



# Teacher's Guide

LESSON PLANS

## English-3

First Term



Teacher's Guide 2022

## Unit 1: Period 2

### Topic: Season

#### Teaching Objectives:

##### To enable students to:

- Recite poem with actions.
- Locate/scan specific factual information to answer short questions based on text.

Resources: Pictures of different seasons, book, board, marker and duster.

#### Starter:

- Greet Students.
- Show them pictures of different seasons and ask them to name seasons.

#### Methodology:

- Encourage them to name different activities and food items they enjoy in different seasons.
- Encourage them to talk about their favourite season.
- Introduce difficult words on the board and focus on their recognition.
- Do the model reading of the poem.
- Invite students for reading and focus on accent and pronunciation.

Activity: Tell students to read poem to their partner.

Evaluation: Have verbal practice of the question C given at page no.3.

Homework: Read the poem and try to draw the pictures of 4 seasons.

Wrap Up: Encourage students to retell the poem in their words.



Period = 3 + 4

#### Teaching Objectives:

##### To enable students to:

- Express their learning in writing.

Resources: Book, board, marker, duster.

Starter: Greet students and ask about homework.

#### Methodology:

- Ask them to open their books at page # 2.

- Read Q/A to them and encourage them to solve it individually.
- Provide them correct answers and let them do the needful corrections.
- Introduce Q B and C (page # 3) on the board and encourage students to solve these questions on the board.
- Do the needful correction and let them do Q B and C in their notebook.
- Ask students to name some rhyming words. Tell them that rhyming words are the words with the same ending sounds.
- Introduce exercise A of word smart on the board.
- Let students complete it there and then on their books.

**Evaluation:** From the written work.

**Homework:** Revise the exercises.

**Wrap Up:** A few students will be asked to tell what have they learned today.

ccc

**Period = 5 + 6**

**Teaching Objectives:**

**To enable students to:**

- Recognize and articulate hard and soft sounds of the letter 'c' and 'g'.
- Identify articles and use the definite article 'the'.
- Write a picture description.

**Resources:** Book, board, marker and duster.

**Starter:**

- Greet students.
- Ask about homework.
- Ask about vowels and consonants and use of 'a' and 'an'.

**Methodology:**

- Ask them to open their books at page # 4 and introduce articles from there.
- Invite them to do exercise A as a whole class activity.
- Sing the alphabet song with the class and ask the class to tell the sounds of different letters.
- Ask students to tell the sounds of letter c and g.
- From page # 3 introduce the hard and soft sound of letters c and g.
- Help them to read the words given on page # 3.

- Ask them to open their books at page # 5 and look at the given picture.
- Ask them to describe it in their own words.
- After brainstorming, let them write about it individually.

**Activity:** Let students share their piece of writing to their friends.

**Evaluation:** From the written work.

**Wrap Up:** Ask some students to describe the uses of articles.



**Period = 7 + 8**

**Teaching Objectives:**

**To enable students to:**

- Use appropriate expressions in conversation.
- Complete a simple paragraph.

**Resources:** Book, board, marker and duster.

**Starter:**

- Greet students.
- Talk to them about conversation's rules.

**Methodology:**

- Introduce talk a while (page # 5) and encourage them to ensure maximum participation.
- Invite them to open their books at page # 6 and introduce 'celebrate life'. Help them to understand the question and do it in pairs.

**Activity:** Let the pairs share their work to others.

**Evaluation:** From the written work.

**Homework:** Prepare the unit for the test.

**Wrap Up:** Encourage students to tell what have they learnt from the lesson.

**Note:** Use next periods for revision and test.



## Unit 2: Period = 1+2

### Topic: Friendship

#### Teaching Objectives:

##### To enable students to:

- Identify and utilize effective study skills e.g. brainstorming for ideas.
- Predict some words that might occur in a text by looking at a picture/title.
- Locate/scan specific factual information to answer short questions based on the text.
- Retell a story in a few simple sentences.

Resources: Book, board, marker and duster.

#### Starter:

- Greet students.
- Ask them to tell the names of their friends.

#### Methodology:

- Encourage students to talk about the good habits or qualities of their friends.
- Ask them to name things they enjoy with their friends.
- Ask them how they take care of their friends.
- Tell them to open their books and guess the story through pictures.
- Introduce difficult words on the board and focus on their recognition.
- Do the model reading of the unit.
- Invite students for reading and focus on accent and pronunciation.

