



# Teacher's Guide

LESSON PLANS

## English-I

First Term



**Sylleabus Division**

1 <sup>st</sup> Term	Unit 1 to 6
2 <sup>nd</sup> Term	Unit 7 to 12

## Unit 1: Periods = 2

### Topic: Revision

#### SLO:

- Students will be able to pronounce and match the initial sound of common words depicted in the pictures with their corresponding letters.

**Resources:** Flip chart of alphabets with pictures. Book. Board. Duster. Marker.

#### Introduction:

- Teacher will sing alphabet song with the students. She will show alphabet flip chart to them and ask the sounds of different letters from the students.
- She will make the students to read page of 1, 2 and 3.
- She will write capital letters on the board and will invite the students randomly to write small letters in front of them. She will also utter the sounds of letters and will do phonics drill with the students.
- She will give turns to all the students to recognize the beginning and ending sound of different pictures given on page 1, 2 & 3.
- She will ask the students to tell more objects starting with the alphabets rather than the given ones in the book.
- She will encourage the students to do “show what you know” page 3.

**Wrap up:** What do you mean by initial sound of alphabets?

**Classwork:** Reading of page of 1, 2, & 3.

**Homework:** Draw and write the names of the things starting with a, d, g, m, w, z.

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## Periods = 1

### Topic: Revision

#### SLO:

- Teacher will be able to identify words that begin with the sound.

**Resources:** Duster. Board. Book. Marker.

**Recap:** Teacher will ask about students' learning from previous lesson. She will ask the initial sounds of different letters such as.

#### Routine:

- Teacher will write few words starting with the same sound on the board. She will ask the students to guess what is similar in these words.

- Students write their responses on the board. Teacher will highlight or underline starting letter.
- She will utter the sound of specific letters.
- Teacher will divide the students in to groups and guide them to write as many words as they can with the same letter.

**Wrap up:** Teacher will ask the initial sounds of different letters.

**Classwork:** Writing of words with the same letter.

**Homework:** Look around your home and write down at least three words starting with each letter.

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**Periods = 1**

## Topic: Revision

### **SLO:**

- Students will be able to arrange list of words in alphabetical order.

### **Resources:**

- Flip chart of letters.
- Board. Marker. Duster Book.

**Recap:** Teacher will recall the main points of the previous lesson. She will ask the initial sound of different letters.

### **Routine:**

- Teacher will tell the students that all the letters from a-z are called alphabets and they are written in a specific order.
- She will show flip chart of alphabets to students.
- She will write few words on the board and underline their initial letter (sound).
- Noun she will call the students to the board to arrange those words according to alphabetical order.
- Teacher will tell the students to keep the starting letter of the word in mind then arrange them.

**Wrap up:** What do you mean by alphabetical order?

**Classwork:** Writing of words in alphabetical order.

**Homework:** Teacher will give list of words to the students in the form of a work sheet and will ask them to arrange those words in alphabetical order.

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**Periods = 2**

## Topic: **Revision**

### **SLO:**

- Students will be able to write small and capital letters in series and random order.

### **Resources:**

- Flip chart of alphabets. (written in order & randomly)
- Board. Marker. Duster. Book.

**Recap:** Teacher will recall main points of the previous lesson and ask the students about alphabetical order.

### **Routine:**

- Teacher will show up charts of alphabets to the students. She will invite the students to compare the both the flip charts.
- She will write alphabets with missing letters on the board and will invite the students to fill in the missing letters.
- She will ask the students about the before letters.
- Which “ “ “ “ “ “ “ “ after g?
- “ “ “ “ “ “ “ “ “ “ “ “ after n?
- “ “ “ “ “ “ “ “ “ “ “ “ after w?
- After oral practice she will ask the students to solve B part of page # 4.
- Next she will write jumbled letters on the board and will ask the students to write them in correct alphabetical order.
- Next she will invite them to do page no. 5.

