them to write the correct pronouns for all the incorrect pronouns).

Activity 2: 10 Minutes

1. Give each student a worksheet or write on the blackboard. (See the sample worksheet at the end of the lesson plan).
2. Give clear instructions to the students and ask them to do the worksheet.
3. Move about to observe students work and provide assistance where needed.



CONCLUSION / SUM UP

2 MINUTES

1. Quickly review the lesson. Tell the students that if a noun is singular its pronoun is always singular. If a noun is plural its pronoun must always be plural.



ASSESSMENT

6 MINUTES

1. Check students' ability to recall the masculine, feminine and neuter pronouns and singular and plural nouns learnt earlier in the introduction activity.
2. Assess how well the students recognise that pronoun agree in number through the activity 1.
3. Assess students' ability to identify the correct pronoun (number agreement) through the activity 2.
4. Assess how well students recognise pronouns number agreement in the follow up activities.
5. Assess students' understanding of pronouns number agreement by giving them a short test.
6. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students five short sentences. The pronouns in the sentences do not agree in number with their nouns. Underline the nouns and pronouns.
2. Ask them to rewrite the sentences so that the pronouns agree with their nouns in number. You can also do this activity in the following class.

Sample Worksheet — Activity 1

Look at the nouns and pronouns in the sentences. Write agree if the noun and its pronoun are same number. Write disagree if the noun and its pronoun are not the same number.

1. Boys are eating their dinner now. _____
2. Mr. Saleem and Mr. Hameed ride his horses daily. _____
3. Farah is sleeping in her bed. _____
4. The boys went to meet their friends. _____
5. My mother went to see his parents. _____
6. Fatima and Ali live near their school. _____
7. She has an apple in his hand. _____
8. Ayesha and Yousaf love his dog. _____
9. The man has lost his passport. _____
10. I have cleaned my room. _____

Sample Worksheet — Activity 2

Look at the number of each noun in the sentences. Circle the correct pronoun in each sentence.

1. Maria is looking for her / our coat.
2. Rauf and Zahid travel together because they / she are friends.
3. The little girl likes their / her new teacher.
4. Rabbits are eating their / his food.
5. He slipped from stairs and scratched our / his knee.
6. Sana and Amna gave his / their colours to the teacher.
7. Children are playing in their / her room.
8. We are going with it / our parents.
9. My uncle sold his / your old car.
10. She put they / her books on the table.

FORMS OF SIMPLE REGULAR VERBS



STUDENT LEARNING OUTCOMES

- Articulate, recognise and use forms of some simple regular verbs.

INFORMATION FOR TEACHERS

Note: For more information on tenses, refer to the information for teachers given in the lesson on tenses.

- Present tense denotes an action that takes place as a common practice in the present times. It is represented by the base form of the verb in the case of I, we, you, and third person plural. It is suffixed by 's' or 'es' in the case of he, she or a singular third person. For example: I walk to my university every day. It rains a lot in Sri Lanka.
- Present continuous tense is formed using two components: the verb be (in the present tense), and the -ing form of a verb. For example: I am singing. She is working. They are playing.
- Past continuous tense indicates some action that was happening at some point in the past. This tense is formed with the helping verb to be, in the past tense, plus the present participle of the verb (with an -ing ending). For example: I was running in the park when I met my friend.
- With most verbs, the simple past is formed just by adding -ed. However, with some verbs, you need to add -d.
For example: live + d = lived
 Boil + ed = boiled
- We use the simple future tense to talk about things that will happen at a time later than now. The simple future tense is formed by adding the helping verb with the base form of the verb. For example: I will sing. You will walk. She will leave soon.
- You must repeat this lesson in another period to further clarify the concepts and give practice to students.
- Forms of some irregular verbs are given at the end of this lesson plan. For more verbs, consult grammar books.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board and list of regular verbs with tense form. You can make a chart of it and paste in the class for students to enhance their vocabulary and knowledge of verb forms.



INTRODUCTION

5 MINUTES

Note: Students studied simple present, simple past and present continuous tenses in Grade

3. Students must have also learnt past continuous and simple future tenses by now. They must also have knowledge of the present, past and future forms of some regular and irregular verbs.

1. Say: "All verbs have a base form or 'infinitive' (for example, look, make, play). The majority of verbs, called '**regular verbs**', follow the same pattern and create the past simple and the past participle using the same word ending, -ed."
2. Write base forms of at least five regular and irregular verbs on the writing board.
3. Ask the students to pronounce and give the present, past and future forms of those verbs.
4. Ask the students randomly about simple present, simple past, simple future, present continuous and past continuous tenses.
5. Reinforce the concepts of these tenses if students have difficulty in recalling.
6. Write a few sentences (using regular and irregular verbs) on the writing board and ask students to identify the tenses.
7. Write some more regular and irregular verbs on the writing board along with their past, present and future forms. Recite each verb and ask the students to pronounce after you. Tell students the meaning of the verbs.



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

1. Remind students that 'regular verbs' in English create the past simple and past participle by adding -ed to the base form.

For example:

BASE FORM	PAST SIMPLE	PAST PARTICIPLE
Arrive	Arrived	Arrived
Wait	Waited	Waited
Call	Called	Called
Look	Looked	Looked
Like	Liked	Liked
Finish	Finished	Finished

2. Ask students to open their notebooks.
3. Write ten regular and irregular verbs on the writing board randomly.
4. Tell the students that they have to make sentences using the verbs in such a way that two verbs are used in simple present tense, two in simple past tense, two in simple future tense, two in present continuous tense, and two in past continuous tense (see the template at the end of the lesson plan).
5. Help the students if they have difficulty in constructing sentences.
6. Tell students to give peer support to one another.



CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by asking the students the first, second, and third form and present participle form of some verbs.



ASSESSMENT

6 MINUTES

1. Assess students' ability to articulate and recognise forms of simple regular and irregular verbs through their correct responses during introduction and sum up.
2. Assess students' understanding and ability to use forms of simple regular and irregular verbs through the sentences produced in Activity 1 and the follow up activity.
3. Give students a mix of some simple regular and irregular verbs (past forms) and ask them to write the present and future forms of the verbs (an oral class quiz).
4. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give the students 10— 15 regular and irregular verbs. Ask them to write the type of verb in the blank given in front of each verb. Tell the students that they should see the verb in a dictionary to know its type. Give this activity as homework. In the following classes, give students verbs, from each reading chapter, to use in their own.

Template Activity 1

Simple	present
Simple	present
Simple	past
Simple	past
Simple	future
Simple	future
Simple	continuous
Present	continuous
Past	continuous

Forms of Some Irregular Verbs

Base form	Past form	Past participle form	Present participle form
do	Did	done	doing
run	Ran	run	running
have	Had	had	having
come	Came	come	coming
begin	Began	begun	beginning

USE OF TENSES



STUDENT LEARNING OUTCOMES

- Illustrate the use of tenses previously learnt in their speech and writing.

INFORMATION FOR TEACHERS

- Adopt the easiest method to teach tenses.
- Familiarize yourself with the rules of interchanging tenses.
- The teaching process should be very interesting and motivating.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts of tenses, some pictures, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following sentences on a chart or on the writing board:
They take tea.
They took tea.
They are taking tea.
They will take tea.
They had taken tea.
- Ask students what makes these sentences different from each other.
- After getting responses, explain to them that verb forms are different for each tense while subject and object remain the same.



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

- Review tenses with whole class – use tense drills for this purpose.

Tense	Affirmative	Negative	Interrogative
Present simple	I have a car.	I don't have a car.	Do I have a car?
Present continuous	You are playing foot- ball now.	You are not playing football now.	Are you playing foot- ball? now?
Present perfect	They have been there.	They haven't been there.	Have they been there?

Past simple	I lived in Peshawar.	I didn't live in Peshawar.	Did I live in Peshawar?
Past continuous	I was playing.	I wasn't playing.	Was I playing?
Past perfect	He had worked.	He had not worked.	Had he worked?
Future simple	I will come.	I will not come.	Will I come in?
Future continuous	I will be playing cricket.	I won't be playing cricket.	Will I be playing cricket?
Future perfect	He will have finished.	He will not have finished.	Will he have finished?

- Using a table like this, provide students with practice of major tenses learnt so far.
- Next, ask them to work in pairs and change sentences for each tense.

Activity 2: 10 Minutes

- Prepare a chart as shown below.
- Display it in the classroom.



Questions	Answers
1. What is the boy doing?	
2. What does the dog do?	
3. What are the children doing?	
4. What do the doves do?	

Expected answers:

- ♦ The boy is playing cricket.
 - ♦ The dog runs.
 - ♦ The children are reading books.
 - ♦ The doves eat grains.
- Ask students to write answers of the given questions by looking at the relevant pictures. Tell them to identify the tense of the questions and then respond using the same tense.
 - Once they have completed, invite 2 – 3 students to share their responses with whole group.



CONCLUSION / SUM UP

2 MINUTES

- Wrap up the lesson by listing the key points of the lesson.



ASSESSMENT

3 MINUTES

- Give students a sentence in present simple tense and ask them to convert it into past and future simple tenses. For example: I eat ice-cream every week. I ate ice-cream yesterday. I

will eat ice-cream next week.

2. Repeat this with another sentence for continuous tenses and then another for perfect tenses.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to scan a unit of their textbook and identify the use of tenses in the text.
2. Tell them to practice tenses by making a table as shown below and changing sentences:

Tense	Example
Simple Present	I play cricket every week.
Present Progressive	I'm playing cricket right now.
Simple Past	I played cricket yesterday.
Past Progressive	I was playing cricket the whole evening.
Present Perfect	I have just played cricket.
Present Perfect Progressive	I have been playing cricket for 3 hours.
Past Perfect	I had played cricket before my friend came.
Past Perfect Progressive	I had been playing cricket when my friend came.
Future – will	I will play cricket next week.
Future – going to	I'm going to play cricket this afternoon.
Future Progressive	I will be playing cricket next Sunday.

ABBREVIATIONS AND CONTRACTIONS



STUDENT LEARNING OUTCOMES

- Recognise and use full stop with some abbreviations; apostrophe with contractions and hyphen to join two words that act as one unit.

INFORMATION FOR TEACHERS

- Abbreviations and contractions are shortened forms of words. Most abbreviations have a period at the end whereas contractions have an apostrophe.
- Apostrophes are used to form contractions, such as 'I have' can change to 'I've'. This is called a contraction.
- A contraction is a combination of two words resulting in a single word. The apostrophe is used where letters have been omitted. Contractions are common in speaking and in informal writing. For example, 'They will' is changed into 'They'll'.
- Make a table of abbreviations and contractions on a chart paper and display it in the class. Ask students to help you increase the lists by telling more abbreviations and contractions.
- Activity 4 can be done with different story books, cuttings of newspapers, and course books in English etc.
- Abbreviations of days of week and months of the year can be made by taking first 3 letters and putting a full stop in the end.
- Use a hyphen (-) to join the parts of compound numbers and to join two or more words that work together as one adjective before a noun. It is used to avoid confusion and misreading by joining compound words. eg. light-blue paint, web-based, board-certified, thirty-two, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, chart paper and textbook.



INTRODUCTION

5 MINUTES

- Write the words on the board with blanks one by one and ask the students to guess and write what they stand for.
- Help the students with spellings. Afterwards, they can copy the work in notebooks.
- What does each abbreviation stand for? Write the full word or words on each line.
 - ◇ Mon. _____
 - ◇ Feb. _____

- ◇ Thurs. _____
- ◇ Mar. _____
- ◇ Dec. _____
- ◇ Ltd. _____
- ◇ Sec. _____
- ◇ Ms. _____
- ◇ St. _____
- ◇ Dr. _____



DEVELOPMENT

20 MINUTES

Activity 1: 12 Minutes

1. Explain the concept of hyphen using teachers' notes with some examples of the students' interest.
2. Then draw the following table on board and help the class to do it, discuss the meaning of the new words side by side.
3. Match the words in the first column and write the new word using hyphen (-)

1. Basket	faced	Basket-ball
2. Check	off	_____
3. T	up	_____
4. Warm	ball	_____
5. Know	half	_____
6. Baby	known	_____
7. One	in	_____
8. Take	shirt	_____
9. Well	how	_____

Activity 2: 8 Minutes

1. Write this question on the board and ask a student to read this. What is your name?
2. Then write the following question on the board and ask the students to read it: What's your name?
3. Ask the students about the difference in both of the questions.
4. Highlight the use of apostrophe here to make the contraction in written and spoken English. Give them a few examples:

Do not	don't
Does not	doesn't
Should not	shouldn't
Would not	wouldn't
Has not	hasn't
Have not	haven't
Was not	wasn't

5. Now display the table of contractions in the classroom on a chart paper and review it with the whole class:

Pronoun	+to be		+ would + will	
I	I am	I'm	I'd	I'll
You	You are	you're	You'd	you'll
We	We are	we're	We'd	we'll
They	They are	they're	They'd	they'll
He /She	He	he's	He'd	he'll
It	It	it's	She'd	she'll
There	There is	there's	It'd	it'll
That	That	this'll	There'd	there'll
			This'd	this'll



CONCLUSION / SUM UP

2 MINUTES

- Conclude the lesson by reviewing the key points as follows:
 - Abbreviations are shortened forms of words. Most abbreviations have a full stop at the end.
 - Apostrophes are used to form contractions, such as 'I have' can change to 'I've'. A contraction is a combination of two words which results in a single word.
 - Use a hyphen (-) to join the parts of compound numbers and to join two or more words that work together as one adjective before a noun.



