



Teacher's Guide

LESSON PLANS

English-2



SYLLABUS DIVISION

TERM	Unit
FIRST	1 to 4
SECOND	5 to 9

Note

1. Teacher should assign spelling list of the chapter on the day of interdiction.
2. Spelling drill should be practice on daily basis.
3. Similarly teacher should encourage the students to read individually and aloud.
4. She should make it sure that students read the text book in every single lesson.
5. At the end of this term students should be able to read the text for meaningful understanding through skim and scan strategy.
6. Teacher should display the group or pair works in the class.

Unit 1: Periods = 2

Topic: My Pets

SLO: Students will be able to:

- At the end of this lesson students will be able to brainstorm to gather ideas for various activities tasks.

Resources:

- Pets\stuffed toys.
- Loose book sheets.

Main activity:

- Before introduction of the topic teacher will inform the students to bring their pets or stuffed toys to school.
- Students will show and tell about their pets.
- They will tell about their habits, the food they like the most and about the way they look after them.
- Teacher will distribute loose sheets among the students and will ask them to sketch the picture of their pet or stuffed toy.

Routine:

- Further she will encourage the students to write few lines about their pets or stuffed toys.
- She will give them word bank to enhance their vocabulary. She will write word bank on the board.

name	age	food	take	care	play
------	-----	------	------	------	------

She will emphasis on the use of ‘it’ for a pet.

Wrap up:

- She will encourage the students to imagine a pet and describe that how a pet can be useful for them.



Periods = 3**Topic: My Pets****SLO:**

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

Resources: Book, Picture of Pets, Marker.

Recap:

- Teacher will reinforce previous lesson. She will ask the student to share their views about that is it easy to keep a pet at home?

Routine:

Teacher will show the students a big picture of pets. (it is optional, if the picture is not available, then she can use the pictures given on page # 1,2,3). She will encourage the students to speak about the picture what they can see in the picture. Students will be encouraged to use simple sentences like this is, these are.

Teacher will do correction of students side by side. Then she will write the following words on the board and will help the students to read them aloud.

“Mirror monkey kitchen swimming sink icebox sitting garden bathroom polar bear.”

After reading these difficult words, she will do model reading of page # 1 for the students. She will focus on the proper accent, pronunciation and intonation.

After model reading she will ask the students to read aloud after her. By following the skin and scan strategy she will ask the students to read first 3 stanzas of page # 2.

After group reading, individual reading by all the students will be done. Teacher will help the students to underline the difficult words.

Same strategy will be followed next day. Teacher will help the students to read next 3 stanzas.

On third day teacher will introduce Pair Reading to the students. She will make pairs of students (by keeping mix ability in her mind). She will instruct the students to read the next three stanzas to their pair.

Wrap up:

- Wrap up will be same for every lesson. Teacher will write difficult words on the board and will ask the students to read them.



Periods = 2

Topic: My Pets

SLO:

- Students will be able to locate specific factual information to answer simple short questions in a word or two.

Resources: Book, Marker, Duster

Recap:

- Teacher will recall the main points of the previous lesson. She will ask the students to list up the animals, they have read in the book. Reading (individual) and spelling drill will be done.

Routine:

Teacher will write a question (related to the text) on the white board. She will call the students to the board randomly. She will encourage them to write the answer in one or two words (page # 4 Q+B).

Teacher will read all the Qs and will explain the meanings of difficult words. She will call the students randomly to the board to write the answers (if the students are not very good in spellings, then she can give them word bank).

When all the five questions will be done, then teacher will ask the students to write them on their notebooks.

Teacher will guide them about the pattern of work. She will guide them to write a question on a separate line and an answer on separate line.

Wrap up: Teacher will ask the following Qs from the students.

Q.1 What was the colour of the baboon?

Q.2 How many total animals are there in the poem?

Homework: Learn the Q/A for test.



Periods = 1

Topic: My Pets

SLO:

- Students will be able to articulate and use simple rhyming words in writing.

Resources: Flash cards of Rhyming words or string of Rhyming words.

Recap:

- Teacher will ask the students to read the poem randomly with proper accent and pronunciation with intonation.

Routine:

Teacher will show flash cards of rhyming words to the students and will ask them to read. After reading she will ask the students about the similarities among those words. She will make it clear to the students that the words with same ending sounds are called rhyming words. Poems are written on rhyming scheme.

Teacher will divide the class into groups. Each group will be assigned a word and will be asked to write its rhyming words as much as they can.

Teacher will help the students to write rhyming words on page # 4 individually.

Wrap up: What are Rhyming Words?

Homework:

- Make rhyming words with the following words. Write and draw them in H.W copy. Start cat sitting, bear swan.



Periods = 1







Topic: My Pets

SLO:

- Students will be able to identify and change the number of simple naming words by adding or removing “s” and “es”

Resources:

Flip chart of objects

Singular	Plural
	
	
	

Flash cards, Manipulatives

Recap:

- Teacher will ask the students to use their prior knowledge to answer the question that what is a noun?

Routine:

Teacher will show different objects (sorting into singular and plural). Teacher will hold a single object in her one hand and two things in the other hand. She will name the single object as a singular and pair or more objects as plural.

Teacher will ask the students to touch their body part which is singular. Teacher will make it clear to the students that one thing is called singular noun, two or more than two things are called plural nouns.

We use ‘S’ with singular noun to make them plural. She will display the flip chart of singular/plural on the board and invite them to write their names under the objects. Teacher will make it clear to students that we use ‘s’ to change the singular into plural.

Teacher will explain Language smart of page # 5.

Wrap up: Teacher will take the students to the ground and will ask them to name singular/plural objects.

Classwork: Page # 5 Q # language smart will be done.

Homework: Teacher will assign a work sheet of singular/plural

Ex. Add 's' or 'e' to change these singular into plural, also draw then?

Banana		Mango	
Apple		Cat	
Bear		Pet	
Fan			



Periods = 1

Topic: My Pets

SLO:

- Students will be able to construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.

Resources: Flash cards of words, Marker, Duster, Book, Blackboard.

Recap:

- Teacher will ask the students about their pets or stuffed toys. Reading and spelling drill will be done.

Routine:

Teacher will invite the students randomly to speak about the name, size, colour and habits of their pets. Teacher will display (or write) flash cards on the board e.g.

My	Is	This	•	Pet
----	----	------	---	-----

She will invite the students to arrange these words in a sentence. She will practice it with whole class. Teacher will make it clear to the students that sentence always start with a capital letter and ends on a full stop.

Teacher will encourage the students to construct simple sentences by themselves. She will give them words bank. Oral drill will be done before the written task.