**Wrap up:** What is alphabetical order?

**Classwork:** Part B of page 4, Part C of page 5

**Homework:** Part A to page 4, Do page no. 6

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## Unit 2: Periods = 2

### Topic: Joy of Sharing

**SLO:**

- Students will be able to recite short poems of nursery rhymes with action.

**Introduction:**

- Teacher will arrange a class party to give the concept of sharing to the students.
- A day before the specific lesson teacher will guide the students to bring some edibles, glass, plate, spoon, on the day of party teacher will display all the edibles in the class without categorizing that this thing belongs to this boy/girl or that thing belongs to that boy/girls.
- Teacher will allow the students to eat the things according to their own choice. After that she will make the kids realize that they shared the things, so get more variety to eat, instead of just only their own.
- Teacher will ask the students to share their experience of being helpful to others.
- She will sing (recite) the poem given on page no. 8 with actions.
- She will now introduce new words on the board and ensure their recognition.
- She will invite students to read the poem.
- She will encourage the students to use correct words with proper accent and pronunciation.
- She will ask students to read the poem with actions.

**Wrap up:** Why sharing is so good and beneficial?

**Classwork:** Discussion & class party and reading

**Homework:** Spelling list of difficult words will be shared for spelling drill.



## Periods = 1

### Topic: Joys of Sharing

**SLO:**

- Identify one syllable words that rhyme.
- Resources: Flash cards of one syllable words, Book, Marker, Duster, Book.

**Recap:**

- Teacher will recall the main points of the previous lesson and will ask the students that how is sharing beneficial?
- Why should we share things with others?

**Routine:**

- Teacher will show some flash cards of one syllable words to the students. She will help them to read the words. The teacher will ask the students to clap their hands while reading these specific words. If you can say the word with one clap it is one syllable word if you need to clap twice while saying that word, than it has two syllables. Basically syllables are the vowels present in a word for example,
- Party, Book, Copy have single syllable.
- While someone, matter has two syllables.
- Teacher will guide the students that all the words that have same ending sound are called rhyming words.
- Teacher will show flash cards to the students and will encourage them to say these rhyming words.
- She will explain page # 8 of book to the students.

**Wrap Up:**

Teacher will call them to board and will ask them to write rhyming words of these words. Share, bear

**Classwork:**

(Part A), page 8 of Book.

**Homework:**

Write down rhyming words of these words in your notebooks.

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**Periods = 1****Topic: Joys of Sharing****SLO:**

- Students will be able to articulate and identify simple rhyming words in text.
- Recognize and write rhyming words from a poem.

**Resources:**

Flash chart of a poem with rhyming words.

**Recap:**

Teacher will recall the previous lesson and will ask the students about the rhyming words. What are rhyming words? Give two examples.

**Routine:**

- Teacher will mounts the flip chart of a Poem on the board. First she herself will do model reading. After that she will ask the students to read the poem individually.
- The students will be invited to the board randomly to highlight the rhyming words in the poem.
- Teacher will ask the students to find the rhyming words from any given text.
- She will invite them to do write a while given on page no. 12.

**Wrap up:**

What are rhyming words.

**Classwork:**

Find out rhyming words from a poem. Page 12 Write a while.

**Homework:** Write down a poem of your choice and highlight the rhyming words in it.

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**Periods = 1**

### Topic: Joys of Sharing

**SLO:**

- Students will be able to provide the missing letter in simple one two syllable words.
- Recognize that as letter of words change so to the sounds.

**Resources:** Flash cards of vowels or hand puppets with vowels.

**Recap:** Teacher will recall the main points of previous lesson. She will ask the students about Rhyming Words. She will ask the students to tell the rhyming words of read, pan and rat.

**Routine:**

- Teacher will sing abc song with the students.
- She will show finger puppets with vowels to the students.
- She will introduce the puppets as Mr. a. Mr. e. Mr. i. Mr. o. Mr. u.
- She will explain that the family of a, e, I, o, u is called vowels.
- She will repeat the vowels with the students.
- Teacher will explain it to students that these five letters of alphabets are the other letters are known to be consonants.
- She will say the sound of vowels and will practice it with the students as well.
- She will explain Thinking Caps on of page + 12 to students.