ASSESSMENT

6 MINUTES

- Ask students to use apostrophes in the following sentences to make contractions.
Example: I am your friend. I'm your friend.
 - I do not like vanilla ice cream.
 - I am going to the park.
 - Who is the new student?
 - They are my best friends.
 - She does not wait in the queue.



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to make a list of 5 contraction, abbreviation and hyphenated words.
- Encourage to use more than 5 from different sources like newspapers, story books etc.

ADVERBS OF TIME



STUDENT LEARNING OUTCOMES

- Identify and use simple adverbs of time.

INFORMATION FOR TEACHERS

- Adverbs describe verbs/adverbs.
- Example: He runs quickly. The word quickly is an adverb that describes the verb run. We can add another adverb to describe the adverb quickly.
- He runs very quickly. The word very is also an adverb which describes the adverb quickly. Another example is given below:
 - She is walking slowly.
 - She is walking very slowly.
- Help the students understand that many (not all) of the adverbs are formed by adding "ly" at the end of:

Adjective	Adverbs
slow	slowly
neat	neatly
quick	quickly
strict	strictly
loud	loudly
bold	boldly
glad	gladly

- Define adverbs.
- Explain to them how the adverbs are formed.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, worksheets, textbook.



INTRODUCTION

5 MINUTES

- Write the following questions on the writing board:
 - How?

- ◇ When?
 - ◇ Where?
 - ◇ Why?
 - ◇ In what way?
 - ◇ How often?
 - ◇ How much?
 - ◇ In what condition?
 - ◇ To what degree?
2. Ask student to work in pairs and discuss what kind of words answer such questions. Give them a clue: think about the parts of speech.
 3. After a minute, allow 3 – 4 students to respond.
 4. Tell them that an adverb is an article of speech that modifies other adverbs, verbs, adjectives, clauses, or sentences. When an adverb is used in a sentence, it will answer one of these questions.
 5. Say: "Today we are going to practice adverbs that answer the questions about time of an action."
 6. Tell them that in the sentence you just spoke, the word "today" is an adverb.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Share with the class that adverbs of time answer the question of when, and include such adverbs as early, never, and tomorrow to name a few.
2. Write the following words on the board:
just, already, yet, still, before, beforehand, after, afterward, for, since
3. Write the following questions on the writing board or a chart:
 - ◇ What are you planning to do tomorrow?
 - ◇ What did you do yesterday?
 - ◇ What will your life be like ten years from now?
 - ◇ How long have you lived in your house?
 - ◇ How long have you studied at this school?
4. Divide the class in groups of five. Assign one question to each member and tell them to interview their group members about the question assigned to them. Ask them to use some of the words from the list written on the board.
5. As the groups work, observe their discussion and provide necessary help.

Activity 2: 10 Minutes

1. Write the following words on the writing board:
today, yesterday, in the afternoon, last night, last week, last year, two months ago, already, soon, still, finally, weekly, daily, every year, monthly
2. Divide the class into small groups.
3. Ask students to tell a story to their group about their day, or recent or upcoming events that they can describe using past or future tenses.
4. Challenge them to use certain tenses combined with adverbs of time in good order.
5. As the groups work, move around and give them hints/prompts about suitable adverbs of time.



CONCLUSION / SUM UP

2 MINUTES

1. Review the following key points with the whole class:
 - ◇ Adverbs that change or qualify the meaning of a sentence by telling us when things happen are defined as adverbs of time.
 - ◇ An adverb of time is a word that describes when, for how long, or how often a certain action happened.



ASSESSMENT

6 MINUTES

1. Write the following exercise on the writing board or chart:
Underline the correct adverb of time in the brackets.
 - ◇ My father bought a new puzzle for me (yesterday, tomorrow).
 - ◇ We are going to the bus station (now, after, before).
 - ◇ I'll be absent from the school, I am visiting my village (beforehand, next, tomorrow).
 - ◇ We'll play hockey (tomorrow, later, next), not now.
2. Ask students to work individually and write the correct adverb of time in their notebooks.
3. Once they have done, review the answers with the whole class.
4. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to scan their textbook, an English newspaper, and a storybook to find out adverbs of time used.
2. Ask them to copy a few example sentences in their notebooks and share with the class the next day.

STORYTELLING



STUDENT LEARNING OUTCOMES

- Describe briefly the elements of the story.
- Retell a story in a few simple sentences.

INFORMATION FOR TEACHERS

1. Through stories, students learn a lot about life skills and feelings/emotions.
2. Children enjoy being able to retell a story.
3. Discussions about story elements should start as early as preschool and continue through high school. For younger students, simple elements such as beginning, middle, and end are appropriate. For older students, more complex elements such as character, setting, events, problem, and resolution should be introduced to increase difficulty.
4. The important elements of the story are 'Plot, Characters, Setting, Problem, and Solution'. However, for 4th graders, it is important to understand that a story has a 'beginning', 'middle', and an 'end', and it also has characters.
5. Sequencing or transition words are an important part of the story. For example *then*, *after that*, *in the end*, *it starts with*, *from*, *etc.*
6. Prepare well before going to the classroom. Read aloud the story with enthusiasm and demonstrate an interest in reading.
7. While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, textbook, etc.



INTRODUCTION

5 MINUTES

1. Greet the class and say: "Good morning. How are you?" (Expected response: "Fine, thank you"/ "Very well, thank you").
2. Ask students to think about a story they like a lot.
3. Ask them to work in pairs and tell each other about their favourite story.
4. Give them a couple of minutes for this activity. Encourage them to briefly tell each other the answers to four simple questions about the story: *Who? What? When? and Where?*
5. Tell students: Today we are going to identify the elements that make up a story.
6. Explain that an element is an essential part of something and every fiction story has the same key elements: characters, plot, setting, problem, and solution.
7. Tell them that in the activity they just did about their favourite story, they discussed answers to four questions. Those questions are related to the story elements: Who relates

to the characters in a story. What translates to the story's plot. When and where are both story elements that are part of the setting.



DEVELOPMENT

23 MINUTES

Activity 1: 23 Minutes

1. Copy the following table on a chart or writing board:

Somebody	Somewhere	Wanted	But	So	Then
Who is the main character?	Where does the story take place?	What does the main character want?	What is the problem or conflict?	How does the problem get solved?	What is the result or outcome?

2. Select a story from the textbook or a very short storybook.
3. Read-aloud the story with appropriate fluency and expression. Use gestures and body language to attract students' attention.
4. Ask a few quick and brief prediction and comprehension questions before, during, and after the read-aloud.
5. Now, ask students to copy the table from the board to their notebooks.
6. Next, ask them to recall the details of the story they just heard and work in pairs to fill out the table using details of the story. They can ask you or others if they have forgotten something.
7. Once they have completed, invite 2 – 3 volunteers to share their responses with the whole class.
8. Appreciate them for their hard work.
9. Tell them that the table they just filled has helped them capture the elements of the story they heard during the read-aloud. Tell them that almost every story has the same key elements: characters, plot, setting, problem, and solution.



CONCLUSION / SUM UP

2 MINUTES

1. Review the key story elements with the whole class.
2. Tell students that every story has a beginning, a middle, and an end.



ASSESSMENT

3 MINUTES

1. Ask some questions from the story. Like description of the characters, and their behaviours. Using who, what, where, when, why etc.
2. Also ask using the doing, saying, feeling prompts to elicit responses about the characters and events.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to retell the story to their family members and friends.
2. Ask them what part of the story they would like to change. If given a chance would they like to change the end of the story? Ask them to write a new ending to the story and share it with others in the class the next day.
3. Encourage critical thinking by asking what part they changed and why? And which character they would like to be and why?

Month

7

LESSON

103

ORAL COMMUNICATION

(SEEKING ATTENTION AND AGREEING/
DISAGREEING POLITELY)



STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interaction in a group to:
 - ◇ Use polite expressions to seek attention
 - ◇ Agree/disagree.

INFORMATION FOR TEACHERS

1. Give your students vocabulary that can be used to seek attention, agree/disagree politely. Examples are given below:

To seek attention:

 - ◇ Excuse me! May I talk to you?
 - ◇ Excuse me! Do you have some time?
 - ◇ Excuse me! May I take your one minute?

To agree / disagree:

 - ◇ I agree with you. / That's true. / You are absolutely right. / Exactly. (agree)
 - ◇ I don't think so. / I'm afraid I disagree. / That's not always the case. / Not necessarily. (Disagree).
2. Use your facial expressions to show agreement /disagreement, etc., while talking to the students.
3. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, chart of conversation from 'Activity 2'.



INTRODUCTION

5 MINUTES

1. Ask students: "You need to discuss something with the Principal, but s/he is very busy in the office. What will you say to seek her/his attention?"
2. Allow 2 – 3 students to share their responses. Appreciate their responses and say: "We can use a simple expression 'Excuse me' to seek attention of the person(s) we need to task to."
3. Tell the students that we often have to agree or disagree with our friends/ parents/ class fellows etc. We should not be harsh – rather we should be very polite whether we agree

or disagree. Tell them that it is important to be polite when one disagrees with others.

4. Tell them that the best way of expressing yourself in English is to learn some of the expressions and then keep on practising them with your class fellows and friends.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

Using Polite Expressions to Seek Attention

1. Tell the students that if they want to get somebody's attention, they should use certain polite expressions so that the others do not feel bad/upset/ offended.
2. Write the following short conversations on the writing board, ask students to copy them.
3. Review them with the whole class. Make sure students can read them.
4. Divide the class into pairs and ask them to practice these conversations – one of the partners in each pair should take the role of 'A' and the other that of 'B'.

A: Excuse me, may I talk to you?

B: Sorry, I'm already late./ Sorry, I'm very busy right now.

A: Excuse me, may I have a minute of you?

B: Sure.

A: Excuse me, do you have some time?

B: Yes, please. What can I do for you?

5. As the students practice, move around and provide necessary help.
6. Once they have completed the practice, appreciate their hard work and tell them that this was a demonstration of how we can use polite expressions to seek others' attention.

Activity 2: 10 Minutes

Agreeing/ Disagreeing with Others Politely

1. Prepare a chart of the conversation of three friends given below:
Talha (excitedly): Our Sports Day is on Tuesday.
Ahmad (surprised): I don't think so. Who told you about it?
Talha: Yesterday, the teacher announced it in the class.
Ahmed: That's great but don't you think it is too hot these days?
Talha: You are absolutely right. They should not schedule it this month.
Nadeem: I'm afraid I do not agree with you.
Talha: Why?
Nadeem: Actually the next month will be even hotter.
Ahmed: Very true. So, it's better to have it this month. Well, let's go and eat ice cream now.
Nadeem and Talha (together): That's great.
2. Display the chart on the writing board or at a prominent spot on front wall/ prominent spot.
3. Say: "I'm giving you a situation where three friends are having a discussion about their sports day at school. You will work in groups of three. Copy the script of their discussion from the writing board and prepare to role play those friends. Each of you in the group will take one of the roles."
4. Seat the groups properly so that they are at a distance from one another.
5. Give them some time to practice the conversation before they can perform the role play.

6. Once they are ready, tell them to start performing the role play within their groups.
7. As they work, move around and ensure everyone is participating. Encourage those students who are hesitant or struggling.



CONCLUSION / SUM UP

2 MINUTES

1. Today we have learnt how to agree and disagree with others and how to seek their attention using polite expressions.



ASSESSMENT

5 MINUTES

1. Ask students to write the expression we often use to seek others' attention. Tell them to show you their slates/ notebooks.
2. Next, ask them to write one expression to show agreement with others and one to show disagreement politely. Check their work and provide supportive feedback.
3. Involve the students in solving the exercise at the end of unit / chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

1. Ask the students to practice using the expressions they have learnt with their friends, class fellows, school fellows, and family members.
2. Tell them to maintain a 'speaking notebook' and keep noting such useful expressions which they can use to communicate with others.

INTONATION PATTERNS



STUDENT LEARNING OUTCOMES

- Recognise and use the convention to mark these intonation patterns: rising and falling.

INFORMATION FOR TEACHERS

Intonation Patterns:

- The variation in the pitch of the speaker's voice conveys information or alters meaning.
- There are three basic pitches in English: normal, high, and low.
 - The normal pitch is where the voice usually is.
 - High is where the voice rises to indicate information focus.
 - Low is where the voice falls, usually at the end of a sentence.