Wrap up: Teacher will ask the students. Where do we use a full stop? Where do we use a capital letter?

Classwork:

- Make sentences with the following words.
- Cupboard, pet, water, kitchen, rabbit.

Homework: Practice of sentences will be assigned.



Periods = 1

Topic: My Pets

SLO: Students will be able to identify “a” or “an” as articles.

Resources: Vowel chart or puppets (Finger Puppets) Board, Marker, Duster, Book.

Recap: Teacher will sing the alphabet song with the students.

Routine:

To check their prior knowledge, teacher will ask the students about vowels.

She will put finger puppets with vowels (a,e,i,o,u) written on them and will introduce them to students.

Then she will write alphabets a-z on the board and will invite the students to circle the vowels. She will tell the students that rather than these five vowels, rest of the other letters are called consonants. She will write two sentences on the board. One sentence will have a subject or object starting with (letter) vowel and other with consonants. She will emphasis that we use ‘a’ with consonants and ‘an’ with vowels.

She will practice with different words by writing them on the board.

After board practice and feedback collection from each single student, she will encourage the students to solve page # ‘5’ part ‘B’ individually. Teacher will do corrections.

Wrap up: How many vowels are there?

Homework: Practice work sheet.

Teacher can use two periods for revision and one period for the written test.



Unit 2: Periods = 2

Topic: My Trees Have no Leaves

SLO:

- Students will be able to brainstorm to gather ideas for various activities/tasks. Use appropriate body language for different communicative functions.

Resources: Seeds, water can, show.

Recap:

Teacher will tell a story of My Trees have a no leaves to the students. She will take the students out of the class and will ask them about the weather.

Routine:

She will show different stages of plant from the ground. Teacher will sow some seeds in front of the students and will plan to visit the place on daily basis to observe the growth of the plant. She will guide the students to plant a tree at home and observe its growth levels.

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Periods = 1

Topic: My Trees Have no Leaves

SLO:

- Students will be able to read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Use pre-reading strategies to predict story by looking at picture (s) in the text.

Resources: Book, Board, Marker, Duster, Picture of the story (Teacher can scan the pictures and can take the print outs)

Recap: Teacher will ask the students about the important of plants.

Routine:

Teacher will show pictures to students and will ask them to describe the pictures in simple sentences.

She will do model reading of the lesson for the students. She will write difficult words on the board and will ask the students to read aloud for at least three times.

She will ask the students to read randomly. Side by side she will explain the meanings of difficult words.

While reading teacher will ask relevant questions as well like?

- How many seasons are there?
- Why did mother call sherry?
- Do you think cleaning is fun?
- Why cleaning is very important?

Teacher will focus on the accent, pronunciation and intonation. After reading the complete lesson once, teacher will make pairs of students and ask them to do pair reading. While making pairs, teacher will keep the mix ability of students in her mind. She will invite them to complete page no. 16 in pairs.

Wrap up: Teacher will ask the students to read difficult words from the board.

Homework: Teacher will share spelling list with the students for whole week.



Periods = 2

Topic: My Trees Have no Leaves

SLO:

- Students will be able to write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.

Resources: Ground (garden or flower pot) to plant a tree seed, water can showed, Board, Marker, Duster, Book.

Recap: Teacher will recall the names of seasons with the kids.

Routine:

Teacher will take the students out of the class. She will show them the procedure of planting a tree. She will repeat the procedure loudly. She will use time are sequence vocabulary while planting a seed. She will introduce the required material as well.

After planting the seed teacher will divide the students into mix abilities groups in the classroom.

She will deliver loose sheets among the students. She will give different topic to different group to write about for example, Importance of Plants and Procedure of planting a tree.

Weathers

Is deeming a fun?

(Teacher can select a single topic as well)

Teacher will give free hand to write to check their prior knowledge. Then she will move to every single table and will do their corrections.

After completing their work students will present it in front of their class.

Wrap up: Teacher will ask the students that which pronoun they have to use for non-living things.

Classwork: Creative writing.

Homework: Write down few lines about your favourite season or page # 22 can be assigned as H.W.

Periods = 1

Topic: My Trees Have no Leaves

SLO:

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

Resources: Flip chart of a poem with missing words (some famous poems should be selected)

Recap: Teacher will ask the importance of plants to recall the main points of the previous lesson.

Routine:

Teacher will recite any poem of immediate interest. She will paste the flip chart on the board and will invite the students randomly to complete the poem by filling the missing gaps.

Teacher will recite the poem My Trees have no leaves with proper intonation, accent and pronunciation. She should recite it very clearly and loudly that every single students that every single students could respond to her voice. She should repeat it for 3-4 times.

After that she will encourage the students to complete the given information (page # 21). (Teacher might have to repeat the poem again for students' connivance). Teacher will be remote during the work to check it.

Wrap up: Any other poem or short story could be used for reinforcement.

Classwork: Page # 21

Homework: Page # 17

Periods = 2

Topic: My Trees Have no Leaves

SLO:

- Students will be able to Identify and change the number of simple naming word by adding or removing ‘s’ and ‘es’;

Resources:

Objects [class belongings] pictures of animals whose plural spellings are different from singular spellings

Recap:

Teacher will recall the main points of previous lesson and will ask the students about nouns, what are nouns

Routine:

Teacher will brainstorm the terms singular/plural. She will elicit that the singular means one or single more than one object is plural. She will recall the rule of adding ‘s’ or ‘es’ with the words to make them plural.

For example:

Pen	Pens	Shoe	Shoes	Fan	Fans
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Now she will introduce the next rule of changing singular into plural by adding ‘ves’.

Teacher will make it clear through examples.

Thief + ves = thieves
 in place of ‘f’ ves will be added.

Similarly

Calf + ves = calves,

Teacher will practice more words with the students. She will jumble up the words, which read s, es or ves. She will invite the students to change the singular words into plural by adding s, es or ves after writing few words on the board.

Wrap Up:

What is the term singular / plural used for?

Classwork:

Page 18 (B part)

Homework:

Spelling list to be prepared for spelling drill.



Periods = 2

Topic: My Trees Have no Leaves

SLO:

- Students will be able to identify and match some pairs of describing words showing quality, size and colour.

Resources: White chart, Manipulatives, Board, Marker, Duster, Book.

Recap: Teacher will recall the main points of previous lesson “Listening Comprehension. She will discuss about listening a poem and fill in the gaps activity.

Routine:

Teacher will call a student to the front and will ask the rest of the class to describe the personality of that particular student.

She will write the describing words on the board. She will repeat the process by using any other object from the class.