**Wrap up:** Name five vowels and their sounds.

**Classwork:** Thinking caps on page 12.

**Homework:** Write down at least ten news words with a vowel in notebook.

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**Periods = 1**

### Topic: Joys of Sharing

**SLO:**

- Students will be able to fill in missing information to complete simple sentences.

**Resources:** Book. Board. Marker Duster.

**Recap:** Teacher will recap the main points of the previous lesson. She will ask the students about vowels. What five vowels and their sounds.

**Routine:**

- Teacher will ask the students to introduce themselves to the class by sharing information about their choices likes / dislikes, favourite toys, friends, games etc.
- She will do corrections side by side. She will focus will be on proper sentence construction.
- Teacher will explain page 9 part B to the students. She will make them read the word bank.
- She will explain them meanings of these specific words.

**Wrap up.**

Teacher will assess their understanding of the words given in word bank page # 9.

**Classwork:**

Part B of page 9

**Homework:**

Prepare the given Spelling list for Spelling drill.

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**Periods = 1**

**Topic: Joys of Sharing**

**SLO:**

- Students will be able to arrange a list of words in alphabetical order.

**Resources:**

Book. Board. Duster. Marker. Puzzles of words.

**Recap:**

Teacher will recall the main points of the previous lesson by asking the students about their likes /dislikes.

**Routine:**

- Teacher will write alphabets on the board. Teacher will make the students stand in a queue. She will guide the students to stand according to their name list or she can call to make the students stand in a line.
- Teacher will explain the students that they are standing in an order.
- Teacher will share flash cards of words among the students. (words should start with alphabets a-z).
- Now she will play a Bingo with the students.
- She will say the letter, and the student with the flash card of word starting with that specific letter will stand. Teacher will continue the game until letter z.
- Teacher will write few words on the board.
- She will write their starting letters under them and will explain the students that they have to arrange these words in alphabetical order.
- She will guide them to focus on the starting letter.
- She will reinforce the concept to make it clear to the students.



- She will explain word smart of page # 9 to the students.

**Wrap up:** What do you understand by alphabetical order.

**Classwork:** Word smart (B part) of page 9.

**Homework:** Write down the names of your family members in alphabetical order in your notebook.



## Periods = 1

### Topic: Joys of Sharing

**SLO:**

- Students will be able to Identify "a' or 'an' as articles choose between ‘a’ or ‘an’

**Resources:** Book Duster. Marker. Board. Finger Puppets of vowel

**Recap:** Teacher will recall the main points of previous lesson:  
She will ask the students about alphabetical order that what is it?

**Routine:**

- Teacher will reinforce Vowels. Teacher will reinforce consonants. Teacher will write few words starting with vowels and consonants on the board and will ask the students to identify their starting letter as vowels or consonants.
- Teacher will make it clear to the students that a singular word starting with vowel always has ‘an’ with it. Similarly starting with consonant has ‘a’ with it.

an apple	a book	a cat	a dog	an elephant
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- Teacher will call the students randomly to the board to write ‘a’ or ‘an’ with the words.
- Teacher will reinforce and brainstorm that an will come with the words starting with vowels and ‘a’ will come with the words starting with consonants.
- Teacher will explain page 10 to the students.

**Wrap up:** Where we have to use "" and ‘an’

**Classwork** Page 10

**Homework:** Do Page 11.



**Periods = 2**

## Topic: Joys of Sharing

### SLO:

- Students will be able to Identify naming words.
- Recognize the different categories of some naming words e.g. animals, fruits, vegetables, parts of body, objects in pictures, classroom, at home and in immediate environment.

### Resources:

- Book Board. Duster. Marker List names
- Flash cards of names.

### Recap:

- Teacher will recall the main points of the previous lesson by asking the students about the use of 'a' or 'an'.
- Teacher will ask the students that identify the letters with which we use an.