Stressed words:

- Main verbs, nouns and adjectives are usually stressed in a sentence.
- Unstressed words are 'a', 'and' 'to' 'on' etc.

Tone:

- The certain pattern of voice movement is called 'tone'.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when necessary.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, textbook, papers etc.



INTRODUCTION

8 MINUTES

- Copy the following table on the writing board:

Sentence	Type
I am a student.	
It's going to rain today.	
Is your name Sana?	
Do you like reading?	
Where do you live?	
Why do you laugh?	

- Ask students to work in pairs and identify the 'type' of sentence for each of the sentences in the table.

3. If they struggle, give them a clue to choose from the following: a) Statement, b) Yes/ No question, c) Wh-question
4. Invite 2 – 3 students to share their answers with the whole group.
5. Tell them they are going to practice intonation patterns for these three types of sentences.
6. Tell them that 'intonation' means the rise and fall of voice when we speak. It helps us convey our messages accurately.
7. Review the following information with the whole class:
 - ♦ Intonation falls on statements: "I want to travel to the Chitral."
 - ♦ Intonation rises on yes/no questions: "Do you want to go with me?"
 - ♦ Intonation rises then falls on wh- questions: "Where do you want to go?"
8. Use your hand gestures to show rising and falling intonation patterns.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Write the following sentence on the writing board.
"Ali and Ikram play football happily".
2. Ask students to read the sentence.
3. Note the pronunciation and style of reading of each student.
4. Underline the stressed words in the sentence. Ask students to try reading aloud again with a focus on stressed words this time. "Ali and Ikram play football happily".
5. Repeat with other sentences.

Activity 2: 10 Minutes

1. Write the following paragraph on the writing board:
My mother and father are our true friends. They love us. My sister and I love our parents because they are the only ones who have tried hard to make us realize the importance of education.
2. Ask one student to volunteer to read one sentence.
3. Ask another student to show some variation in the intonation.
4. Ask the class which one they thought sounded better.
5. Encourage students to develop a sense of what sounds right by hearing their friends and noticing what sounds closer to the English that they hear on TV.
6. Be surprised at how quickly your pronunciation improves! By focusing on stressed words, non-stressed words and syllables take on their more muted nature.
7. When listening to native speakers, focus on how those speakers stress certain words and try to copy their stress pattern.

Tips:

- ♦ Remember that unstressed words and syllables are often 'swallowed' in English.
 - ♦ Always focus on pronouncing stressed words well; unstressed words can be glided over.
 - ♦ Don't focus on pronouncing words each word. Focus on the stressed words in each sentence.
8. Students must practice carefully for a few minutes. You must listen carefully and provide support and correction where needed.
 9. Arrange a class competition and ask children to read once sentence each, on pairs. The best pair will be awarded with a star cut-out.



CONCLUSION / SUM UP

2 MINUTES

1. Ask students why intonation is important and how do intonation makes a difference to meaning.
2. Discuss with students how they can continue to improve their intonation. (How they can listen to more and more English spoken by the native speakers).



ASSESSMENT

3 MINUTES

1. Listen to students' responses continuously and carefully to know their level of understanding. You must practice this concept in every lesson from now onwards.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make two sentences on their own. Practice reading a few sentences with intonation patterns at home.
2. Listen to the sentences in the next class.
3. Use these sentences in role plays by giving students real-life situations.

'WH- QUESTIONS'



STUDENT LEARNING OUTCOMES

- Recognise the function of more wh- forms used in questions.
- Respond to and ask more wh- questions.

INFORMATION FOR TEACHERS

1. Before going to the classroom, learn in detail about the difference between wh- questions and other types of questions.
2. Consult relevant unit/ exercises in the textbook.
3. Integrate 'wh- questions' into other lessons too by using 'pause and say' technique – especially while reading – and providing students opportunities to ask wh- questions.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts etc.



INTRODUCTION

5 MINUTES

1. Write the following questions on the writing board:
 - ♦ What is your name?
 - ♦ When were you born?
 - ♦ Where do you live?
 - ♦ Who is your best friend?
 - ♦ Why do you come to the school?
2. Ask students to discuss in pairs what is common in the given questions.
3. Allow 3 – 4 students to share their responses.
4. Tell them that the questions starting with 'What, When, Where, Who, and Why' are called wh- questions.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Copy the following table on a chart and paste it on the front wall of the classroom:

Question	Purpose of Question
When does she come to school?	Asking about (reason)

Where is his house?	Asking about(time)
Why do they run?	Asking about(place)
What is there on the table?	Asking about(person)
Who would like to answer first?	Asking about..... (thing)

2. Ask students to work in pairs and match each question with its purpose.
3. Invite 2 – 3 pairs to share their responses with whole class.
4. Tell students that wh- questions are often used in both oral and written communication.

Activity 2: 10 Minutes

1. Say: "Now, every one of you is going to interview a partner and he/she will interview you. Who would you like to interview? Quickly select your partners on say first, have first basis!"
2. Take their responses and help them sit in pairs with partners of their choice. Offer to partner with a student if there is an odd number of students in the class.
3. Tell them to think of five questions they would like to ask their partner in the interview. Tell them that the rule of interview is that every question must begin with a wh- word: who, what, when, where, and why.
4. Give them some time to prepare their questions, and then loudly say, "Start your interviews now!"
5. While the students conduct their interviews, move around and provide necessary support.
6. When both partners have interviewed each other in most of the pairs, invite 2 – 3 pairs to share what they learned about one another in the interviews.



CONCLUSION / SUM UP

2 MINUTES

1. Wrap up the lesson by asking a few more wh- questions from students.
2. Explain to the students how to ask a wh- question.



ASSESSMENT

6 MINUTES

1. Give the following scenarios to the students to develop wh- questions.
 - ♦ About your friend's health.
 - ♦ About his living place.
 - ♦ About his routine.
2. Appreciate them for correct questions.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to take a round of their school sometime this week during recess or before closing time, observe school routines, think about their experiences at school, and note down information to respond to the following questions:
 - ♦ Who takes care of the gate?
 - ♦ Where is the assembly area/library/ playground/ principal's office?
 - ♦ When do you have your assembly/ recess/ sports period?
 - ♦ What do you do first after reaching their school?
 - ♦ Why do you like your school?
2. Tell them to write their answers on a page and display that page on class notice board by next week.

STORY WRITING – I



STUDENT LEARNING OUTCOMES

- Write a short passage, anecdote, fable etc. for pleasure and creativity.

INFORMATION FOR TEACHERS

- Refer to all the information provided earlier in the lesson plans for anecdote, fable, story writing and paragraph writing.
- This is a reinforcement activity plan.
- Pleasure and creativity come when children are let free to think and share.
- Help them to think and plan ideas to share in their writing.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Attached pictures or cut outs of similar pictures from magazines/newspapers, chalk/ marker, writing board, chart.
- A box of words and phrases strips equal to the number of students in class, 10-15 blank sheets of paper. This is how you must prepare the box.
- Write down any nouns, adjectives, adverbs, transitional words, verbs etc on sheets of paper. Write words and phrases equal to the total number of students in the class.
- Cut the papers into small strips so that each strip has one word or phrase on it. Fold the strips neatly and put them in a box.
- Mix them up.



INTRODUCTION

5 MINUTES

- Recap students' previous knowledge of story writing, anecdote and fable.
- Tell them that they will do something interesting today.



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

1. Paste the pictures on the board. Ask students to recognise the pictures.
2. Hold the box of word strips in your hand.
3. Pass on the box to every student and ask them to pick one folded strip only.
4. When all students have taken their folded strip, divide them into small groups of 4-5 members each.
5. Give one blank sheet paper to each group.
6. Students unfolded their strip and read the word/phrase to their group members.
7. Students plan to write a creative story.
8. Students write a short story in the group, on the blank sheet provided, using all words and phrase. It is a must to use all word and phrases. They can change the form of the word according to the need of the story: if it is singular they can make it plural or convert plural into singular, verb forms of present, continuous past or perfect tense and use helping verbs when needed.
9. Students can add words of their own also.
10. Students must take help for ideas by using the pictures on the board.
11. They must have characters, setting, dialogue, beginning, middle and end to the story. They can give a title also.
12. Each group must have a group leader who will narrate the story when it is written by the group.
13. Monitor students work while they are doing it. Provide help if needed.
14. Ensure and observe if all students are participating
15. Put up the stories in the classroom and make a story corner.



CONCLUSION / SUM UP

2 MINUTES

1. Invite students to read out their stories.
2. Using the stories as samples, remind the students of all the aspects of a fable.
3. Discuss with students what they think is the lesson in each of their stories.



ASSESSMENT

6 MINUTES

1. Assess students' oral responses in activity 1 and then their written work.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

1. All students write their story in their own notebooks that they had written in class.

play	write	do
fan	car	sitting here
angrily	in the air	duck
happily	quiet	happy
pretty	doll	like
cat	pet	ahmad
pretty girl	friend	sara
shirt	black shoes	long hair
clip	lie	crying
young boy	parents	white
comfortable	stand	eat

Note:

PICTURES CARDS (These are samples. Do not cut from here. Make photocopies of these or draw them yourself on a chart to display in class. You can also have similar or some other pictures cut out from magazines or newspapers if you cannot arrange these).



EXPRESSING FEELINGS



STUDENT LEARNING OUTCOMES

- Demonstrate convention and dynamics of oral interaction in groups to express feelings of joy, sadness and anger.

INFORMATION FOR TEACHERS

1. It is important to listen and respect others' opinions without conflict.
2. Give your students vocabulary, to express likes/dislikes, needs and feelings and to express joy in a natural and polite manner.
3. Use your facial expressions while talking to students.
4. Notice when you use facial expressions in your routine life, they make your conversation lively and interesting.
5. These activities need to be practiced more than once so that the students start using the expressions.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, duster, textbook, writing board, chart depicting pleasant & unpleasant feeling/moods.



INTRODUCTION

5 MINUTES

1. Ask students how they feel.

How are you feeling today?

- ◇ Sad/happy
- ◇ Bored/ tired
- ◇ Sick/ great
- ◇ Good/ bad



2. Help students read, understand and discuss the pleasant and unpleasant moods on the chart during class discussion.
3. Decide how many of these words you want to share. You may choose only five from each list.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Help students brainstorm a few words for feelings.
2. Highlight that there are **positive feelings** (such as: glad, excited, calm) and **difficult**

feelings (such as: upset, angry, jealous, scared).

3. Tell students that sometimes, we show our feelings in actions:

- ◊ If you feel happy or excited, you might jump for joy!
- ◊ When you feel friendly, you might smile and wave.
- ◊ When you feel sad, you might sit quietly with a sad face — or even cry a few tears.
- ◊ If you feel angry, you might sit down, drink a glass of water, and tell yourself to control the urge of saying any bad words to express your anger!

4. Copy the following table on the writing board:

Positive feelings	Confident, interested, happy, great, glad, important, energetic, calm, pleased relaxed, loving, brave, hopeful, strong, powerful, free, encouraged, active.
Difficult feelings	Angry, irritated, disappointed, bad, confused, upset, shy, tense, helpless, alone, frustrated, bored, afraid, nervous, restless, hurt, sad, unhappy, lonely, scared.

5. Act out some of the feelings/ moods/ emotions and ask students to guess from your facial expressions.
6. Tell them to say the word for the feeling they have guessed.
7. Now, divide them into small groups and ask them to play this game in their group: taking turns, each member acts out a different feeling, others guess and say the word for that feeling.
8. As the groups work, move around and provide necessary support.

Activity 2: 10 Minutes

1. Position a chair or stool in the classroom.
2. Ask a volunteer to sit in the chair and have the other students take turns saying nice and positive things about that student. The student in the chair can only say "Thank You" and nothing else.
3. At the end of the activity, ask the student sitting in the chair how it felt to have others saying nice things about her/him.



CONCLUSION / SUM UP

2 MINUTES

1. Ask students to share the new words/sentences learnt.
2. Ask students to speak some of the sentence to express their feelings.
3. Let them do it as separate sentences or in response to each other's comments, in the form of a conversation.



ASSESSMENT

6 MINUTES

1. Assess students through their responses in different activities and during the concluding activity.
2. Ask them to discuss the following questions in small groups:
 - ◊ What kinds of things could make you feel happy?
 - ◊ What kinds of things could make you feel sad?
 - ◊ What kinds of things could make you feel angry?



HOMEWORK / FOLLOW UP

3 MINUTES

1. Ask the students to write at least five sentences showing feeling of joy, sadness, and anger as a home assignment

UNDERSTANDING INTERPRETIVE QUESTIONS



STUDENT LEARNING OUTCOMES

- Apply strategies to comprehend questions for appropriate response by marking key words, verbs, and tenses in a variety of the following questions types: interpretive.

INFORMATION FOR TEACHERS

- Comprehension of the questions is the most important thing while dealing with the questions in exams or at any other time. If students are unable to understand the question, they would not be able to answer it.
- Some types of questions which the students at this grade will be asked can be: factual, personal response, and interpretive.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, worksheet.