Activity: Tell students to read the lesson to their partner.

Evaluation: From reading.

Homework: Read the lesson.

Wrap Up: Encourage students to retell the poem in their words and tell what they have learned from it.



**Period = 3 + 4**

**Teaching Objectives:**

**To enable students to:** Express their learning in writing.

**Starter:**

- Greet students.
- Ask them to retell the story in their words.

**Methodology:**

- Ask them to open their books at page # 9.
- Read Q/A to them and encourage them to solve it individually.
- Provide them correct answers and let them do the needful corrections.
- Introduce A (page # 8) on the board and encourage students to solve these questions on the board.
- Do the needful correction and let them do it in their books.
- Introduce exercise A of word smart on the board.
- Let students complete it there and then on their books.

**Evaluation:** From the written work.

**Homework:** Revise the exercises.

**Wrap Up:** A few students will be asked to tell what have they learned today.



**Period = 4 + 5+6**

**Teaching Objectives:**

**To enable students to:**

- Identify and use pronouns in sentences.
- Show possession by using the pronouns mine, yours, his, hers, its, ours, theirs, after the nouns.
- Identify and use question words why, how, who, whose, which, where, etc.

**Resources:** Board, marker, book and duster.

**Starter:**

- Greet students.
  - Encourage them to describe their friends.
  - Read these paragraphs to them and ask them to listen to you carefully.
1. Ali is a boy. Ali is nine years old. Ali has four sisters. Ali's father is a doctor.

2. Ali is a boy. He is nine years old. He has four sisters. His father is a doctor.
  - Tell them that in paragraph no.1, they have read the word 'Ali' again and again but in paragraph no.2, the words 'he' and 'his' have been used instead of Ali.
  - Tell them that the words used instead of nouns are called pronouns.
  - Ask them to open their books at page # 9 and 10 and do exercise A and B as a whole class.
  - Introduce the term possessive pronouns and make them read definition and examples from page # 10.
  - After clarification, let them to exercise c in pairs.
  - Provide them correct answers and let them go through the process of self-evaluation.
  - Ask different questions using 'question words'.
  - Help them understand that these words ask questions.
  - Invite them to read page # 11+12 and do the role-play of the given dialogue.
  - Complete exercise D+E as a whole class activity.

**Evaluation:** Ask them to make sentences using pronouns and possessive pronouns.

**Homework:** Revise classwork.

**Wrap-Up:** Encourage students to make sentences using the question words.



**Period = 7 + 8**

**Teaching Objectives:**

**To enable students to:**

- Listen to teacher carefully and complete the poem.
- Describe a place in their own words.

**Resources:** Board, marker, duster and picture of a jungle.

**Starter:**

- Greet students.
- Ask about homework.
- Announce that today we are going to play a listing game.
- Say a few sentences, ask students to listen carefully and repeat those sentences.

**Methodology:**

- Use book to introduce 'listen-a-while' from page #-12.
- Help student to complete the exercise.
- Show them a picture of a forest\jungle and encourage them to describe it in their words.

- Let them write about it on a piece of paper.
- After checking of the first draft, ask them to open their books at page #.13 and complete the task to describe a jungle.

**Evaluation:** From the written work.

**Activity:** Let student read their piece of writing to their friends.

**Homework:** Paste a picture of a playground in your notebooks and describe it in your own words.

**Wrap-Up:** Encourage students to make sentences using the question words.

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**Period = 9 +10**

**Teaching Objectives:**

**To enable students to:**

- Identify the opposite genders.
- Express their learning in writing.

**Resources:** Board, marker, book, duster and pictures to explain genders.

**Starter:**

- Greet students.
- Ask about homework.
- Ask them what they know about genders.
- Show them pictures of man, woman, king, queen and encourage them to name the opposite gender.

**Methodology:**

- Invite them to have thinking caps on and do an exercise given on page # 14 in pairs.
- Provide them correct answers and let them go through the process of self-evaluation.
- Introduce more opposite genders.
- Make them write these in their notebooks.
- Introduce the exercise given under the title ‘talk a while’ and let students talk.
- Put them to complete the exercise individually.