She will make it clear to the students that all the words that describe something, tell us about the colour, size, shape, qualities (good or bad) are called adjectives. Teacher will write the definition on the board and will encourage the students to write it many times.

After the concept clarity teacher will rotate a white chart in the class and will ask the students to add an adjective in the list. She can reuse this flip chart in further lessons. She will explain adjectives in the form of opposites as well like as:

Hot	Cold	Big	Small
------------	-------------	------------	--------------

After brainstorming, teacher will explain page # 19 (A) to students. She will encourage the students to do this part in pairs in order to enhance their vocabulary.

She will encourage the students for better vocabulary.

Wrap up: Teacher will brainstorm the term adjectives.

Classwork: Page # 19 (A part), Page # 20 + 21

Homework: Page # 19 (B part)



Periods = 2

Topic: My Trees Have no Leaves

SLO:

- Students will be able to recognize and classify into different categories of some naming words and simple action words from pictures and immediate surroundings.

Resources: Everyday objects, Board, Marker, Duster, Book.

Recap: Teacher will recall the previous lesson by asking the students about Adjectives.

Routine:

Teacher will intentionally throw few objects on the floor and will call a student by name to collect them. Without describing anything she will call the names of all the students present in the class loudly. She will call the names of the class belongings.

Then she will make it clear to the students that everything has a name, every person, place or object has a specific name. We sort the things according to their names.

In Grammatical terminology these names are called Nouns. Naming words are called nouns. Teacher will make the students play name, thing, place and animal on the board.

She will write a letter on the board and will ask the students to think of a name, place, thing and animal starting with that specific letter.

She will explain page # 18(A) to the students.

Secondly she will introduce some doing or action words to students. She will show some flash cards of action words written on them to the students and will ask them to perform those actions.

After the concept clarity teacher will explain page # 23 to students.

Wrap up: What are nouns?

Classwork: Page # 18 (Part A), Page # 23

Homework: List up some nouns.



Periods = 1

Topic: My Trees Have no Leaves

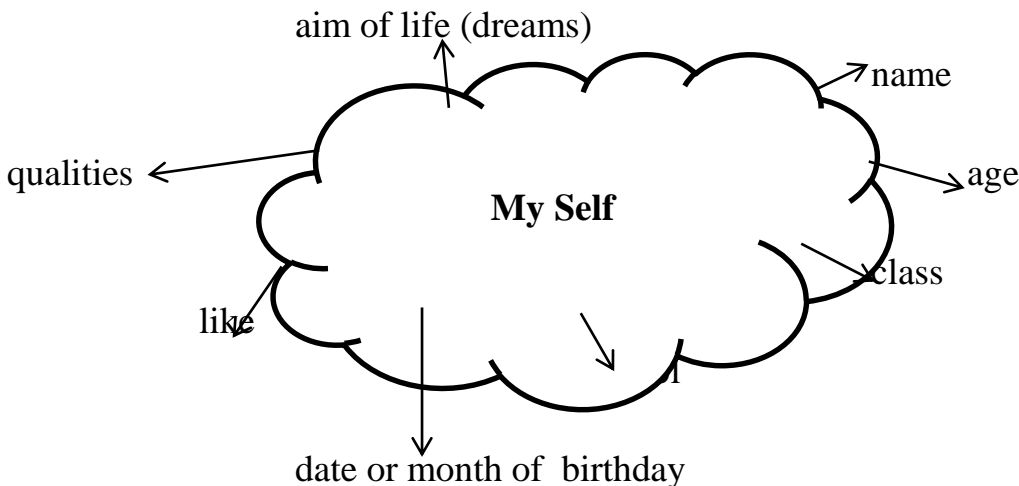
SLO: Introduce self

Resources: Calendar, Loose sheet, Board, Marker, Duster, Book.

Recap: Teacher will recall the term singular/plural.

Routine: Teacher will show a calendar to the students and will ask them its name and usage.

She will ask the students about their Birthday Month and will show them to identify the specific month on calendar. She will encourage the students to speak up with clarity and for specific reasons. She will introduce topic for creative writing “Myself.” She will encourage the students to use more describing words while describing themselves. She will a web on the board; aim of life /dreams.



She will invite different students to the board to describe themselves.

She will encourage the use of pronoun ‘I’. She will distribute loose sheets among students and will ask them to write a short paragraph about “Myself” Teacher will do corrections side by side. She will encourage the students to draw their pictures as well.

Wrap up: How to point out specific information in a calendar.

Classwork: Write a short paragraph about “Myself”

Homework:

- Use at least five adjectives and introduce your friends.
- She will invite students to do talk a while of page no. 24.

NOTE: Use Next Periods To Have Revision And Test.



Unit 3: Periods = 2

Topic: My Wild

My Wild Wolf and the Pet Dog

SLO: Students will be able to:

- Brainstorm to gather ideas for various activities/tasks. Use pictures or rebus in texts to
- increase understanding.

Resources: Book, Board, Duster, Marker, Pictures of story (Teacher can scan the pictures and can take out the prints).

Recap: Teacher will recall the main points of the previous lesson and will encourage the students to describe the personality of their favourite teacher orally.

Routine:

Spelling list will be delivered. Teacher will show picture story to the students and will ask them to create the story of their own in groups.

She will divide class into sector specific groups and group leaders will be announced.

Students will be given at least ten minutes to discuss and create a story by looking at the pictures. After 10m group leaders will tell that story to the whole class. Teacher will appreciate their efforts and will also do their corrections side by side.

As a reward teacher will tell the students a story “The Wild Wolf and the Pet Dog.” She will emphasis on the importance of freedom. She will gather views of kids about the freedom and its importance.

Teacher will introduce the terms “Fable” to the students. That a story in which animals can speak like human beings is called “Fable”.

She will encourage the students to have a role play of the story. She will help the students to read the story.

Wrap Up: Teacher will ask the students:

- How would you feel if you are closed in a room alone?
- Do you know what freedom is?

Classwork: Story Telling.

- Introduction of the topic.
- Distribution of spelling list.

Homework: Prepare attached, spelling list for spelling drill.

Periods = 2

Topic: My Wild Wolf and the Pet Dog

SLO: Students will be able to:

- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Use pre-reading strategies to predict story by looking at picture(s) in the text.

Resources: Book, Duster, Marker, Book.

Recap: Teacher will encourage the students to tell story in their own words. She will ask their understanding about “Fable.”

Routine:

Teacher will do model reading of the first paragraph with proper accent, pronunciation. She will list up difficult words on the board and will ask the students to read them with accuracy.