INTRODUCTION

5 MINUTES

- Brainstorm with students on 'Why are questions important'?
- Ask students to think about all the questions we ask throughout the day, and what would happen if we couldn't ask questions, such as 'What is the time'?
- Tell them that we ask several types of questions in daily life. Similarly, we see different types of questions in our textbook with reading lessons.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following three questions on the writing board:
 - Who invented the light bulb?
 - Why did the thirsty crow put pebbles in the pitcher?
 - What would you do if you were 'the hare' in 'The Hare and the Tortoise' story? Would you stop to take rest?
- Ask students to discuss the questions in pairs and find out:
 - Which question is asking about a fact?
 - Which question has evidence in a text?
 - Which question is asking for your opinion?

- Let students discuss their responses in pairs. Then ask 2 – 3 students to share their responses with the whole group.
- Appreciate their responses and write the following on the writing board:
 - A **factual question** has only one correct answer.
 - An **interpretive question** has an answer that can be supported with evidence from the text.
 - A **personal response question** asks about the reader's prior knowledge, experience, and opinions.
- Review the definitions with the whole group and help students understand the differences.

Activity 2: 10 Minutes

- Select a story from the textbook. Pick a particular event or action from the story and ask students to open the textbook and read the selected page.
- Write the following questions on the writing board:
 - What are some of the causes of this situation?
 - Why did this happen?
- Ask students to work in pairs and discuss the answers to these questions.
- Tell them to find an evidence for their answers from the text.
- Once they have completed the task, allow 3 – 4 students to share their responses with whole group.
- Appreciate their responses.
- Review the answers with the whole group and highlight how each answer is based on an evidence from the text.



CONCLUSION / SUM UP

2 MINUTES

- Conclude the lesson by reviewing the three types of questions as follows:
- A **factual question** has only one correct answer. (Everyone eventually agrees on one answer).
- An **interpretive question** has an answer that can be supported with evidence from the text. (What is meant by what is said?)
- A **personal response question** asks about the reader's prior knowledge, experience, and opinions. (State your own opinion about it).



ASSESSMENT

5 MINUTES

- Make some questions from a textbook page and write those questions on the writing board.
- Ask students to read the selected page and answer the questions.
- Ask them to identify the type of response each question requires.



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to scan a selected unit of the textbook and identify the three types of questions given in its exercises.
- List those questions and write their type.
- Share the work with other the next day.

EXPLAINING POSITION AND DIRECTION



STUDENT LEARNING OUTCOMES

- Explain position and direction on a picture, photograph or a map.

INFORMATION FOR TEACHERS

- Through pictures/photographs/maps, students learn a lot about position and direction.
- Children enjoy being able to locate position and direction in pictures/ photographs/ maps.
- You need to observe pictures/photographs/maps that are supposed to be used in the classroom.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, pictures/photographs/maps etc.



INTRODUCTION

3 MINUTES

- Introduce the concept of position and direction in pictures/ photographs/ maps.
- Explain the concept by giving some examples from some available pictures.
- Inculcate the importance of pictures/photographs/maps for better understanding.



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

- Show or draw a picture with mountains, a river, houses, hills, the sun and birds etc as shown in this picture and tell the students to look at it in detail for a minute.
- Ask students to work in pairs and locate the positions of different objects like the sun, birds, houses, boat, trees, river, mountain, rainbow etc. in the given picture.
- Tell them to ask each other questions with 'where' to get position and direction of various things shown in the picture.
- Once they have had sufficient practice, invite 3 – 4 volunteers to share their answers with the whole class.



Activity 2: 10 Minutes

1. Show the picture and tell the students to think about it for a while.
2. Make four groups of the whole class and name them Groups 1, 2, 3, 4.
3. Ask them the following questions:
 - ♦ **Group 1:** Who is leading the group of running children? Possible answer is: (The boy, wearing a blue shirt, is leading the group.)
 - ♦ **Group 2:** In which direction are they running? Possible answer is: (They are running opposite to the houses.)
 - ♦ **Group 3:** Where are trees in the picture? Possible answer is: (The trees are behind the children.)
 - ♦ **Group 4:** Where is the sun? Possible answer is: (The sun is above the clouds.)
4. Instruct them to write answers to the questions assigned to them.
5. Tell them to read aloud the answer to the given question by one of the members from each group.



CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by reviewing the positions of objects in the pictures with the whole class.
2. Explain the position of every object in respect to the other objects of the picture.
3. Wrap up the lesson with some questions regarding directions inside the class.



ASSESSMENT

5 MINUTES

1. Ask the students to assure that they can locate positions of the objects in any picture.
2. Ask a student to stand in front of the class and tell the students about his/her directions like:
 - ♦ There is a window at my right.
 - ♦ There is a door at my left.
 - ♦ There are students at my front.
 - ♦ There is a writing board behind me.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice with some new pictures at home from their textbook, newspapers, or magazines and locate positions and directions in them.
2. Tell them to scan the text of a unit from their textbook to underline the words that show position or direction – the prepositions.

SPELLING CHANGE IN PLURAL NOUNS



STUDENT LEARNING OUTCOMES

- Apply spelling change in plural form of regular and irregular nouns.

INFORMATION FOR TEACHERS

- The plural of nouns is usually formed by adding—s to a singular noun.
 - Example: lamp/ lamps, flower/ flowers, fork/ forks, pen/pens, cat/cats
- Nouns ending in s, x, z, o, ch and sh form the plural by adding -es.
 - Examples: bus/buses; tax/taxes, match/ matches.
- Noun ending in y preceded by a consonant are formed into plural by changing y to -ies.
 - Example: lady/ladies, city/ cities, baby/ babies.
- There are some nouns that form plurals differently. Some nouns change their vowels in the middle of the singular form when forming the plural.
 - Examples: goose/geese, foot/feet, man/men.
- Several nouns form the plural by adding the letters -en.
 - Examples: ox/oxen, man/ men.
- There are a number of animals that have the same singular and plural form.
 - Examples: deer/deer, sheep/sheep, fish/fish
- While teaching the lesson the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, worksheet.



INTRODUCTION

5 MINUTES

- Write the following poem on the writing board or a chart:

Rabbit Habit
(By Liana Mahoney)
I have a rabbit habit
I like to crunch and chew
On celery logs and carrot sticks,
And apples, too
I have a rabbit habit.
I like to chomp and munch

On crispy greens and juicy grapes

Mmm.....rabbit food for lunch!

2. Ask students to describe what the poem is about.
3. Ask them to find out five words with '-s' and '-es' endings.
4. Once they tell the words, ask them to tell whether these words are plural nouns or an addition to the verbs.
5. Give your input where required.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Give students the definition of singular and plural nouns. State a sentence, such as "The dog chased the cats" and ask students to identify the singular noun and the plural noun. You can also change the question to ask if "dog" is singular or plural.
2. Write several singular words (all words that add -s, or -es - these will end in s, sh, ch, or x) on the board in a left-hand column. Read them one at a time asking students to say it with you and then for a volunteer to say the plural form. Write the plural form of the word spelled correctly. Have students write the same information in their spelling notebooks.
3. When there is a sufficient number of responses, ask them to turn to a partner and develop a rule about spelling plural words.
4. Write that rule on the board and have students record it in their spelling notebooks. It will probably resemble something like: To make a noun plural, add -s to it, or if it ends with ch, sh, x, or s, then add -es. But let them develop it on their own.

Activity 2: 10 Minutes

1. State a sentence, such as, "The little girl picked a flower." and ask students to identify the singular nouns. Ask them to change them to their plural forms.
2. Now, ask them to identify the plural nouns in the sentence "The children picked some daisies." Write several nouns that end in a vowel '-y'. (day, bay, tray, valley, boy, guy, alley, chimney) in the left-hand column.
3. Read them one at a time, asking students to say it with you and then ask a volunteer to state the plural form. Write the plural form of the word spelled correctly in the right-hand column. Have students write the same information in their spelling notebooks.
4. Write several singular nouns that end in the consonant '-y' (baby, daisy, story, trophy, etc.) in the left-hand column. Read them one at a time asking students to say it with you and then for a volunteer to say the plural form.
5. Write the plural form of the word spelled correctly in the right-hand column. Have students write the same information in their spelling notebooks. Repeat this process with words ending in "f" that change to "ves", such as "roof" and "leaf". Do not forget to introduce the class to some irregular nouns that do not follow the rules (children, oxen, octopi, mice, moose, geese, etc.)
6. Review a few more examples with the whole class.
7. Appreciate students for their work.



CONCLUSION / SUM UP

2 MINUTES

1. Summarize the formation of the plurals of regular and irregular nouns.



ASSESSMENT

6 MINUTES

1. Assess how well students remember the rules for changing number of regular and irregular nouns in the introduction activity.
2. Check students' understanding of using irregular nouns that do not change numbers through the activity 2.
3. Check students' ability to recognise singular and plural forms of irregular nouns with no change in number through the follow up activity.
4. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the following sentences on the writing board. Explain the task to students. Give this activity as home assignment or it can be done in the next class.

Task: Write in the blank whether the underlined noun is used as singular or plural.

- ◇ The sheep is very healthy_____.
- ◇ The deer were running fast_____.
- ◇ I have a golden fish in my pond._____
- ◇ That is a big herd of sheep _____
- ◇ My mother has long hair._____

Answer key:

- a. singular, b. plural, c. singular, d. plural, e. plural.
2. Ask students to write a short story using at least 10 singular nouns and 10 plural nouns (3 of which must be irregulars).

PAST CONTINUOUS TENSE



STUDENT LEARNING OUTCOMES

- Recognise and use the structure of Past Continuous Tense for actions that were in progress at some time in the past and to give a descriptive background to a narrative/recount.

INFORMATION FOR TEACHERS

- For formation of the Past Continuous Tense, after the subject we use was/were as helping verbs. For example, 'I was writing a poem'. 'They were helping the needy'.
- After was/were, present participle form (--ing form) of verb is used.
- Narrative is a spoken or written account of events or a story.
- Recount gives a detailed account of something. Recount can be of a story, adventure or of an experience.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



INTRODUCTION

5 MINUTES

- Write the following sentences on the writing board.
Yesterday, Kashif and Saqib played tennis. They began at 10:00 and finished at 11:30.
So at 11:00, they were playing tennis.
- Ask students to read the sentences and try to guess what the verbs in bold/ underlined form convey. Allow 3 – 4 students to respond and then sum up by explaining the following:
They were playing="they were in the middle of playing." They had not finished yet.
- Tell students that was/were playing is the past continuous and they are going to practice it today.



DEVELOPMENT

23 MINUTES

Activity 1:

13 Minutes

- Begin the activity by telling a story through the use of the past continuous. For example: "I remember that day well. The birds were singing, the sun was shining, and the people were doing different activities in the park. Suddenly, a huge terrifying monster appeared from sky and everyone began screaming and running." Point out how the past continuous is used to paint a picture of the scene.

- Quickly review the past continuous structure with the class.

was/ were + verb + ing

- The past continuous is formed as follows:
- Go over differences in usage between the past simple and past continuous. Point out that the past continuous focuses on a specific moment in the past.



- Write various examples on the board of sentences combining the past simple and past continuous to illustrate the idea of an interrupted past. For example, "I was walking through the park when the monster appeared." Ask students to comment on what function the past continuous plays in the example sentences.
- Divide students into small groups of 3-4.
- Ask them to complete the activity by providing an appropriate response with the past continuous to describe an action that was interrupted.
- Next, have students practice sentences using the following table:

I	was/ were	singing.
We		laughing.
They		smiling.
He/she		walking.

- Give them 5 – 6 minutes to complete the task.
- Appreciate them for their work.

Activity 2: 10 Minutes

- Tell students to remain in their groups.
- Write the following paragraph on the writing board:

One day, my mother was preparing the 'Kabuli Pulao' and my sister was helping her in the kitchen. I was reading a storybook but was not enjoying it as I was feeling very hungry. Suddenly, I heard a noise outside; people were shouting "catch him" catch him". I opened the window and saw that a crowd was running after a boy. The boy was running very fast so it was not easy to catch him....to be continued.

- Ask students to underline the past continuous tense in the paragraph.
- Then, tell them to work in their groups to write another paragraph to complete the story being told in the first paragraph. What happened to the boy? Why was he running? Why were the people chasing him? Continue the story and provide a nice ending!
- As the groups work, move around and provide necessary support.
- Once they have finished, invite 2 – 3 groups to share their work with whole class.
- Appreciate students for their hard work.



CONCLUSION / SUM UP

2 MINUTES

- Today we have learnt the past continuous tense and its use for narrating events and stories.



ASSESSMENT

3 MINUTES

1. Write the following questions on the board and ask students to think of their own answers:
 - ◇ What were you doing yesterday evening?
 - ◇ And what was your friend doing?
 - ◇ Where were you going this morning at 7:30?
 - ◇ What were the other members of your group doing?
2. Randomly select a few students and invite them to share their responses with the whole class.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to take a book from the library or from any of their friends/relatives and copy five sentences of past continuous tense from that book in their notebooks.
2. Give them the following task too: "Write a description of an important day in your life. Include the most important events that occurred during that day in the past simple. Once you have written the important events using the past simple, try to include a description of what was happening at some of the specific moments when those events occurred to provide more details."