**Evaluation:** From the written work.

**Homework:** Discuss your parents about how to keep our surroundings clean and write your points in your notebooks.

**Wrap-Up:** Let students share their work with each other.



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**Period = 11 + 12**

**Teaching Objectives:**

To enable students to be thankful to ALLAH for his Blessings.

**Resources:**

Pictures of blessings of ALLAH, board, marker, duster and book

**Starter:**

- Greet students.
- Ask about homework.
- Ask them what they do when they receive a gift from someone else?
- Ask them what they do when someone helps them?
- Introduce the words “Being Thankful” and let them talk about it.
- Encourage them to enlist the reasons to be thankful to people (on the board).
- Ask them what to do to be thankful to ALLAH.
- Introduce page # 15 and let them complete it in pairs.

**Evaluation:** From the written work.

**Homework:** Revise exercises.

**Wrap-Up:** Tell them to share their work with the class.

**Note:** Use next two periods for revision and take test in the third period.

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## Unit 3: Period = 1+2

### Topic: Safety on the road

#### Teaching Objective:

#### To enable students to:

- Identify and utilize effective study skills e.g. brainstorming for ideas.
- Predict some words that might occur in a text by looking at a picture/title.
- Skim through common graphical features such as pictures and tables in texts to increase understanding.
- Locate/scan specific factual information to answer short questions based on the text.
- Retell a story in a few simple sentences.

**Resources:** Board, marker, duster and book

#### Starter:

- Greet Students.
- Encourage them to name objects they have seen while coming to the school.
- Ask them to open their books at page # 16 and 17 and look at the pictures and discuss these pictures.
- Encourage them to guess the story.

#### Methodology:

- Talk about the traffic lights.
- Talk about the traffic rules and safety on the road.
- Introduce difficult words and focus on their recognition.
- Do the model reading of the first paragraph then invite students for reading.
- Keep on asking different questions while reading.

**Activity:** Let them read the lesson to their friends.

**Evaluation:** From reading

**Homework:** Read the lesson

**Wrap Up:** Ask students to retell the story in their own words.



**Period = 3 + 4**

**Teaching Objectives:**

**To enable students to:**

- Express their learning in writing.

**Starter:**

- Greet students.
- Ask them to retell the story in their words.

**Methodology:**

- Ask them to open their books at page # 19.
- Read Q/A to them and encourage them to solve it individually.
- Provide them correct answers and let them do the needful corrections.
- Introduce exercise A (page # 19) on the board and encourage students to solve this question on the board.
- Do the needful correction and let them do it in their books.

**Evaluation:** From the written work.

**Homework:** Revise the exercises.

**Wrap Up:** A few students will be asked to tell what have they learned today.

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**Period = 5 + 6**

**Teaching Objective:**

**To enable students to:**

- Use dictionary properly.

**Resources:** Dictionary, board, marker and duster

**Starter:**

- Greet Students.
- Talk about homework.
- Ask about difficulties they face while reading.

**Methodology:**

- Introduce dictionary.
- Explain its use.



- Help all students to be able to use the dictionary properly.
- Write words on the board and let them find their meanings from the dictionary.

**Evaluation:** Name a word and let all students use their dictionaries to find its meaning.

**Wrap Up:** Let students explain the use of dictionary to the class.



**Period = 7 + 8**

**Teaching Objective:**

**To enable students to:**

- Demonstrate the use of verb can/cannot to show ability and disability.

**Resources:** Book, board, marker and duster

**Starter:**

- Greet Students.
- Encourage them to tell the use of dictionary.
- Ask them to name the things they can do.
- Ask them to name the things they cannot do.
- Ask them to define a verb.

**Methodology:**

- Tell them to open their books at page # 20.
- Read page # 20 and 21 with them.
- Have practice of changing affirmative sentences into negative and interrogative.
- Let them go through page # 22 and complete the given exercise.

**Evaluation:** Through written work.

**Wrap Up:** Let students share what have they learnt from the lesson.



**Period = 9 + 10**

**Teaching Objective:**

**To enable students to:**

- Identify and use may/may not for seeking or giving permission and prohibition.

**Resources:** Board, marker, book and duster

**Starter:**

- Greet Students.
- Ask them to tell the use of can and cannot.



- Ask them what they do if they have to take permission for doing something.