She will encourage the students to read aloud with proper accent and pronunciation.

She will encourage the students to read in form of dialogues. Each student should get a chance to read.

Wrap Up: Teacher will help the students to create another ending of the story.

Classwork:

- Reading of the story.
- Exercises

Homework: Prepare spelling list.

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Periods = 2

Topic: My Wild Wolf and the Pet Dog

SLO: Students will be able to:

- Locate specific factual information to answer simple short questions in a word or two. Comprehend and respond to simple wh-questions.

Recap:

- Teacher will recall the main points of the story in a sequence. She will encourage the students to elicit the event of the story in a sequence.

Routine:

Teacher will give turns to students to read the story. She will ask small questions after the completion of each paragraph.

When the story will end, she will help the students to find out the answers of the questions given at page # 28. She will encourage the students to write down the answers in one word or two with accurate spellings. She will do corrections side by side.

Wrap Up:

- Who looked after the dog?
- Who brushed the dog's coat?
- Do free animals wear collar?

Classwork: Page # 28

Homework: Answer these questions after reading the story in your notebooks.

Q1. Why was wolf's mouth watered?

Q2. Why the wolf turned and trotted back over the green hill?

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Periods = 1

Topic: My Wild Wolf and the Pet Dog

SLO: Students will be able to:

- Respond orally and in writing, in a sentence, their likes dislikes about the story/character.

Resources: Pictures of main characters. Board, Marker, Duster, Book, Loose sheets.

Recap:

- Teacher will recall some questions related to the taught story.
- Why was wolf's mouth watered?
- Who cleaned dog's coat?

Routine:

Teacher will ask the students to do pair reading. After reading the story teacher will ask the students about their favourite character from the story. She will ask about the reason as well.

Teacher will make pairs of students by keeping mix abilities of students. She will distribute loose sheets among the students. She will guide the students to draw their favourite character and write at least 2-3 sentences about it.

Teacher will do corrections in their work and will display it in the class.

Wrap Up: Why don't you like any character from the story?

Classwork: Writing likes about a characters of the story +page# 27(A)

Homework: Write down few lines about the character which you don't like in the story. Write down the reasons.



Periods = 2

Topic: My Wild Wolf and the Pet Dog

SLO: Students will be able to:

- Recognize and use substitution words as objective case: me, us, you, him, her, them, it. Recognize and use that some words subtitle particular and general naming words. (Personal pronouns)

Resources: Flash cards of Pronouns, Flip chart of a story or the story on page # 31 can be used. Board, Mar

ker, Duster, Book.

Recap: Teacher will have a spelling Drill in the class. She will take oral test of spellings.

Routine:

Teacher will show a flip chart of story to the students. (Story must be written with nouns.

In place of pronouns only nouns must be used)

She will invite the students to find out the mistake of writing in the story. (If students would be able to find out the missing pronouns than well & good otherwise teacher has to highly ght it. Teacher will mention that while speaking or writing we can't use names again and again.

In place of names we use pronouns to make out piece of writing more convenient to understand.

She will show flash cards of Personal Pronouns to the students. She will make it clear to the students that these are seven Personal Pronouns. She will help the students to say them aloud. After that she will show a chart of pronouns from page # 32 to students.

She will clear the meaning of Possessive Pronouns by giving them the examples of their personal belongings. (This concept is hard to teach to students. Teacher has to repeat it again and again until or unless the students are able to use Personal and Possessive Pronouns).

She can make pairs of students and can give them flash cards of pronouns. (Personal & Possessive) and can have a walk. Students will say the pronouns loudly along with their personal and possessive pronoun.

Teacher will help the students to solve page # 32 individually.

Wrap Up:

- Teacher will brainstorm the Pronouns, Personal Pronouns and Possessive Pronouns + their usage.

Classwork: Page # 32 of book.

Periods = 1

Topic: My Wild Wolf and the Pet Dog

SLO: Students will be able to:

- Identify words that end with the same sound.

Resources: Book, Puzzle, Board, Marker, Duster.

Recap: Teacher will discuss about the Pronouns and their importance.

Routine:

Teacher will guide the students that all the words that have same ending sound are called Rhyming words. Teacher will encourage the students to find out Rhyming words from the story. She will write those words on the board. She will distribute puzzles of letters among the pairs and will guide them to make rhyming words from that puzzle.

Teacher can make the puzzle by herself by cutting small square pieces of chart paper and by writing alphabets on them. Students will arrange the puzzle by making rhyming words. Teacher will explain page # 33 part (A) to the students.

Wrap Up: Ask students what are rhyming words?

Classwork: Page # 33 (Part A)

Homework: Write down few rhyming words from the story in your notebooks.

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Periods = 2**Topic: My Wild Wolf and the Pet Dog**

SLO: Students will be able to:

- Complete the story with given words.

Resources: List of words. Board, Marker, Duster, Book.

Recap: Teacher will reinforce the previous lesson by asking about the students' understanding of Rhyming words.

Routine:

Teacher will encourage the students to tell the story in their own words. She will write the main events on the board. She will ask what if the wolf would also become a pet.

She will encourage the student to change the ending of the story. She will help the students by giving them vocabulary words in form of word bank.

She will divide the class into mixed ability groups. She will distribute loose sheets among the students and will guide them to change the ending of the story.

She will visit the groups remotely to help them in construction of sentences. She will encourage them to use the word bank as well. (Teacher will select the words according to class ability level)

After the completion of work, teacher will ask the group leaders to read the ending of the story to the class. She will display students work in the class.

Wrap Up:

- Discussion will be held about the best ending of a story. Teacher will make it clear to the students that best end is that which have some lessons to be learnt.

Classwork: Writing of ending of a story with the help of given words.

Homework: Do Q 3 b of page # 33 (write-a-while).

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Periods = 1**Topic: My Wild Wolf and the Pet Dog**

SLO: Students will be able to:

- Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.

Resources: Book, Duster, Marker, Board.

Recap:

- Teacher will recall the main points of the previous lesson by recalling the different endings of the story written by the students.

Routine:

Teacher will ask the students to read the story in the form of dialogues. One student will act like a wild animal (wolf) and one will act like a pet (dog). They will demonstrate their lines in the form of dialogues. Teacher will explain page # 34 to the students. She will encourage them to complete the conversation between two girls.

Teacher will draw word cloud or speech bubble on the board and will tell the students its name. Teacher will tell the students that we use speech bubbles to show the conversation and the specific words or sentences speak by the character.

Teacher will invite two students to deliver dialogues of the Wolf and the Dog (read from the book). Teacher will draw speech bubbles on the board and will write the dialogues in them.