CONJUNCTIONS – III



STUDENT LEARNING OUTCOMES

- Use word such as, first, second, next and then to show a sequence.

INFORMATION FOR TEACHERS

- Sequence tells you the order in which things happen or come.
- Words like first, second, next and then tell you the order, or sequence, in which things happen.
- Mostly sequencing is used for procedures and recipes.
- All the above mentioned words are called conjunctions and play very important role in the organization of text.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 1 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk, four pictures, scotch tape, marker, textbook.



INTRODUCTION

5 MINUTES

- Show them four pictures, in the pictures a boy is shown who is getting ready for the school.
- Now paste these pictures on the board and write the conjunctions: first, second, next and then on the top corner of the board.
- Ask them to sequence the pictures by using the above mentioned four conjunctions according to the actions he is doing, to get ready.
- Write the words first, second, next and then under the pictures according to the responses of the students.
- Explain that for arranging the action/activities in order or sequence, in which the things happened, we use the words first, second, next and then.



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

- Write the jumbled up steps of how to make a cup of tea on the board and ask the students to put these steps in sequence.
- Ask them to work in groups of four, re-arrange the given steps after discussion and then write them in sequence.

How to make a cup of tea?

3. Next add half cup of milk and one teaspoon of sugar in it.
4. Second add some tea leaves in the water when it is boiling.
5. First take a cup of water, pour it in the saucepan and put it on the stove for boiling.
6. Then pour it in a mug and drink it.



CONCLUSION / SUM UP

2 MINUTES

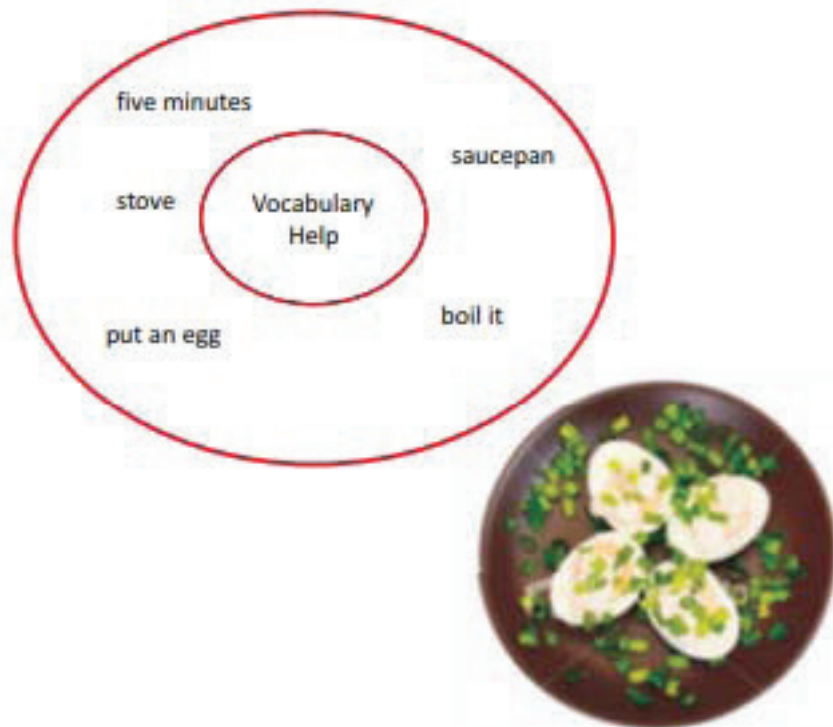
1. Ask any one or two students how they get ready for the school.
2. Tell them to use the words first, second, next and then.



ASSESSMENT

5 MINUTES

1. Ask them to write how to boil an egg in their note books.
2. Give them the following vocabulary for help.
3. Ask them to use the above mentioned conjunctions like first, second, next and then.



4. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

1. Ask them to revise and practice the concepts taught in the class.

Month

8

DESCRIBING EVENTS IN A PICTURE



STUDENT LEARNING OUTCOMES

- Describe a series of events in a picture or a photograph.

INFORMATION FOR TEACHERS

- Pictures/ illustrations are some of the most important tools of instruction.
- In order to understand the picture/series of pictures correctly, one needs to understand the sequence of the picture(s).
- Sequence markers (first, then, after this and finally) are used to show/describe sequence of events in a picture/series of pictures.
- A picture/series of pictures can be effectively described with the help of a paragraph.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, two charts (having two different series of pictures), and flash cards (having sequence markers), textbook.



INTRODUCTION

5 MINUTES

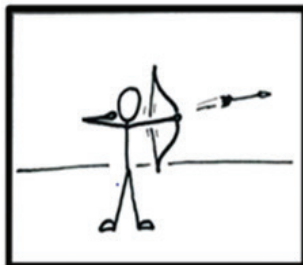
- Write the following sentence on writing board: "A picture is worth a thousand words".
- Ask students to tell what they understand from this sentence.
- After taking responses from a few students, tell them that it is an English saying which means that an image/ picture can convey multiple ideas.
- Draw the following pictures on the writing board or a chart:



- Ask students to work in pairs and discuss what they can see in these pictures.
- Help students recognise that is a story told through pictures.
- Ask them what happens first, next, and last?
- Tell them that today we are going to practice describing sequence of events in pictures by writing a paragraph.

**Activity 1: 10 Minutes****Picture Story**

1. Draw the following pictures on the writing board or a chart:



2. Tell students to work in pairs.
3. Say: "Look at the pictures and discuss them with your partner. Number the pictures in a sequence (1, 2, and 3) that forms a story".
4. Once they have agreed on a sequence, ask the sequence numbers and write in the boxes under each picture.
5. Now, tell them to discuss the actions/ events shown in the pictures using sequence words "**first,**" "**next,**" "**then,**" and "**last.**"
6. Next, ask 2 – 3 pairs to share their responses with the whole group.
7. Now, ask them to write one or two sentences for each picture on their notebooks to describe the action shown in each picture.
8. Once they have finished writing, say: "Show your story to another pair in the group. Can they read and understand it? Then, read their story. Is it similar to your story or different?"
9. Invite 2 volunteer pairs to come forward and share their stories with the whole group. Ask others to identify if the stories of both pairs are similar or different.

Activity 2: 10 Minutes**Writing a Paragraph**

1. Review the concept of paragraph with the whole class as follows:
 - ◇ A **paragraph** is a brief piece of writing – it is a group of sentences focusing on a single topic.
 - ◇ There are three main parts of a paragraph:
 - ◇ **Topic sentence** – it has the main idea
 - ◇ **Supporting details** – details that relate to and support the topic sentence
 - ◇ **Concluding sentence** – a brief statement about the main idea
2. Now, ask students to work with their partners again.
3. Tell them to read the sentences they wrote to describe events in the pictures in previous activity.
4. Say: "Organise those sentences and write a paragraph to describe the events in the pictures".
5. Once they have completed this task, ask them to review each other's work: check if their paragraph has a topic sentence, supporting details, and a concluding sentence.



CONCLUSION / SUM UP

3 MINUTES

1. To conclude the lesson, tell the students that:
 - ◇ Today we have practiced sequencing actions/ events shown in pictures.
 - ◇ We have also learnt how to write a topic sentence to describe the events/ actions shown in pictures.



ASSESSMENT

5 MINUTES

1. Select a lesson from the textbook having a picture or a series of pictures showing certain actions or events. Ask students to:
 - ◇ Write a topic sentence to describe the events in the pictures.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write a paragraph using the topic sentence they just wrote to describe the events in the pictures.
2. Tell them to use the sequence markers in their paragraph: **"first," "next," "then," and "last."**

SPELLINGS



STUDENT LEARNING OUTCOMES

- Spell some words studied in class both orally and in writing.

INFORMATION FOR TEACHERS

1. Spelling skills require recognition and understanding of syllables and basic phonics (sounds).
2. English alphabet comprises vowels (a, e, i, o, u) and consonants (all sounds except vowels) and these join to form words in English language.
3. Words are broken into syllables i.e. smaller units of sounds and each syllable has to have a vowel sound in it. Some words have monosyllables 'girl' and some longer words have multi syllable 'ta/ble'. Syllables help us pronounce and spell words by breaking them into smaller chunks. Each syllable has a vowel sound e.g. tri/an/gle, sen/ten/ces.
4. In English words are not always spelled according to the sound and many different graphemes (letters/cluster of letters) can represent the same sound e.g. 'a' sound can be represented as aero plane, may, main.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, charts.



INTRODUCTION

5 MINUTES

1. Tell the students that they will be playing spelling game.
2. Write the following unscrambled words on the blackboard.
3. Ask the students to note down in their notebooks.

C_ol b_ow gra_y

Sw_t ma_or br__ze

T_ian_le b_ig_tly to_ards

S_ur_e ne_e__ary ble__ing

Answers: cool, brightly, necessary, blessing, source, sweet, major, breeze, trainagle, blow, grassy, towards.

You may use any other list of 15 words from their textbooks and prepare fill in the blank. You can use 4 letter words if that will be easier for your students.

4. Once the students weite these words in their notebooks, ask them to complete the words in pairs but first read the words for them. Repeat each word twice.

5. Monitor and help the students.
6. When they are finished with the activity, write the words with correct spellings on the blackboard.
7. Ask the students to correct their work and mark themselves.
8. Take rounds in class and ask the students about the words.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Do the drill of spellings of the above mentioned words.
2. Tell the students to break up syllables to write correct spellings e.g. tri/an/gle.
3. Ask the students to read each word out aloud syllable-wise as you write them on the board.

Activity 2: 10 Minutes

1. Then ask the students to get ready for dictation.
2. Inform them that overwriting or erasers are not allowed.
3. Dictate the words at least twice to facilitate the students.
4. Once they are finished writing ask them to check it individually
5. Write the words on the blackboard and ask the students to do the self- correction.
6. Ask the students to write the wrong or misspelled words three times in their copies with correct spellings.



CONCLUSION / SUM UP

2 MINUTES

1. What are syllables? Ask students to give examples of one syllable words, two syllable words and so on.



ASSESSMENT

6 MINUTES

1. Assess them on their dictation.
2. Ask the students to do corrections.
3. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find out five words from their books or Oxford Junior Dictionary. This may be done after the next lesson.
2. Break up the words in small syllables to learn the spellings.

DEMONSTRATIVE PRONOUNS



STUDENT LEARNING OUTCOMES

- Illustrate the use of words that point to something. Construct short sentences with the pronoun *it* as subject.

INFORMATION FOR TEACHERS

1. A demonstrative pronoun is a word that takes the place of particular objects or people. Examples: *this*, *these*, *that*, *those*, *here*, *there*
2. The pronoun "**this**" is used to refer to a singular object which is near the speaker (or here). Example: This is a broken glass.
3. The pronoun "**that**" is used to refer to a singular object which is far from the speaker or something from the past (or there).
Example: That is a huge building. That was a great picnic. (last year)
4. The pronoun "**these**" is used to refer to more than one object which is near the speaker (or here).
Example: These are my crayons.
5. The pronoun "**those**" is used to refer to more than one object which is far from the speaker or in the past. (or there).
Example: Those girls are looking pretty. Those were very cold days.
6. The pronoun "**here**" is used to refer to a location near the speaker.
Example: Here is my favorite game.
7. The pronoun "**there**" is used to refer to a location far from the speaker.
Example: There is your favorite game.
8. Demonstrative pronouns should be taught and practiced using the actions.
9. Time allocation for activities is tentative and can change as per need of the activity.
10. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, book.



INTRODUCTION

5 MINUTES

1. Show a book to students and ask them:
What is this?
2. The students might give a one-word answer, "book". Tell the students to answer in a sentence, this is a book.

3. Point to a distance object and ask; What is that? Put stress on that. Tell the students to answer in a full sentence.
4. Ask following questions in the class:
 - ◊ If someone or something is close to you, what word would you use when pointing to him/her or it.
 - ◊ If someone or something is at a distance from you, what word would you use while pointing to him/her or it.
5. Encourage the students with words like "Good" or "Well Done" if they give correct answers. Teach them the rule to use the demonstrative pronouns "this" and "that" if they give incorrect answers.
6. Ask the students: if there are many people or things placed near you, which word is used to point to them; these or those? If there are many people or things placed far from you, which word is used to point to them; these or those?
7. Encourage the students with words like "Good" or "Well Done" if they give correct answers. Teach them the rule to use the demonstrative pronouns "these" and "those" if they give incorrect answers.
8. Ask the students when to use the pronouns "here" and "there".



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Write 5 sentences on the blackboard. (see the sample sentences at the end of the lesson plan).
2. Ask the students to choose one demonstrative pronoun to complete each sentence.
3. There are no picture clues available. Therefore, students must understand the meaning to know the demonstrative pronoun that should be chosen.
4. Help the students understand the meaning of each sentence.