### Routine:

- Teacher will drop many things from her hand and will recollect them by saying their names loudly.
- She will mention it to students that everything in this world has a name.
- Teacher will send one of the students out of the class and make him/her stand near the windows.
- Teacher will recite the poem.
- Barney Barney what do you see?
- The kid out the window will call a name of one of the student.
- In this way teacher will reinforce the humans' names.
- Teacher will divide the students into sector specific groups and will deliver loose sheets among them. Teacher will ask the students to list up the things that they can see in the classroom. The group which list up more details will win.
- Teacher will practice this game with the names of fruits, vegetables, things at home, parts of body etc.
- Teacher will elicit that the names of everything is called a noun. Naming words are called Nouns.
- Teacher will explain page 13 to students.

**Wrap up:** What are nouns?

**Homework:** Make a list of nouns you can see in your kitchen in your notebook.



**Periods = 2**

## Topic: Joys of Sharing

### SLO:

- Students will be able to Speech bubbles Articulate, recognize and use some formulaic expressions to listen and respond listen and respond to a few commands.
- Identify and fill in speech bubbles with given appropriate cords and formulaic expressions.

### Resources:

Board. Marker. Duster. Book Pictures of characters with speech bubble.

### Recap:

Teacher will recall the main points of the previous lesson. She will ask the students that what nouns are.

### Routine:

- Teacher will draw a speech bubble with a picture on the board and will invite the students to guess what does it means?
- Teacher will guide the students that bubbles elicit what the character is speaking.
- Teacher will show the flip chart to the students.
- She will show how the characters are taking turns to speak and the words or sentences they are speaking are in the speech bubble.
- Teacher will explain page 14 to students and will the game with the students.
- Instructions for play –a- while are given on page 14.
- After fruitful discussion teacher will invite two students to have general discussion.
- Teacher will show the rest of the class that how characters are taking turns to speak.
- She will divide the class into groups and will ask them to draw two characters of their own choice and write ialogue (conversation) in speech bubbles.
- After corrections students' work should be displayed in the classroom.

### Wrap up:

What are speech bubbles? Why do we use speech bubbles?

### Classwork:

Page 14.

### Homework:

Draw two/three characters of your choice. Draw speech bubbles to show their conversation.



## Unit 3: Periods = 2

### Topic: Meet my family

**SLO:**

- Students will be able to use pre-reading strategies to predict a story by looking at picture (s) in the text.

**Resources:** book. Board. Marker. Duster. Pictures of the lesson.

**Introduction:**

- Teacher will ask the students about the number of family members.
- She will ask students to draw their family members on a loose sheet.
- She will give them word bank.

Father	Mother	Brother	Sister	Grandmother	Grandfather
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- She will make the students to read the word bank and recognize the words.
- Further she will ask the students to label the pictures of their family members by taking help from word bank (Pictures drawn by the students)
- Then will invite the students to present their work in front of the class or teacher can arrange gallery walk.
- For the students in the gallery walk teacher will display students work and will ask the other to comment on their class mates work.
- She will guide the students that the remarks or comments should be suggestive.
- She will show pictures of the lesson and invite them to predict meanings of those pictures. (She can scan the pictures and can have the print out of those pictures)
- She will help the students to read the chapter.
- First she will do model reading with correct accent and pronunciation than she will ask the students to use their pre-reading skills and read the chapter.
- She will arrange a role-play in the class. She will select the students to act like the family members of daud.
- Students will say their dialogues after reading from the book.
- Teacher will help the students to underline the difficult words.
- She will provide spelling list to the students for spelling drill.
- (List of difficult words from the lesson).

**Wrap up:** Show what you know from page 17 B part.

**Classwork:** Reading and discussion



**Periods = 2**

## Topic: Meet my Family

**SLO:**

- Students will be able to demonstrate common conventions and dynamics of oral interactions in group to introduce themselves.

**Resources:** Brook. Board. Duster. Marker. Loose sheets.

**Recap:**

Teacher will recall the following questions.

How many family members Daud has?

How many sisters does Daud have?

Who is Sara's brother?

What does his mother da?

How old is Sara?

What does Alina like?

**Routine:**

Teacher will ask the students to introduce their family orally.