She will help the students to complete page # 34 .

Wrap Up: What is a speech Bubble? Why do we use a speech bubble.

Classwork: Page # 34

Homework: Draw two characters of your choice. Write a dialogue between both of them about a Birthday Party.

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Periods = 2

Topic: My Wild Wolf and the Pet Dog

SLO: Students will be able to:

- Identify the names of different animals and their babies
- Identify and classify gender of naming words from immediate environment (masculine/feminine)

Resources: Comic strips of Male and Female Genders, Flash cards of Male & Female.

Recap: Teacher will recall the main points of the previous lesson. She will ask the students about speech bubbles. What they are, how they are used? Spelling Drill with be done.

Routine:

Teacher will ask students to name different animals and their babies.

She will help students to complete word smart. She will call a boy and a girl. She will give them flash cards of Male & Female. She will ask the students about the tags. What they can understand from these? Why the tag of Male is given to the boy and why the Female tag is given to the boy? Students will share their understanding.

Teacher will introduce to the kids that some nouns refer only to males and some nouns refer to females. Males mean (boy/man) Females means (girl/woman). Teacher will explain page # 30 to the students.

She will guide the students to complete the page. Teacher will help the students with spellings.

Wrap Up: She will ask students what does male and female mean?

Classwork: Page # 30

Homework: Make a list of some male & female nouns on your notebooks.



NOTE: The Teacher Can Use Next Periods To Have Revision And Test.

Unit 4: Periods = 1

Topic: Road Safety

SLO: Students will be able to:

- Brainstorm to gather ideas for various activities/tasks.

Resources: Toys mean of transport, traffic signs.

Introduction:

Teacher will introduce a new lesson Road Safety to the students. She will inform the students that Road Safety means to protect everyone from road accidents by using road safety rules. It is important to know the traffic signs used on the roads. Teacher will celebrate Traffic Day in the class.

Teacher will demonstrate a road with card paper and will put some toy verticals on the road. She will display traffic signs. She will demonstrate different situation to show traffic rules.

Wrap Up: She will ask students to talk about Importance of Safety Rules.

Classwork: Teacher will deliver spelling list to the students.

Homework: Prepare the given list for spelling Drill.

.....

Periods = 1

Topic: Road Safety

SLO: Students will be able to:

- Comprehend simple stories and poems read aloud in class.

Resources: Book, Board, Duster, Marker.

Recap: Teacher will recall the main points of previous lesson. She will ask the students about what does Road Safety mean? Spelling Drill of difficult words will be done.

Routine: Teacher will read the poem with proper intonation. She will explain the poem to the students. She will make the students to read the poem aloud and share their understanding as well.

Wrap Up:**By asking questions:**

- On which side of the road we should walk?
- What is the correct way to cross the road?

Classwork: Reading + Spelling Drill.

Homework: Write down at least two Traffic Rules in your notebook.

.....

Periods = 2**Topic: Road Safety**

SLO: Students will be able to:

- Interact with the text and use reading strategies to follow instructions, school and public notices or signs with visuals.

Resources: Road signs, Board, Marker, Duster, Book

Recap: Teacher will recall the main points of the previous lesson. She will ask the students about any two traffic rules which should be followed strictly.

Routine:

Teacher will guide the students that rules are very important and beneficial to be followed.

Teacher will ask the students to list up the rules that should be followed in the class to maintain discipline in group. After corrections, teacher will display their work on the board. Teacher will take the students out of the class to take a round of the school to find, identify and understand different signs and notices displayed in school.

Teacher will explain the traffic signs given on page # 37. Teacher will help the students to write about the road signs given on page # 38.

Wrap Up:

- Teacher will draw few signs on the board and will ask the students about their meanings.

Classwork: Page # 38

Homework: Draw at least 5 road signs on a loose sheet and write below each signs.

.....

Periods = 1

Topic: Road Safety

SLO: Students will be able to:

- Articulate, recognize and write simple rhyming words in writing.

Resources: Book, Board, Duster, Marker.

Recap: Teacher will ask the students about the traffic signs. She will invite the students to draw few signs on the board and write their meanings beneath them. Spelling drill will be done.

Routine:

Teacher will ask the students to recall the meaning of Rhyming words. Teacher will ask the students to find out some rhyming words from the poem. She will help the students to do A part of page # 37.

After completing the book page teacher will sing a poem for the kids.

Red light, red light
 What do you say?
 I say stop and stop right away
 Yellow light, yellow light
 What do you say?
 I say start and start right away
 Yellow light, yellow light
 What do you say?
 I say go and go right away

Wrap Up: State the rhyming words of while, food, bent.

Classwork: Page # 37

Homework: Write down rhyming words of the following words in your notebook.

Pin	Pour	Toy	Side
-----	------	-----	------



Periods = 1

Topic: Road Safety

SLO: Students will be able to:

- Spell and write simple two/three syllable words with correct spelling.

Resources: Book, Board, Duster, Marker.

Recap: Teacher will ask the students about the rhyming words, what they are?

Routine:

Teacher will have a spelling drill of some difficult words.

She will teach the easiest way of learning spelling to the students by teaching them about syllable.

Syllable means to divide the words into parts. The most easiest way to find the syllables of a word is to clap your hands while saying the word.

Teacher will practice page # 39 part B with the students.

Wrap Up: What are syllables?

Classwork: B part of page # 39

Homework: Write down the syllables of the following words in your notebooks.

Spring	Discover	Digit	Solve	Elephant
Vegetable	Excited	Car	Grass	Ugly

Periods = 1

Topic: Road Safety

SLO: Students will be able to:

- Recognize identify and use a few words showing position e.g to/from, up/down, here/there (preposition of location), a few words showing position e.g. in, on, to, with. Demonstrate common conventions and dynamics of oral interactions in group to take turns.

Resources: Book, Board, Duster, Marker, Picture of a road scene.

Recap: Teacher will recall the term syllables.

Routine:

Teacher will point to different objects and will ask about their positions. Teacher will make it clear to the students that prepositions tell us the position or place of something or someone. They are also called position words. Teacher will show a picture of a road scene and will ask the students about the position or place of different vehicles, buildings and other objects.

While asking about the position or place of an object teacher will guide the students to take turns while speaking and exchanging ideas.

Teacher will explain page # 39 to the students. She will guide them to look at the picture carefully and identify where the different objects are where are different things placed?

Teacher will show the picture of page # 40 to the students and will guide them to fill in the blanks with suitable prepositions.

Wrap Up: What are prepositions?

Classwork: Part B of page # 40.

Homework: Part A of page # 40, Page no. 41

.....