### **Methodology:**

- Ask them to open their books at page # 23.
- Explain the use of 'may' and let them go through page # 23.
- Have a maximum practice of use of 'may'.
- Have a maximum practice of changing affirmative sentences into negative sentences using may or may not.
- Introduce exercise B of page # 24 and let them do it in pairs.
- Provide them with correct answers and let them go through self-evaluation.

**Evaluation:** From the written work

**Wrap Up:** Ask students to share the use of may and may not to the class.



**Period = 11 + 12**

### **Teaching Objective:**

#### **To enable students to:**

- Identify and use the structure of Simple Present Tense for habitual actions and for timeless and universal statements.
- Identify and use the structure of Present Continuous Tense for describing activities and for actions taking place at the time of speaking.
- Identify and use the structure of Simple Past Tense for completed actions, with or without mention of specific time.

**Resources:** Board, marker, book and duster

### **Starter:**

- Greet Students.
- Encourage them to tell about the use of can and may.
- Write these sentences on the board and let students find the difference.
- Ali reads a book.
- Ali read a book.
- Ali is reading a book.
- Ali will read a book.

### **Methodology:**

- Teacher will invite students to go through page # 24.
- She will explain different tenses in detail.



- She will unite different sentences on the board and ask students to name the tense.
- She will help students to do exercise A given on page 24 and exercise B given on page 25.

**Evaluation:** From the written work.

**Wrap Up:** Students will explain different tenses to each other.



**Period = 13+14**

**Teaching Objective:**

**To enable students to:**

- To listen carefully to do the role-play.
- Write a story with the help of a picture.

**Resources:** Board, marker, duster and book

**Starter:**

- Greet Students.
- Ask them to talk about different tenses.
- Tell students that today they will have a fun day.

**Methodology:**

- Tell students to open their book at page 25 and go through it.
- She will let them have the role-play.
- She will ask them to talk about the rules of crossing the road.
- She will let them do Q 1 of page # 26.
- She will ask them to look at the picture given on page # 26 carefully and describe it in their words.
- She will encourage them to guess the story.
- She will ask them to write the story in their books.

**Evaluation:** From the written work

**Wrap Up:** Let students share their work with each other.



**Period = 15**

**Teaching Objective:**

**To enable students to:** Sharpen their thinking skills.

**Resources:** Board, marker, book and duster

**Starter:**

- Greet Students.
- Ask them what they like to think about.

**Methodology:**

- Introduce page # 27.
- Let them enjoy the game.
- Ensure the participation of every child.

**Evaluation:** Encourage students

**Wrap Up:** To give comments about the game

**NOTE:** Use Next Periods For Revision And Test.

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## ENGLISH CLASS THREE

### UNIT # 4

#### **TOPIC: WORK IS REAL WORSHIP PERIOD = 1**

##### **Teaching Objective:**

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

- Read the lesson with understanding

##### **Resources:**

Board, marker, duster and book.

##### **Start / Approach:**

- Greet Students.
- Draw a bubble map on the board and encourage students to describe the word worship.
- Ask them to tell how they work hard to secure good marks in examination.
- Ask them should we plan for our future.

##### **Methodology:**

- Announced the topic.
- Introduce difficult words and tell their meanings.
- Ask students to open their books at page no. 28 and 29 and try to guess the story of the lesson by looking at the pictures.
- Read the first paragraph to students.
- Let them read the lesson. ( page no. 28)
- Explain the text to them.
- Let them under line the difficult words.
- Keep on asking questions to get them involved.

##### **Activity:**

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

##### **Evaluation:**

By Reading

##### **Wrap Up:**

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

#### **PERIOD = 2**

##### **Teaching Objective:**

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

- Read the lesson with understanding

##### **Resources:**

Board, marker, duster and book.

##### **Start / Approach:**





- Greet Students.
- Draw a bubble map on the board and encourage students to describe the lesson they read yesterday.

**Methodology:**

- Announced the topic.
- Introduce difficult words and tell their meanings.
- Ask students to open their books at page no.29.
- Read the first paragraph to students.
- Let them read the lesson. ( page no. 29
- Explain the text to them.
- Let them under line the difficult words.
- Keep on asking questions to get them involved.

**Activity:**

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

**Evaluation:**

By Reading

**Wrap Up:**

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

## PERIOD = 3

**Teaching Objective:**

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

- write the summary of the lesson

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet students.
- Draw a bubble map on the board and encourage students to share their learning about the lesson.