Activity 2: 10 Minutes

1. Write on the blackboard: Pen
2. Ask the students: What is the gender of the pen? Is it masculine, feminine or neuter?
3. After the students have given the answer, ask them: Which pronoun is used for neuter gender?
4. Based on the student's answers (correct/incorrect) you can give them an option of pronouns: he, she, it and ask them which one is used for a neuter gender.
5. After the students have given the answer, write on the blackboard: It is my pen.
6. Write on the writing board: It is my pen.
7. Tell the students that it is used for singular neuter nouns.
8. Write 8-10 nouns (depending on the time available) on the writing board.
9. Ask students to make sentences using the nouns with the pronoun it as subject, e.g. It is a book; it is a bag.
10. Repeat instructions if necessary



CONCLUSION / SUM UP

2 MINUTES

1. Quickly review the lesson by asking the students questions: What pronoun is used for people and things close to us? What pronoun is used for people and things far from us? Is "this" a singular or plural? Is "those" a singular or plural? Is the pronoun "it" used for singular nouns or plural nouns? etc.



ASSESSMENT

6 MINUTES

1. Assess students' understanding of demonstrative pronouns through their correct responses during introduction and sum up.
2. Assess students' ability to illustrate use of demonstrative pronouns through the correct choices made during the activity 1.
3. Assess students' ability to construct short sentences with the pronoun it as subject through their performance in the activity 2.
4. Assess students' ability to illustrate use of the pronoun it as subject through their performance in the follow up activity.
5. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

1. Write 5 sentences on the writing board for students to copy in their notebooks. Ask them to rewrite the sentences by replacing the nouns with the pronoun "it" (Nouns must be the subjects of the sentences).

Sample Sentences — Activity 1

Directions: Choose correct pronoun from the parenthesis and fill in the blanks in the following sentences.

1. _____ watch on my wrist says it is 4 pm. (These, This)
2. Can you eat _____ biscuits on the table? (those, that)
3. _____ plants are growing very fast. (These, This)
4. _____ book on my desk is not mine. (these, this)
5. _____ is your lost key. (here, those)
6. _____ cat has got one leg broken (That, Those)
7. Did you buy _____ grapes. (that, those)
8. Ask _____ traffic policeman for directions. (that, those)
9. I put your table _____ under the tree. (there, that)
10. _____ was a funny cartoon film we watched yesterday. (That, Those)

Answer Key

- | | | | | |
|---------|----------|----------|----------|----------|
| 1. this | 2. those | 3. these | 4. this | 5. here |
| 6. that | 7. those | 8. that | 9. there | 10. that |

CONVENTIONS OF LETTER WRITING



STUDENT LEARNING OUTCOMES

- Demonstrate the use of conventions of letter writing: address, date, salutation, body, closing.

INFORMATION FOR TEACHERS

1. Familiarize yourself with the format of a letter and conventions of letter writing.
2. During the year, help students develop their letter-writing skills by writing letters on various topics.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts etc.



INTRODUCTION

5 MINUTES

1. Ask the students to raise their hands if they have ever received a personal letter.
2. Ask for one or more volunteers to talk about how they felt to receive the letter. Here are some initial questions that may help:
 - ♦ What was in your mind as you read the letter?
 - ♦ Did you keep the letter to read again?
 - ♦ Did you share your letter with anyone?
 - ♦ Did you write back?
3. Tell your students that today they will learn about the structure of a formal letter.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Collect 4 - 5 different letters — both formal and informal.
2. Ask the students to sort them out into two groups. Ask them to consider these questions while sorting:
 - ♦ Which were written to friends?
 - ♦ Which are formal letters from businesses/ offices?
 - ♦ Which features or characteristics distinguish formal from informal?
3. Having done that, ask the students to look for differences between the two groups. This allows a discussion to take place about the different types of letter. Draw up a chart for each group covering:

- ◇ Address — an office/ department or home?
 - ◇ Greeting — formal or informal?
 - ◇ Style of letter — friendly or official?
 - ◇ What is the message?
 - ◇ How does the letter end?
4. Review their answers as a whole class. This will allow the students to find out for themselves the differences between formal and informal letters.

Activity 2: 10 Minutes

1. Tell the students that now they are going to learn about the structure of a formal letter.
2. Tell them that formal letters follow a set pattern or style and their layout is always the same.
3. Copy the following on a chart or the writing board:

Structure of a Letter:

- The **sender's address** is put at the top right hand side
- Include telephone number and email if available
- The **address** of the person receiving the letter goes on the left hand side below the sender's address
- The **date**
- Greeting or **salutation** — Dear Sir or Madam. You can use the titles Miss, Mrs. or Mr. if you know the name of the person to whom you are writing
- The message or **body**
- Complimentary close or **closing** — Yours faithfully or Yours sincerely
- **Signature**
- Write **name** in block letters (this is to ensure that the person receiving the letter knows exactly who has sent it. Signatures may not be very clear)

4. Divide the class into six groups. Assign each group one part from the structure of a letter and ask them to discuss it within the group and then explain it to the other groups.
5. Appreciate students for their work.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by explaining each convention to the whole class.
2. Motivate the student to ask wherever they need help in understanding the conventions of letter writing.



ASSESSMENT

5 MINUTES

1. Randomly write all the conventions of letter writing on the writing board and ask the students to arrange them in proper order on their notebooks.



1. Ask the students to write a complete letter at home by mentioning all the conventions a letter needs. Give them the following topic:

Out at the moon, there is an alien child curious about the schools on Earth. He writes a letter asking for information about schools. These do not exist on his planet and he finds it hard to understand what a school means.

Write a letter describing what a school is. How does it function? Why do children go to school daily? What do they do there? What is interesting about school? What rules are followed at school?

2. Instruct them to understand the conventions of letter writing by regularly practicing them.

GUIDED INFORMAL LETTER



STUDENT LEARNING OUTCOMES

- Write a guided informal letter.
- Revise written work for layout, legibility, vocabulary and grammar.

INFORMATION FOR TEACHERS

- Differentiate among different types of letter.
- Familiarize yourself with letter format and conventions of letter writing.
- Fully understand the layout and format of an informal letter.
- During the year, help students develop their letter-writing skills by writing letters on various topics.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts etc.



INTRODUCTION

8 MINUTES

- Write the following words/ phrases on the writing board:
Telephone call, voice message, video message, email, letter, SMS
- Ask students which of these words/ phrases they are familiar with. Tell them to discuss in pairs for a minute.
- Invite 2 – 3 students to share their responses with the whole class.
- Tell students that these are some of the ways people use to convey their messages when they are away from each other. They may use a telephone to make a call and 'talk' to the person who is somewhere else at a distance, or 'record' a voice or video message and send it to that person, or 'write' an email, a letter, or a short message using a mobile phone or a computer/ internet.
- Tell them that in the past, when the mobile phones and computers/ internet were not available or common, people used to write letters to their family members, relatives, and friends who were away from them.
- Copy the following table on the writing board:

Dear Sir,	Hi Rashid,
Dear Madam,	Hello Parkha,
Dear Sir/ Madam,	Hi there!
Dear Mr. Kashif,	Hello buddy!
Dear Ms Saira,	Dear Mother,

7. Tell students that these are greetings or salutations at the start of two different types of letters. Ask them to read both columns and identify which column has greetings for 'people you know well' or the friends, family members and relatives.
8. Allow 2 – 3 students to share their responses and then tell the class that today they will learn to write a letter to a friend/ family member/ relative.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Say: "When we write letters to friends and relations, or people we know well, we use a simple and easy layout or structure." Such letters are called 'informal letters'.
2. Review the structure of an informal letter with the whole group:
 - ◇ The **sender's address** should always appear on the top right hand corner of the page.
 - ◇ Include telephone number and email if available
 - ◇ **Greeting** or Salutation — There are several variations that can be used depending on how well you know the person: Dear Parkha, Hi Parkha, Greetings
 - ◇ **Complimentary close** — short comment, for example Love, Lots of love, With thanks, See you soon
3. Ask students if they have any questions.

Activity 2: 10 Minutes

4. Ask students to work in pairs and write a letter to each other as per the following situation:
 - ◇ You moved to a new city a few months back. Write a letter to a friend back in previous city. Tell your friend about your experiences in the new city.
5. Tell students to brainstorm about what they would write in the letter: for example, introduce the new city, talk about what it looks like, the kind of places it has, discuss your experiences, mention whether you like the new city or not, etc.
6. Once they have done the brainstorming, ask them to draft their letters.
7. As they work, move around and provide necessary support.
8. Ask them to revise the letters for layout in the first phase – refer them to the layout of informal letter discussed in the 'Activity 1'. Tell them to check if it has: the sender's address, greeting, and complimentary closing.
9. In the second phase, ask them to revise the letter for legibility – ask them to check if it is readable, clear, and easy to understand. Help them to check their letter for any spelling, punctuation and tense errors.
10. Remind them of the 'CUPS' technique to check their written work for 'Capitalisation, Usage, Punctuation, and Spelling'.
11. Finally, tell them to hand over their revised work to their partner.
12. Ask partners to read the letter and then compare each other's letters.



CONCLUSION / SUM UP

2 MINUTES

1. Wrap up the lesson by explaining the layout and format of an informal letter with the help of the guidelines given in introduction and development activity # 1.
2. Review the CUPS technique to check written work.



ASSESSMENT

3 MINUTES

1. Ask the students about the layout of an informal letter.
2. Ask them what they do first to write a letter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write an informal letter at home caring for layout, legibility, vocabulary and grammar.
2. Ask them to revise the letter with the help of their family members.

WRITING AN EXPOSITORY PARAGRAPH



STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tense to write an expository paragraph explaining a process or procedure.

INFORMATION FOR TEACHERS

- An expository paragraph explains the process and procedure of activities or information.
- In an expository paragraph, you give information. You explain a subject, give directions, facts and information about the topic, or show how something happens.
- In expository writing, transitional words like first, second, then, and finally etc. are usually used to help readers in continuation of ideas.
- The main sentence tells what you are writing about. The middle part of the paragraph contains sentences that follow one another in a logical sequence of steps. The final sentence closes the subject with an emphasis on the final product or process desired by the topic.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Cut outs of expository paragraphs from a magazine, worksheet, chart, chalk, marker, writing board.



INTRODUCTION

5 MINUTES

- Ask students to close their eyes and imagine they are at their favourite place in a beautiful room that has a window with a view.
- Tell them to visualize what they can see outside.
- Say: "You just to have look out your window and write down your observations. Try not just to focus on people, buildings and weather, think what else is there. Do you see something unusual? Consider the people's emotions and imagine what they may be talking about."
- Tell them they have 3 minutes to write 3 – 5 sentences.
- Once they have finished writing, ask them to turn to a partner and share their writing with each other.
- Tell them today they are going to practice 'expository writing'.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following paragraph on a chart or the writing board:

Frogs and Toads

Frogs and toads are similar but they are not exactly the same. Both frogs and toads are amphibians. Both eat insects and lay eggs in water. A toad spends more time on land than a frog. Its body is shorter and wider than a frog's. Its skin is also thicker and bumpier.

2. Ask a student to read the paragraph.
3. Ask students to identify the topic sentence of the paragraph (Frogs and toads are similar, but they are not exactly the same).
4. If they cannot identify, give them hints/ clues, e.g., a sentence that also repeats words of the topic, makes the main statement, etc. (This is a reinforcement of the concept learnt earlier).
5. Next, ask students to identify the supporting details and the concluding sentence about frogs and toads.
6. Explain to students how an expository paragraph is written.

Activity 2: 10 Minutes

1. Write a topic sentence on the board. e.g. "There are several things everyone can do to prevent sickness." Or "Homework helps us revise the concepts learnt in class."
2. Brainstorm for ideas to add details to continue writing after the first sentence which is the main sentence. Give them 4 – 5 minutes to brainstorm.
3. Write all the ideas on the writing board in the form of a mind map. (Put the main sentence in the middle of a circle and write ideas about the questions around the circle).
4. Divide the class in pairs.
5. Ask the pairs to write a small expository paragraph containing sentences to explain what can be done to prevent sickness or how can homework help in revising a concept. Students take help from the ideas written on the writing board. Instruct them to write only one paragraph on one topic.
6. Remind the students about structure of the paragraph —the main sentence, the body (details/related ideas) and the end/conclusion.



CONCLUSION / SUM UP

2 MINUTES

1. Once the students are finished, ask them to compare their expository paragraph with that of a partner.
2. Ask partners to give feedback to each other.
3. Tell the students to correct their work in the light of the feedback given by their peers.
4. As they work in pairs, move around and take a look at the writing of a few students randomly.
5. Involve the students to solve problems given in the exercise at the end of unit/chapter.



ASSESSMENT

3 MINUTES

1. Describe an expository paragraph in detail.
2. Make them aware about the importance of sequence of sentences an expository paragraph.
3. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write an expository paragraph about the second topic that students have not done in class. They can note down the ideas from the writing board in their notebooks.
2. Practice this format for writing information in Science and Social Studies.