Periods = 2

Topic: Road Safety

SLO: Students will be able to:

- Recognize identify and use a few words showing position e.g to/from, up/down, here/there (preposition of location), a few words showing position e.g. in, on, to, with.
- Enjoy the tongue twister.

Resources: Book, Board, Duster, Marker, Picture of a road scene.

Recap: Teacher will recall the term prepositions.

Routine:

- Teacher will point to different objects and will ask about their positions. Teacher will make it clear to the students that prepositions tell us the position or place of something or someone. They are also called position words.
- Teacher will explain page # 42 to the students. She will guide them to look at the pictures carefully and identify where the different objects are where are different things placed?
- Teacher will guide them to answer the questions.

- Teacher will introduce the tongue twister given on page no. 43.

Wrap Up: What are prepositions?

Classwork: Page # 42.

Homework: Page no. 44.

NOTE: The Teacher Will Use Next Periods To Have Revision, Test
And Completing The Project Work.

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Unit 5: Periods = 1

Topic: When Birbal First met Akbar

SLO: Students will be able to:

- Use pre-reading strategies to predict story by looking at picture(s) in the text.

Resources: Picture(s) of the story, Marker, Duster, Board, Book.

Introduction:

Teacher will show picture of the story and will ask the students to predict the story from the pictures.

She will tell the story when Birbal first met Akbar to the students. She will introduce the main characters of the story to the students. She will do model reading of the lesson.

She will share spelling list with the students (difficult words from the lesson). She will write difficult words of the lesson on the board and will ask the students to read them with proficiency of accent and pronunciation.

Teacher will ask the students randomly to read the story. Teacher will encourage the students to read the story in pairs.

Teacher will focus on the pronunciation and accent of the students.

Wrap Up: Name the main characters of the story.

Classwork: Reading through different strategies.

Homework: Prepare the given spelling list for spelling drill.

.....

Periods = 2

Topic: **When Birbal first met Akbar**

SLO: Students will be able to:

- Interact with the text and use reading strategies to locate specific factual information to answer simple short questions in a word or two.

Resources: Book, Board, Duster, Marker.

Recap: Teacher will recall the main points of the previous lesson. She will ask the students about the main characters of the story.

Routine:

Teacher will ask the students to tell the main events of the story in sequence. Teacher will write the main points on the board. She will ask questions related to the story to brainstorm the main events, characters of the story.

Who was Akbar?

Who came to meet him?

Birbal was stopped at the place gate by whom?

What did Birbal ask the Emperor for?

Why the guard did not allow Birbal to see the king?

How the clever Birbal became a minister?

Teacher will ask the questions written on page # 54 of book. First she will make the students to read and understand them. Teacher will write a question on the board oral will invite the students randomly to the board to write down the answer of the question written on the board.

Teacher will write all the five questions on the board turn by turn and will invite students randomly to write their answer. Students will write these question/answers on their notebook as well.

Wrap Up: Name the main characters of the story.

Classwork: Q/A of Page # 54.

Homework:

- Prepare the spelling list for spelling drill.
- Do QA of page # 55 on book.



Periods = 2

Topic: **When Birbal first met Akbar**

SLO: Students will be able to:

- Construct simple sentences of three/four to five/six words using correct capitalization. Punctuation and spelling.

Resources: Book, Board, Duster, Marker, Manipulative.

Recap: Teacher will recall the main points of the previous lesson. She will questions which they did on copy.

Routine:

Teacher will show different objects to the students and will ask them. Teacher will help them to use adjectives, verbs and pronouns effectively and correctly.

Teacher will teach them how to use the past tense of verbs in the sentences. She will tell the students that stories are always written in past form.

She will explain language smart of page # 56to the students. She will enhance the vocabulary of students by helping them to change the verbs into past verbs.

She will write the verbs on the board and will invite the students to change those verbs into past verbs by adding ed at the end.

She will explain the puzzle to the students she will guide the students to fill in the numbers written on them.

Teacher will clear the meanings of those words to the students to make it easy for them to use those words in their sentence.

Wrap Up:

- How can you charge the verbs into past form?
- What is the past verb of climb?
- What is the past verb of call?
- What is the past verb of play?

Classwork: Page # 56+57 of the book, Page # 62 part B,

Homework: Write down the past verbs of the following verbs and use those past verbs in your sentences.

Live	Advise	Count	Pick	Receive
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Periods = 2

Topic: **When Birbal first met Akbar**

SLO: Students will be able to:

- Identify words that end with the same sound,

Resources: Flash cards of words, Book, Board, Duster, Marker, Rhyming strips.

Recap:

What are past verbs?

How we can change verbs to past verbs.

These questions will be asked by the teacher to recall the main points of the previous lesson.

Routine:

Teacher will brainstorm the term Rhyming words.

She will ask the students that what do we call the words with same sound?

She will write few words on the board and will invite the students to write rhyming words next to them at least two for each.

meet	far	write
-------------	------------	--------------

She will divide the students into sector specific groups and will distribute strips of chart papers among the students.

She will guide them to make their own rhyming strips by writing a base word and its rhyming words on it.

Wrap Up: Find out at least three rhyming words from the lesson.

Classwork: Making Rhyming strip.

Homework:

- First read the story carefully and write the name of the speaker (character) in the given boxes after reading the dialogues given there on page # 54 + 55 part B.
- Teacher should guide the students about the homework so they will be able to do it individually and independently. Teacher should recall the term speech bubble.



Periods = 2

Topic: When Birbal first met Akbar

SLO: Students will be able to:

- Use has, have, had to show possession.

Resources: Flash cards of has, have, had. Tape Board, Marker, Duster, Book.

Recap: Teacher will recall the main points of the previous lesson. She will ask the students about the use of speech bubble. Teacher will do spelling drill orally.

Routine: Teacher will ask different students about their belongings.

She will ask how many pencils do you have?

How many lunch boxes do you have?

How many eyes Ali (name of any student from the class) has?

She will write few sentences on the board without using has/have/had. She will leave the space for them. She will use different pronouns to create sentences to check the prior knowledge of the students. She will ask them that what is missing in the sentences.

1. Ali _____ a grey shirt
2. I _____ two umbrellas
3. You _____ three brothers
4. Its _____ sharp paws

Teacher will provide flash cards of has/have/had and tape to the students and will ask them to paste those flash cards on their actual place.

In case of mistake, teacher will do the corrections. After practice teacher will explain these words show ownership about something. Has is used for singular subject and have is used for plural subject, whereas had is used for all types of subjects.

She will explain page # 58 to the students. She will guide them to solve it individually.