She will give them clue box.

Father	Mother	Sister	Brother
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She will guide the students to wait for their turn and listen to others attentively.

After the introduction of family members, teacher will ask the students to introduce themselves by using the following clues and using Personal Pronoun ‘I’

Name	Age	Myself	Class	Qualities
School	Fat/thin	Aim of life	Siblings	Tall/short

After oral demonstration teacher will guide the students to write few lines about themselves.

She will provide the student with spellings.

**Wrap up:** Thinking caps of page 22

**Classwork:** Writing about myself.

**Homework:** Draw your tree on a chart. You can paste the pictures of your family members as well. Label their names and relation to you as well.  
 (Teacher will explain about Family Tree)



**Periods = 1**

## Topic: Meet my Family

### SLO:

- Students will be able to express their learning in writing.

**Resources:** Book. Board. Marker. Duster.

### Routine:

- Teacher will greet students and ask them to tell about their families.
- She will introduce question A of page no. 17 on the board and encourage students to write answers.
- After correction, students will write Q/A in their notebooks.

**Classwork:** Page 17 of book.

**Homework:** Revise class work.

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**Periods = 1**

## Topic: Meet my Family

### SLO:

- Students will be able to know to identify naming words.

### Resources:

Book. Board. Marker. Duster. Family Trees. Flip chart of definition of naming words.  
Recap Teacher will recall the meaning of Family Tree.

### Routine:

- Teacher will display the flip chart with definition of Naming words in the class.
- She will brainstorm Naming words.
- She will recall the students that everyone in this world has a name. All the relations have a name.
- Teacher will explain page 17 and 18 to students.

**Wrap up:** What are nouns?

**Classwork:** Page 18 of book.

**Homework:** Write down names of some relations in your notebooks.

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**Periods = 2**

## Topic: Meet my Family

### SLO:

- Students will be to recognize and use words that point to something “this” and “that”

**Resources:** Book. Board. Duster. Marker. Classroom objects.

### Recap:

Teacher will recall the main points of the previous lesson.  
She will ask the students about nouns. What are nouns?  
Name some relations.

### Routine:

- Teacher will show different objects to the students and will demonstrate the name of that object (singular) by using complete sentence like.
- This is a duster. This is a pencil.
- She will point towards the things (singular) that is far away. She will demonstrate their names in complete sentences too by using a sentence.
- That is a blackboard.
- That is a door.
- She will write this is and that is on the board and draw two sign of pointing finger accordingly.
- She will make it clear to the students that for the thing that is near to use, we use ‘this is’ and for the thing that is on a distance, we use that is.
- She will draw some pictures on the board with the concept of near and far. She will invite the students elicit them by sentences. She will focus on the use of this is and that is. She will explain pat 19 Part A to students and encourage them to solve it individually.

**Wrap up:** Where do we use that is or that is?

**Classwork:** Page 19.

**Homework:** Use the following words in your sentences (use this is or that is to show their place) Apple jug window fan roof.



**Periods = 2**

**Topic: Joys of Sharing**

**SLO:**

- Students will be able to recognize and use substitution words as subjective case. I we, you
- he, she, it and they.

**Resources:**

Board. Book. Duster. Master. Flipchart of a passage with repetition.

**Recap:**

Teacher will recall the use of 'this is' and 'that is' through board practice.

**Routine:**

- Teacher will recall nouns. She will tell them that there are some words which are used in place of a noun and are called pronouns. If we will repeat a name again and again in a sentence or in a piece of writing it will not give a quod impression. So we replace a noun with pronouns.
- She will reinforce the term pronouns.
- She will explain page # 19 .....Language Smart to kids.
- She will write different sentences with names on the board and will invite the students to replace the names with pronouns.
- She will explain page + 22 Write a while to students.
- Before written task she will have verbal practice and board practice.

**Wrap up:**

Which pronoun is used for girl?

“ boy

“ plural?

**Classwork:**

Write a while of page 22.

**Homework:**

Use the following words in your sentences of own.

he, she, it, they, you, I, we.

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