PATTERNS OF RHYTHM, STRESS AND INTONATION-I



STUDENT LEARNING OUTCOMES

- Produce in speech, appropriate patterns of rhythm, stress, and intonation of English language by listening to stories and poems read aloud in class.

INFORMATION FOR TEACHERS

- Intonation patterns:** the pitch and the rise and fall of the speaker's voice conveys information or alters meaning.
There are three basic pitches in English: Normal, high and low.
 - Normal pitch is where the voice usually remains natural and smooth.
 - High is where the voice rises to indicate information focus.
 - Low is where the voice falls, usually at the end of a sentence.
- Stress:** when we put emphasis on a word or sentence it becomes a stressed word or a stressed sentence.
- The importance of stress is that the position of stress can change the meaning of the word.
Notice the difference in: I can't do my work! And: I can't do my work.
- A syllable is a group of letters that has one vowel sound in it.
- The use of punctuation marks: full stop (.) shows that the sentence is complete; comma (,) shows a small pause; exclamation mark (!) Represents emotions like happiness, sorrow, shock, surprise, fear; question mark (?) shows an inquiry of a problem.
- Reinforce the previous lesson.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, duster, writing board, chart, textbook, etc.



INTRODUCTION

8 MINUTES

- Read an example sentence aloud to the students. For example: Majid is an intelligent student. Following are these two sentences with stressed words in bold on a chart
 - Sara can play the piano.
 - Ali is from Swat.
- Note: 'can', 'from', and 'is' are unstressed and the vowel is very weak.
- Remind students the differences between stressed words and unstressed words. Ask students which remain unstressed (i.e., principal verbs (walk, talk) are stressed, auxiliary

verbs) (is, are, was, were) are not stressed words. Only principal words such as proper nouns, principal verbs, adjectives and adverbs receive the "stress".

4. Explain to the students that in English, we stress certain words while other words are quickly spoken (some students say eaten!)
5. Basically, stressed words are considered **CONTENT WORDS** such as: nouns, adjectives, action verbs, adverbs.



DEVELOPMENT

20 MINUTES

Activity 1: 15 Minutes

1. Write the following paragraph on the writing board and ask students to read it collectively.

Ali and Hadia went to the market to buy a pen and Maria wanted to buy some fruit. Maria requested Ali to buy fruit first. Ali did not agree, but when Maria requested him again, he took her to the fruit stall first.

2. Students work in pairs and recite aloud all the common and proper nouns followed by adjectives, adverbs and verbs.
3. Model reading the paragraph and ask students to listen carefully how your voice goes up and down.
4. Next, ask students to read the paragraph in pairs. When they read the paragraph, ask them to stop on a full stop (.) and take one long breath. When a comma comes, let them take a short breath and continue.
5. This exercise provides students with effective training of pauses required to be taken in the spoken text which is good for producing effective speech patterns.
6. Invite 2 – 3 students to read the paragraph aloud for the whole class.

Activity 2: 5 Minutes

1. Drill the following sentence normally first: **Would you like a cup of coffee?**
2. Then drill backwards but starting with only the stressed words. Once all the stressed words (i.e., like, cup, and coffee) have been repeated, add in the unstressed weak forms. Clapping a rhythm can help. For example:
 - ♦ T: coffee?
 - ♦ Ss: coffee?
 - ♦ T: cup coffee?
 - ♦ Ss: cup coffee?
 - ♦ T: like cup coffee?
 - ♦ Ss: like cup coffee?
 - ♦ T: like a cup of coffee?
 - ♦ Ss: like a cup of coffee?
 - ♦ T: Would you like a cup of coffee?
 - ♦ Ss: Would you like a cup of coffee?
3. Help students notice the words that are stressed, i.e., like, cup, and coffee.
4. Ask students to practice it in pairs.
5. Give another sentence to students for more practice.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude by summarizing the key points of the lesson.

- ◇ Stress is about which sounds we emphasise in words and sentences. For example in the word 'banana' the stress is on the second syllable, in the word 'orange' the stress is on the first syllable. In sentences, we usually stress the most important, 'content' words.
 - ◇ Rhythm is about how we use a combination of stressed and unstressed words in sentences. Sentences have strong beats (the stressed words) and weak beats (the unstressed words).
 - ◇ Intonation is the way the pitch of a speaker's voice goes up or down as they speak. We use intonation to help get our message across.
2. Tell students that they will have another lesson on this topic.



ASSESSMENT

3 MINUTES

1. Assess students through their responses in different activities and during the concluding activity.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students a series of sentences to read. Ask them to figure out which word is stressed based on the context. For instance:
I was so angry at my friend. He/she forgot to wish me on my birthday. He/she said he/she had remembered, but that it was too late to wish.

PATTERNS OF RHYTHM, STRESS AND INTONATION – II



STUDENT LEARNING OUTCOMES

- Produce in speech, appropriate patterns of rhythm, stress, and intonation of English language by listening to stories and poems read aloud in class.

INFORMATION FOR TEACHERS

- See 'Patterns of Rhythm, Stress and Intonation – I' for related information.
- Review the following points before moving on to the new lesson:
 - ♦ **Stress** is about which sounds we emphasise in words and sentences. For example in the word 'banana' the stress is on the second syllable, in the word 'orange' the stress is on the first syllable. In sentences, we usually stress the most important, 'content' words.
 - ♦ **Rhythm** is about how we use a combination of stressed and unstressed words in sentences. Sentences have strong beats (the stressed words) and weak beats (the unstressed words).
 - ♦ **Intonation** is the way the pitch of a speaker's voice goes up or down as they speak. We use intonation to help get our message across.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, duster, writing board, chart, textbook, etc.



INTRODUCTION

5 MINUTES

- To get students' voices warmed up, start by writing the sentence "**I didn't break your blue pen**" on the writing board and ask a few students to read it aloud.
- From there, practice saying the sentence with a distinct stress on a different word each time; see if students can tell which word is being stressed, and how that affects the overall meaning. **Do not write** the following sentence on the board – just say it stressing the bold/ underlined words to vary the meanings:
 - ♦ I didn't break your blue pen. (Not I – somebody else did it)
 - ♦ I didn't break your blue pen. (Not the blue pen – I broke a different one)
 - ♦ I didn't break your blue pen. (Not your blue pen – it belonged to someone else!)
 - ♦ I didn't break your blue pen. (Didn't break it – did something else to it)
- Encouraging students to put some emotion behind the delivery (rather than just saying one word louder than the rest) will get good laughs from the rest of the class and help everyone enjoy learning.

**Activity 1: 10 Minutes**

1. Put the possible meanings on the writing board:
 - ◇ 1 And he did.
 - ◇ 2 Not her!
 - ◇ 3 Not write it down.
 - ◇ 4 Not the word.
 - ◇ 5 Me not you!
2. Put the target sentence on the board: **I wanted him to read the sentence.**
3. Tell students that you will read the sentence in different ways to indicate different meanings. The students should listen and choose the correct meaning.

(Answers):

- ◇ I wanted him to read the sentence. 3 Not write it down.
 - ◇ I wanted him to read the sentence. 4 Not the word.
 - ◇ I wanted him to read the sentence. 5 Me not you!
 - ◇ I wanted him to read the sentence. 1 And he did.
 - ◇ I wanted him to read the sentence. 2 Not her!
4. To provide productive practise, ask students to repeat the activity in speaker / listener pairs.

Activity 2: 10 Minutes

1. Write the poem on the writing board:

Hickory, Dickory, Dock.
Hickory, Dickory, Dock
The mouse ran up the clock.
The clock struck one,
The mouse ran down.
Hickory, Dickory, Dock.
2. Underline the d in dock the cl in clock using a coloured marker. Underline -ock in another colour.
3. Before reading the poem again, ask children to name the words that rhyme (clock and dock)
4. Then ask them to identify ways these two words are alike and different (same -ock ending, different beginnings)
5. Students share the content words with you.
6. Underline all the content words on the chart (nouns, adjectives, main verbs, adverbs).

Hickory, Dickory, Dock
The mouse ran up the clock.
The clock struck one,
The mouse ran down.
Hickory, Dickory, Dock.
7. Read the poem to students.
8. When children read the poem ask them to stop on a full stop (.) and take a deep breath when a comma comes, let them take a short breath.

9. Use of this exercise provides children with effective training of pauses required to be taken in the spoken text which is good for producing effective speech patterns.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by reviewing the key concepts.
2. There are tendencies in the use of sentence stress and intonation and it's useful for students to know these. Quickly share a few with them. For example:
 - ◇ In neutral speech the main stress will normally be on the last part of speech item (verb, noun, adjective or adverb) of an utterance.
 - ◇ Intonation on Wh- questions tends to fall at the end.
 - ◇ Intonation on Yes/No questions tends to rise at the end.
 - ◇ Intonation on echoic Wh- questions tends to rise at the end.
 - ◇ Intonation on suggestions tends to fall at the end.



ASSESSMENT

5 MINUTES

1. Assess students through their responses in different activities and during the concluding activity.
2. Involve the students in solving the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice reading these sentences at home:
 - ◇ I play football
 - ◇ They work nicely.
 - ◇ Ahmed goes to school daily.
2. Tell them to practice reading poems.
3. Ask them to imagine they are going to buy groceries in a market. Tell them to make sentences to list different types of items. For example for food, they can write:
 - ◇ 'I'm going to the market to buy some oranges, some bananas, a pineapple and some apples.'
4. Tell them to identify the stress and intonation pattern in each sentence they write.

SIMPLE QUESTIONS



STUDENT LEARNING OUTCOMES

- Respond to, and ask simple questions starting with 'do' and 'does'.

INFORMATION FOR TEACHERS

- Throughout the year, provide students with ample opportunities to ask and respond to simple questions.
- Encouraging questioning skills – use 'stop and ask' strategy during lessons: e.g., while reading a text, stop and announce it's 'question time' and invite students to ask questions about the text read so far.
- Appreciate students who ask more questions – award them the 'Inquirer Award' on a weekly basis for asking the most questions in the class.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, a list of questions etc.



INTRODUCTION

3 MINUTES

- Ask the following questions from students.
 - Do you speak Pashto?
 - Does Sarah/ Ali recite poems?
 - Do you eat ice cream?
- Now, explain to the students that these questions have short answers like, "Yes, I do" or "No, I don't".



DEVELOPMENT

23 MINUTES

Activity 1: 13 Minutes

- Review the use of verb in 'do' and 'does' questions.

Do/Does	Subject	Verb	The rest of the sentence
Do	I / you / we / they	have / buy / eat / like etc.	omelette for breakfast?
Does	he / she / it		

- Help them notice that 'does' is used with he, she, it or singular subjects.
- Tell them that the simple questions starting with 'do' and 'does' often have short answers.
- Review the following table with the whole class:

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
Do you speak Pashto?	Yes, I do.	No, I don't.
Do I need a dictionary?	Yes, you do.	No, you don't.
Do you both speak Pashto?	Yes, we do.	No, we don't.
Do they speak Hindko?	Yes, they do.	No, they don't.
Does he speak Urdu?	Yes, he does.	No, he doesn't.
Does she speak English?	Yes, she does.	No, she doesn't.
Does it have four legs?	Yes, it does.	No, it doesn't.

Activity 2: 10 Minutes

1. Divide the class in two groups and name them Group A and Group B.
2. Provide the following list of questions to Group A.
 - ◇ Do they play cricket?
 - ◇ Does she read newspaper?
 - ◇ Do we have recess?
 - ◇ Does he eat mangoes?
3. Give them some time to read the questions.
4. Line up both of the group members face to face.
5. Ask the first member of Group A to ask a question from the first member of Group B who has to answer only in Yes or No.
6. Repeat the same activity with next members and keep repeating it with other students of both groups.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by reviewing the key points of the lesson. Remind students that:
 - ◇ 'Does' is used with he, she, it and singular subjects
 - ◇ 'Do' is used with the rest of the subject pronouns and plural subjects
 - ◇ Simple questions starting with 'do' and 'does' often have short answers like: "Yes, I do" or "No, I don't".



ASSESSMENT

5 MINUTES

1. Ask the following questions from students:
 - ◇ Does Saira clean the table?
 - ◇ Do the birds fly high?
 - ◇ Does the cat run fast?
 - ◇ Do they do their homework?
 - ◇ Do you speak English?
 - ◇ Does he help people?
 - ◇ Do the dogs bark?
 - ◇ Does Amar take tea?
2. Take their responses and appreciate them.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to repeat the same practice with siblings at home.
2. Encourage them to participate actively.

QUESTION WORDS



STUDENT LEARNING OUTCOMES

- Illustrate use of question words learnt earlier. Identify and use question words when, how many, and how much, etc.