Wrap Up: Where do we use has, have and had?

Classwork: Page # 58 part C

Homework: Page # 59 part D



Periods = 2

Topic: When Birbal first met Akbar

SLO: Students will be able to:

- Recognize the function of selected question words e.g. what, when to write answers to simple questions.

Resources: Book, Board, Marker, Duster, Finger Puppets

Recap: Teacher will recall the main points of the previous lesson by writing few sentences on the board with the blank spaces to be filled by the students. She will encourage them to use has, have, had according to the subject.

Routine:

Teacher will use finger puppets in front of the students (5 Ws written on them what, where, who, when, why)

Teacher will introduce those five puppets as 5 Ws.

What	When	Where	Who	Why
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She will add to it that

What asks about things?

When asks about places.

Who asks about people?

Why asks about reasons.

She will repeat 5 Ws along with their functions. She will ask some questions like. What is your name?

Where do you live?

Who is your best friend?

When do you wake up?

Why do we need air?

Teacher will brainstorm 5 Ws and their functions. She will write 5 sentences on the board beginning with 5 ws. She will invite the students to mention about time, place, thing, people or reason in front of them. Teacher will explain page # 63 to students.

Wrap Up: What are 5 Ws and what are their functions?

Classwork: Page # 63 of book.

Homework: Page # 64 will be assigned as H.W.





Unit # 6

TOPIC: The Give and Take of Life

Period # 1 + 2

TEACHING OBJECTIVES:

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

- Read the content with understanding

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Draw a bubble map on the board and encourage students to share their learning regarding 'sharing'.
- Ask them do they like to share things with others and are they thankful to Allah for His blessings?

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- Ask students to open their books at page no 63, 64, 65 and read the content.
- Explain the content to them.
- Let them underline the difficult words

ACTIVITY:

Tell students to get divided into groups and discuss the topic read today.

EVALUATION:

1. By reading
 2. By questioning
- Why was the fairy happy?

- Why did people live longer?
- Why did the river become dirty?

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 3

TEACHING OBJECTIVES:

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

- Do the dictation
- Build up sentences

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share the summary of the lesson.

METHODOLOGY:

- Draw three columns on the board. Ask students to do the same in their notebooks.

Words	Meanings	Sentences

- Say a word, let students write it in notebook.
- Write it on the board and let students check their spellings.
- Invite them to write meanings and construct sentences on the board
- Keep on doing the same at least for 7 words.
- Let the students do the same in notebooks.

ACTIVITY:

Tell students to get divided into groups and discuss their sentences.

EVALUATION:

- From Writing

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 4

TEACHING OBJECTIVES:

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

- Express their learning in writing

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding the main points of the lesson and its moral.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- Teacher will read QA + C (page 65 + 66) and let them do these questions in pairs.
- She will provide them correct answers and let them do the needful corrections.
- She will invite them to do page 67 as a whole class.

ACTIVITY:

Tell students to get divided into groups and discuss the questions done today.

EVALUATION:

- Through written tasks.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 5

TEACHING OBJECTIVES:

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

- Express their learning through written work.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding exercises done.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- The teacher will read QB of 66 to the students and will do it as whole class activity.
- She will write questions on the board and will invite the students to write the answers. Needful corrections will be done.
- She will encourage the students to write the Q/A in their books.

ACTIVITY:

Tell students to get divided into groups and discuss the Q/A done today.

EVALUATION:

- Through written work.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 6**TEACHING OBJECTIVES:**

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

- Express their learning in writing.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding Q/A.

METHODOLOGY:

- Ask them about words opposites.
- Introduce QA of page 69.
- Read it to them and help them to do it.
- Introduce page 68 and help them to do it as a whole class activity.

ACTIVITY:

Tell students to get divided into groups and discuss the topic done today.

EVALUATION:

- Through written tasks.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 7 + 8 + 9**TEACHING OBJECTIVES:**

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

- Express their learning in writing.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding opposite.

METHODOLOGY:

- Ask students about punctuation marks.
- Invite them to go through page # 69.
- Invite them to complete exercises related to punctuation.
- Invite them to listen the clusters given in the book carefully.
- Help them to complete "Listen-a-While".
- Explain page 72 to them. Let them do it individually.

- Read page 73 to them. Help them to complete it.
- Introduce page 74, 75 and 76 one by one and ensure the maximum participation of students.

ACTIVITY:

Tell students to get divided into groups and discuss the topic done today.

EVALUATION:

- Through discussion
- Through written work

HOMEWORK:

Prepare the unit for test.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Unit # 7

TOPIC: Let's Make New Friends

Period # 1 + 2

TEACHING OBJECTIVES:

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

- Read the content with understanding

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Draw bubble map on the board and encourage students to share their learning regarding friendship. Ask them to share how they enjoy with their friends and do they like to have new friends.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- Ask students to open their books at page no 79, 80, 81 and read the content.
- Explain the content to them.
- Let them underline the difficult words

ACTIVITY:

Tell students to get divided into groups and discuss the topic read today.

EVALUATION:

1. By reading
 2. By questioning
- Who invited Abdullah to his home?
 - Who was the new friend of Abdullah?

- What was Abdullah's fear?

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 3

TEACHING OBJECTIVES:

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

- Do the dictation
- Build up sentences

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share the summary of the lesson.

METHODOLOGY:

- Draw three columns on the board. Ask students to do the same in their notebooks.

Words	Meanings	Sentences

- Say a word, let students write it in notebook.
- Write it on the board and let students check their spellings.
- Invite them to write meanings and construct sentences on the board
- Keep on doing the same at least for 7 words.
- Let the students do the same in notebooks.

ACTIVITY:

Tell students to get divided into groups and discuss their sentences.

EVALUATION:

- From Writing

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 4 + 5

TEACHING OBJECTIVES:

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

- Express their learning in writing

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding the main points of the lesson and its moral.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- Teacher will read page # 83 explain it and let them do these questions in pairs.
- She will provide them correct answers and let them do the needful corrections.
- She will ask them about apostrophe.
- She will introduce page # 84 and help students completing it.

ACTIVITY:

Tell students to get divided into groups and discuss the questions answers done today.

EVALUATION:

- Through written tasks.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 6 + 7**TEACHING OBJECTIVES:**

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

- Express their learning through written work.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding exercises done.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- The teacher will read QA of page 82 to the students and will do it as whole class activity.
- She will write a question on the board and will invite the students to write the answer. Needful corrections will be done.
- She will encourage the students to write the questions in their books.
- She will introduce the words "is, am and are" on the board and ask about their uses.
- She will explain page # 85 to students and let them complete it.