**Methodology:**

- Ask students to retell the lesson in their words.
- Ask them to write the first draft.
- Help them to do the needful corrections.
- Ask them to write the second draft.

**Activity:**

Tell the students to share their work with the partner.

**Evaluation:**

From the written work.

**Wrap Up:**

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

**Period = 4****Teaching Objective:**

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

- Build sentences

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet Students.
- Draw a bubble map on the board and encourage students to share how they keep on working hard in their life.

**Methodology:**

- Draw three columns on the board.

Words	Meanings	Sentences

- Tell the students to draw the same in the notebooks.
- Say a word and let the students write it in their notebooks. Write the correct word on the board. Let the students to the needful correction.
- Ask them the meanings.
- Invite a student to write the meanings and build a sentence.
- Do the needful correction.
- Complete the task in the same way.
- Ask the students to do it in notebooks.

**Activity:**

Let the students share their work with each other.

**Evaluation:**

- From the written work.

**Wrap Up:**

Ask students to share what they have learnt today.

**Period = 5****Teaching Objective:**

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

- Do the exercises related to the lesson.

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet Students.
- Encores students to share what they have learnt from the lesson.

**Methodology:**

- Introduce Q.A (Page 30)
- Ask students to do it in pairs.



- Provide answers and let students check their work.
- Ask them about the rhyming words.
- Introduce QB and do it as a whole class activity.
- Ask them about homophones.
- Introduce QC and D of page 30 and do these as a whole class activity.

**Activity:**

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

**Evaluation:**

- From the written work.

**Wrap Up:**

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

**Period = 6****Teaching Objective:**

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

- Do the exercises of the lesson

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet students
- Ask them about prepositions.

**Methodology:**

- Introduce page # 31 and tell students to look at the pictures carefully and try to answer the questions. Do it as a whole class activity. After this ask them to do the task individually.
- Explain page # 32 to them and let them do it in pairs.
- Provide them correct answers and let them check their work.

**Activity:**

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

**Evaluation:**

- From written work.

**Wrap Up:**

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

**Period = 7****Teaching Objective:**

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

- Do exercises related to lesson.

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet students
- Ask students to retell the lesson in their words.

**Methodology:**

- Introduce page # 33.
- Let students do the exercises as a whole class activity.

**Activity:**

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

**Evaluation:**

- From written work

**Wrap Up:**

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

Use next 2 periods for revision and test

**UNIT # 5**

**TOPIC: LOTS OF LANDFORMS**  
**PERIOD = 1**

**Teaching Objective:**

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

- Read the poem with understanding

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet Students.
- Draw a bubble map on the board and encourage students to describe the word landforms.

**Methodology:**

- Announced the topic.
- Introduce difficult words and tell their meanings.
- Read the poem to students.
- Let them read the lesson.
- Explain the poem to them.
- Let them under line the difficult words.
- Keep on asking questions to get them involved.

**Activity:**

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

**Evaluation:**

By Reading

**Wrap Up:**

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

**PERIOD = 2****Teaching Objective:**

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

- write the summary of the poem

**Resources:**



Board, marker, duster and book.

**Start / Approach:**

- Greet students.
- Draw a bubble map on the board and encourage students to share their learning about the lesson.

**Methodology:**

- Ask students to retell the poem in their words.
- Ask them to write the first draft.
- Help them to do the needful corrections.
- Ask them to write the second draft.

**Activity:**

Tell the students to share their work with the partner.

**Evaluation:**

From the written work.

**Wrap Up:**

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

**Period = 3**

**Teaching Objective:**

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

- Build sentences

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet Students.
- Draw a bubble map on the board and encourage students to share the names of the landforms they have seen.

**Methodology:**

- Draw three columns on the board.

Words	Meanings	Sentences

- Tell the students to draw the same in the notebooks.
- Say a word and let the students write it in their notebooks. Write the correct word on the board. Let the students to the needful correction.
- Ask them the meanings.
- Invite a student to write the meanings and build a sentence.
- Do the needful correction.
- Complete the task in the same way.
- Ask the students to do it in notebooks.

**Activity:**



Let the students share their work with each other.

**Evaluation:**

- From the written work.

**Wrap Up:**

Ask students to share what they have learnt today.

**Period = 4**

**Teaching Objective:**

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

- Do the exercises related to the lesson.