INFORMATION FOR TEACHERS

1. Question words are used to ask questions.
2. The question word 'what' is used to ask for information about something.
For example: What are the women talking about?
3. The question word 'where' is used to ask for a place.
For example: Where is the nearest gas station?
4. The question word 'which' is used to ask about choice.
For example: Which of these is your kite?
5. The question word 'who' is used to ask about what or which person or people.
For example: Who is knocking at the door?
6. The question word 'whose' is used to ask about ownership.
For Example: Whose gloves are there?
7. The question word 'when' is used to ask about general or specific times.
For example: When do you like to go out? When does the bus leave?
8. The phrase 'how much' is used to ask about quantity of uncountable nouns.
For example: How much petrol we need to travel to Islamabad?
9. The phrase 'how many' is used to ask about quantity of countable nouns.
For example: How many plates are on the table?
10. A question always ends with question mark (?).
11. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, duster, writing board, duster, textbook, etc.



INTRODUCTION

8 MINUTES

1. Start the lesson by writing the following question words: what, who, where, how, which and whose on the writing board.
2. Ask students to make sentences (verbal only) with these words. If someone gives an incorrect sentence, ask another student to correct it.
3. Reinforce that a question always ends with a question mark (?). Write an example on the writing board.

**Activity 1: 10 Minutes**

1. Write the following jumbled sentences on the writing board:
 - ◇ your What name is?
 - ◇ village do Which go you to?
 - ◇ your Who teacher is?
 - ◇ do Where go you the at weekends?
 - ◇ like Why do your you school?
 - ◇ Birthday is When your?
 - ◇ English words you How learn do?
 - ◇ book this Whose is?
2. Give clear instruction to the students to work in pairs, discuss the jumbled sentences, and rearrange them in correct order.
3. Once they have finished, ask them to compare their answers in with another pair.
4. Invite 2 – 3 students to share their answers with the whole class.
5. Appreciate them for their work and review the sentences highlighting the question words. Tell them today they are going to practice using question words.

Activity 2: 10 Minutes

1. Ask the students: what are countable and uncountable nouns?
2. Write an example on the writing board, (How many oranges are in the basket?)
3. Ask them: Can I count the oranges?
Students must reply "yes".
4. Tell the students that when you want to know about quantity of a countable noun you say "how many"?
5. Write an example on the writing board.
(How much sugar is in the pot?)
6. Ask them: Can I count sugar?
Students must reply 'no'.
7. Tell the students that when you want to know about quantity of an uncountable noun you say "how much".
8. Ask for some examples from students about things we can count and which we cannot count.
9. Students should write the rule in the notebooks: "how many" is used for countable nouns and 'how much' is used for uncountable nouns.
10. Review the following information with students:
 - ◇ How often...? (to talk about frequency)
 - ◇ How long...? (to talk about duration)
 - ◇ How much...? (to talk about quantity in uncountable nouns)
 - ◇ How many...? (to talk about quantity in countable nouns)
 - ◇ What kind / What type...?
 - ◇ Which kind / which type...?
11. Go through the following examples:
 - ◇ How often do you play football?
 - ◇ How long does it take you to reach home from school?

- ◇ How much does a pencil cost?
- ◇ How many brothers and sisters do you have?
- ◇ What kind of shoes do you wear?

12. Ask them to practice these questions in pairs.

13. You must move about to monitor student's word and provide help.



CONCLUSION / SUM UP

2 MINUTES

1. Review the lesson by asking the following questions: when do we use how much? When do we use how many?
2. Tell students to be careful of the word order when they make questions. Remember:
 - ◇ Question word
 - ◇ Auxiliary
 - ◇ Subject
 - ◇ Verb
3. For example:

(1)Where (2)do (3)you (4)live?

(1)Why (2)do (3)you (4)want to study English?

(1)Who (2)do (3)you (4)know at this place?

(1)How (2)do (3)you (4)come to school?



ASSESSMENT

3 MINUTES

1. Assess students' ability to use question words learnt earlier though the correct answer given in introduction, Activity 1 and sum up.
2. Assess students' ability to identify and use question words "how much" and "how many" through the correct choices made in Activity 2.
3. Assess students' ability to use question words through written work produced in the follow up.
4. Involve the students' in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to do a role play, with one child role-playing the shopkeeper and the other as the customer. They can have a conversation like this:
 - ◇ Customer: How much are the apples for?
 - ◇ Shopkeeper: How many kilos do you want? They are Rs 40 per kilo.
 - ◇ Customer: And also give me some sugar.
 - ◇ Shopkeeper: How much sugar do you want?
2. Ask students to make sentences with 'how'

SIMPLE FUTURE TENSE



STUDENT LEARNING OUTCOMES

- Use simple future tense for expressing actions in the future.

INFORMATION FOR TEACHERS

- Please read the content and activities related to this topic from the textbook. A brief review of the key concepts within this topic is given below:
 - ♦ **Introduction:** The simple future is a verb tense that is used to talk about things that have not happened yet. For example: This year, the new academic session will begin in August. We use this tense to talk about an action or condition that will begin and end in the future.
 - ♦ **Functions:** It has several functions including '**to predict a future event**', '**to express a spontaneous decision**', '**to express willingness/ unwillingness**', '**to make an offer**', '**to give a suggestion**', '**to give orders**', '**to ask for advice**', and '**to give an invitation**'. But keeping in view the developmental level of Grade-4 students, the selected SLO guides to keep our lessons at a basic level for now. So, this lesson will focus on the simpler function of expressing actions that will occur or happen in future.
 - ♦ **Formula:** In this lesson we will introduce the students to the following two structures for the use of simple future tense:
 - ♦ Formula 1: **will + (root form of verb)**
 - ♦ Example: I will teach this lesson tomorrow.
 - ♦ Formula 2: **(is/ am/ are) + going to + (root form of verb)**
- I am going to prepare resources for this lesson.

Note: In modern English **will** is preferred to **shall**. **Shall** is mainly used with I and we to make an offer or suggestion, or to ask for advice. With the other persons (you, he, she, they) **shall** is only used in literary or poetic situations.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board (whiteboard or blackboard), chalks/ markers, Grade-4 English Textbook



INTRODUCTION

5 MINUTES

- Greet the class warmly. Smile and cheerfully say: "I have a good news for you, which I will share in a few minutes. But before that, help me understand the timeline for that good news".
- Draw a simple timeline on the writing board.
- Now, ask students what day it is today and write that day in the middle of the timeline.

- Next, write some past tense words (yesterday, last week, last year, etc) on the left side of the timeline.
- Then ask students what day it is tomorrow and write that day on the right side of the timeline.
- Elicit some more times in the future (next week, next Tuesday, next year, coming weekend, etc.) and write them on the timeline, too.
- Draw a line under all future times starting from tomorrow till the end of the right side. Write 'FUTURE' under that line.
- Circle a future time (e.g., coming weekend), and say: "Something will happen at this time, but we will discuss it after a few minutes".



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Explain to students that in this lesson they will learn how to talk about events or actions that will happen in the future.
- Now, tell the students that in order to talk about the events or actions happening in future, we simply add 'will' to the root form of verb:

Will + (root form of verb)

- Write some verbs on the board: eat, play, read, write, go, etc.
- Show students how to make the future tense by adding 'will'. For example, 'I will eat.' / 'I will read.' / 'I will write.'
- Next, draw the following table on the writing board:

I		walk
We		talk
You		smile
He	will	laugh
She		read
It		write
They		learn

- Ask students to practice the future tense by adding will with a few more words.
- Ask if anyone has a question about future tense so far.
- Say: "Now I'm going to share another way to talk about future events or actions".
- Write the following on the board:
(is/ am/ are) + going to + (root form of verb)
- Say: "We can use 'going to' with root form of verb to talk about future actions or events. Give a few examples: I'm going to eat an apple after this class. Sidra is going to write a story tomorrow. We are going to do another activity after this."

Activity 2: 10 Minutes

- Say: "Ok, now it's time to talk about the good news I promised at the start of today's class".
- Tell students that it is your best friend's birthday over the weekend and you want to throw him / her a surprise birthday party.
- Say: "You are all invited and I want you to help me plan the best surprise party".
- Say: "Now, let's begin it. Each student must tell me what they will do for the party and tell me using a future tense sentence. For example, "I will bring the cake.", "I will blow up the balloons.", etc. (Write these two examples on the board, too.)

5. Say: "Each student must make a different sentence and cannot repeat what previous students have said".
6. Help those students who are struggling to come up with a sentence.
7. Appreciate students for their responses!



CONCLUSION / SUM UP

3 MINUTES

1. Review the key points of the lesson with the class. Instead of just telling them, elicit it from students.
 - ◇ In order to talk about the events or actions happening in future, we simply add 'will' to the root form of verb:
Will + (root form of verb):
For example, 'I will eat.' / 'I will read.' / I will write.'
 - ◇ We can also use 'going to' with root form of verb to talk about future actions or events.
(is/ am/ are) + going to + (root form of verb)
For example: I'm going to eat an apple after this class.
2. Ask if anyone has a question.



ASSESSMENT

5 MINUTES

1. Ask the students to recall their planning for the weekend birthday party.
2. Choose some students and ask the rest of the class if they can remember what they will do for the party. For example, you might ask "What will Sidra do for the party?" (Students may answer something like "She will sing the birthday song.")



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students about their next religious festival (Muslim students may mention 'Eid-ul-Fitr' or 'Eid-al-Adha', etc, whereas Christian students may mention 'Easter', or 'Christmas', etc. Similarly, Hindu students may mention 'Holi' or 'Deewali', etc).
2. Tell the students to think about their next religious festival and decide what activities they are going to do on this event.
3. Tell them to write at least 5 future tense sentences in their notebooks and show you the next day.
4. Thank students for their active participation in the class.

Tips for Multi-grade Teaching:

This topic can be taught to Grades 4 and 5 combined. Once you have completed the above lesson up to 'Development Activity 2', ask Grade-5 students to write their detailed future plans in the form of paragraphs, whereas you can continue the rest of the lesson with Grade-4.

SIMPLE SENTENCES



STUDENT LEARNING OUTCOMES

- Identify and make simple sentences to show instructions, commands and strong feelings.

INFORMATION FOR TEACHERS

- Instructions tell us how to do something. Commands are orders that someone in authority gives to others.
- Instructions tell the reader how to do something such as cook a recipe, build a model, put furniture together, play a game or get from one place to another.
- The teacher should give commands for the game "Simon says" at the time of introduction only. Ask students to give commands to play a game. Use a mime (act out) to help students understand (For example: open, wave, shake, thumbs up, clap hands, raise right hand, raise left hand, hands up, hands down, jog, salute, swim in place, march in place, run in place, etc.).
- While teaching the lesson the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, charts, textbook.



INTRODUCTION

8 MINUTES

"Simon says"

- Instructions: (Note: If the students have already been introduced to this game in class 3 then start by asking a student to explain the game. Play it for around 3 minutes.
- Ask the students to make a list of instructions /commands of the game on the board and copy them in notebooks as well.
- Inform the students that they will play an interesting game. Then explain the game that if the teacher's instructions are preceded by the phrase 'Simon says...' as in.
- 'Simon says touch your toes' then the students must do it. But if the teacher simply says 'Touch your legs!', then the students must not do it. Any student performing the direct command with no 'Simon says...' is 'out' and must stand aside and cannot participate. The game continues until most students are 'out'.
- Teacher's script for sample: Simon says touch your legs. Simon says touch your arms. Simon says touch your ears. Touch your nose! Simon says open your eyes. Simon says open your hands. Open your mouth! Simon says wave your hands. Simon says shake your hands. Simon says shake your head. Simon says shake your feet. Shake your hands!



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Ask the students to draw a monster on the board on their turn.
2. Start with writing "Instructions for drawing a Monster". Underneath this start instructions, e.g. 1. Draw a big oval head.
3. Call one student to draw a big oval head.
4. After this get the next instruction from any student and also ask him to draw.
5. Call students to give instruction and draw one part of the monster on the board while you write all instructions as they draw.
6. Do this till you get a complete horrible monster on the board with step by step instructions.



Activity 2: 10 Minutes

1. Divide the class into groups of 5. Ask the groups to do the following:
2. Select a topic to write instructions, eg. Making a cup of tea, making a glass of sweet lassi, how to draw or write something, how to wash a motor cycle.
3. Write instructions in order.



CONCLUSION / SUM UP

2 MINUTES

1. Discuss the simple and short commands the teacher can give to the students and the students can give to each other.



ASSESSMENT

3 MINUTES

1. Instructions: Ask the students to first match and then write the complete instructions.

Walk	Your work.
Read	In a line.
Raise your hand	The questions.
Complete	Correct answer.
Circle the	Attention.
Pay	To take turn

2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write all the commands in their notebooks which they made by matching columns.
2. Ask the students to find and share instructions and commands from their English book.
3. Let the students play "Simon says" with new commands for few minutes every week/month.
4. Make the students do role play for giving instructions as cook, teacher etc.
5. Ask the students to draw their own monster with instructions.

قومی ترانہ

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تو نشان عزم عالی شان ارض پاکستان!
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