ACTIVITY:

Tell students to get divided into groups and discuss the topics done today.

EVALUATION:

- Through written work.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 8 + 9

TEACHING OBJECTIVES:

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

- Express their learning in writing.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding the unit.

METHODOLOGY:

- The teacher will have the revision of the questions already done.
- She will invite them for the listening activity.
- She will introduce page # 86 and help students completing.
- She will invite them for "Talk a while" and help all students to talk a while.

ACTIVITY:

Tell students to get divided into groups and discuss the topics done today.

EVALUATION:

- Through written tasks.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 10

TEACHING OBJECTIVES:

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

- Express their learning in writing.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding the lesson.

METHODOLOGY:

- The teacher will ask students about wasting resources.
- She will tell them do not waste the things.
- She will introduce page # 88.
- She will help students to complete it.

ACTIVITY:

Tell students to get divided into groups and discuss the topic done today.

EVALUATION:

- Through discussion
- Through written work

HOMEWORK:

Prepare the unit for the test.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Unit # 8

TOPIC: Festivals

Period # 1

TEACHING OBJECTIVES:

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

- Read the content with understanding

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Draw bubble map on the board and encourage students to share their learning regarding festivals. Encourage them to talk about their favourite festival.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- Ask students to open their books at page no. 95 and read the content.
- Explain the content to them.
- Let them underline the difficult words.

ACTIVITY:

Tell students to get divided into groups and discuss the topic read today.

EVALUATION:

1. By reading
 2. By questioning
- What is a festival?
 - Who celebrates Christmas?
 - Who celebrates Diwali?

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 2

TEACHING OBJECTIVES:

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

- Do the dictation
- Build up sentences

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share the summary of the poem.

METHODOLOGY:

- Draw three columns on the board. Ask students to do the same in their notebooks.

Words	Meanings	Sentences

- Say a word, let students write it in notebook.
- Write it on the board and let students check their spellings.
- Invite them to write meanings and construct sentences on the board
- Keep on doing the same at least for 7 words.
- Let the students do the same in notebooks.

ACTIVITY:

Tell students to get divided into groups and discuss their sentences.

EVALUATION:

- From Writing

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 3

TEACHING OBJECTIVES:

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

- Express their learning in writing

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding the main points of the poem and its moral.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- The teacher will ask about the rhyming words.
- Teacher will read QA of page # 96 and let them do these question in pairs.
- She will provide them correct answers and let them do the needful corrections.
- She will invite them to do QB + C in their books.

ACTIVITY:

Tell students to get divided into groups and discuss the task done today.

EVALUATION:

- Through written tasks.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 4**TEACHING OBJECTIVES:**

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

- Express their learning through written work.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding exercises done.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- The teacher will read QA of page 97 to the students and will ask them to do it individually.
- She will ask about contractions and introduce page # 97 and 98 and help them to complete QA.

ACTIVITY:

Tell students to get divided into groups and discuss the work done today.

EVALUATION:

- Through written work.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 5**TEACHING OBJECTIVES:**

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

- Express their learning in writing.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding the unit.

METHODOLOGY:

- Ask about the invitation card.
- Invite them to complete the invitation card given on page # 98.
- Ask them about different places they have visited.
- Ask them about different life styles.
- Explain page # 99 to them and let them do the task.

ACTIVITY:

Tell students to get divided into groups and discuss the task done today.

EVALUATION:

- Through written tasks.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Unit # 9

TOPIC: The Faithful Dog

Period # 1 + 2

TEACHING OBJECTIVES:

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

- Read the content with understanding

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Draw bubble map on the board and encourage students to share their learning regarding the word faithful. Ask them about pets.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- Ask students to open their books and read the content.
- Explain the content to them.
- Let them underline the difficult words

ACTIVITY:

Tell students to get divided into groups and discuss the topic read today.

EVALUATION:

1. By reading
 2. By questioning
- What were the children carrying with them?
 - What did Spot see when he looked up?
 - Whom did Spot bring to save the children?

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 3

TEACHING OBJECTIVES:

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

- Do the dictation
- Build up sentences

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share the summary of the lesson.

METHODOLOGY:

- Draw three columns on the board. Ask students to do the same in their notebooks.

Words	Meanings	Sentences

- Say a word, let students write it in notebook.
- Write it on the board and let students check their spellings.
- Invite them to write meanings and construct sentences on the board
- Keep on doing the same at least for 7 words.
- Let the students do the same in notebooks.

ACTIVITY:

Tell students to get divided into groups and discuss their sentences.

EVALUATION:

- From Writing

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 4 + 5

TEACHING OBJECTIVES:

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

- Express their learning in writing

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding the main points of the lesson and its moral.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- Teacher will read 2A of page 103 and let them do this question in pairs.
- She will provide them correct answers and let them do the needful corrections.
- She will invite them to do 2A + B of page # 104 in their books.

ACTIVITY:

Tell students to get divided into groups and discuss the questions done today.

EVALUATION:

- Through written tasks.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 6

TEACHING OBJECTIVES:

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

- Express their learning through written work.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding exercises done.

METHODOLOGY:

- Announce the topic
- Introduce difficult words and tell their meanings.
- The teacher will read 2B of page # 103 to the students and will do it as whole class activity.
- She will write a question on the board and will invite the students to write the answer. Needful corrections will be done.
- She will encourage the students to write the Q/A in their notebooks.

ACTIVITY:

Tell students to get divided into groups and discuss the Q/A done today.

EVALUATION:

- Through written work.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 7 + 8

TEACHING OBJECTIVES:

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

- Express their learning in writing.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding the unit.

METHODOLOGY:

- Ask them about the smell of a rose.
- Walk slowly and ask them about your walk.
- Tell them that the words which tell us about verbs are called adverbs.
- Introduce page # 105 and help students doing it.
- Invite them to do page # 106.

ACTIVITY:

Tell students to get divided into groups and discuss the topics done today.

EVALUATION:

- Through written tasks.

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.

Period # 9 + 10**TEACHING OBJECTIVES:**

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

- Express their learning in writing.

RESOURCES:

board, marker, duster, book

START / APPROACH:

- Greet students
- Encourage students to share their learning regarding adverbs.

METHODOLOGY:

- Invite them to open page # 107 and look at the pictures carefully. Encourage them to build up a story.
- Help them to complete the task.
- Invite them to complete page # 109.

ACTIVITY:

Tell students to get divided into groups and discuss the topic done today.

EVALUATION:

- Through discussion
- Through written work

WRAP-UP:

Ask students to share what they have learnt today and what they like the best about it.