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet Students.
- Encourage students to share what they have learnt from the poem.

**Methodology:**

- Introduce Q.A (Page 42)
- Ask students to do it in pairs.
- Provide answers and let students check their work.
- Introduce QB and do it as a whole class activity.
- Introduce QC of page 42 and do these as a whole class activity.

**Activity:**

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

**Evaluation:**

- From the written work.

**Wrap Up:**

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

**Period = 5**

**Teaching Objective:**

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

- Do the exercises of the lesson

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet students
- Ask them about parts of speech.

**Methodology:**

- Introduce page # 43 and tell students to do it as a whole class activity.
- Provide them correct answers and let them check their work.

**Activity:**

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

**Evaluation:**

- From written work.

**Wrap Up:**

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



Period = 6

**Teaching Objective:**

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

- Do exercises related to lesson.

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Great students
- Ask students to retell the lesson in their words.

**Methodology:**

- Introduce page # 44.
- Let students do the exercises as a whole class activity.
- Introduce page no. 45 and let the students to it firstly as a whole class activity then individually .

**Activity:**

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

**Evaluation:**

- From written work

**Wrap Up:**

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

Use next 2 periods for revision and test

**UNIT # 6**

**TOPIC: GOOD AND BAD COMPANY  
PERIOD = 1**

**Teaching Objective:**

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

- Read the lesson with understanding

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet Students.
- Draw a bubble map on the board and encourage students to describe the word company.

**Methodology:**

- Announced the topic.
- Introduce difficult words and tell their meanings.
- Ask students to open their books at page no. 47 and 48 and try to guess the story of the lesson by looking at the pictures.
- Read the first paragraph to students.
- Let them read the lesson. ( page no. 47 to 48)
- Explain the text to them.
- Let them under line the difficult words.
- Keep on asking questions to get them involved.

**Activity:**

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

**Evaluation:**

By Reading

**Wrap Up:**

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

**PERIOD = 2****Teaching Objective:**

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

- Read the lesson with understanding

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet Students.
- Draw a bubble map on the board and encourage students to describe the lesson they read yesterday.

**Methodology:**

- Announced the topic.
- Introduce difficult words and tell their meanings.
- Ask students to open their books at page no.48.
- Read the first paragraph to students.
- Let them read the lesson. ( page no. 48)
- Explain the text to them.
- Let them under line the difficult words.
- Keep on asking questions to get them involved.

**Activity:**

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

**Evaluation:**

By Reading

**Wrap Up:**

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

**PERIOD = 3****Teaching Objective:**

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

- write the summary of the lesson

**Resources:**

Board, marker, duster and book.



**Start / Approach:**

- Greet students.
- Draw a bubble map on the board and encourage students to share their learning about the lesson.

**Methodology:**

- Ask students to retell the lesson in their words.
- Ask them to write the first draft.
- Help them to do the needful corrections.
- Ask them to write the second draft.

**Activity:**

Tell the students to share their work with the partner.

**Evaluation:**

From the written work.

**Wrap Up:**

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

**Period = 4****Teaching Objective:**

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

- Build sentences

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet Students.
- Draw a bubble map on the board and encourage students to share how they help their mothers

**Methodology:**

- Draw three columns on the board.

Words	Meanings	Sentences

- Tell the students to draw the same in the notebooks.
- Say a word and let the students write it in their notebooks. Write the correct word on the board. Let the students to the needful correction.
- Ask them the meanings.
- Invite a student to write the meanings and build a sentence.
- Do the needful correction.
- Complete the task in the same way.
- Ask the students to do it in notebooks.

**Activity:**

Let the students share their work with each other.

**Evaluation:**



- From the written work.

**Wrap Up:**

Ask students to share what they have learnt today.

**Period = 5****Teaching Objective:**

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

- Do the exercises related to the lesson.

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet Students.
- Encores students to share what they have learnt from the lesson.

**Methodology:**

- Introduce Q.A (Page 38)
- Ask students to do it in pairs.
- Provide answers and let students check their work.
- Introduce QB and do it as a whole class activity.
- Introduce QC of page 49 and do these as a whole class activity.

**Activity:**

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

**Evaluation:**

- From the written work.

**Wrap Up:**

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

**Period = 6****Teaching Objective:**

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

- Do the exercises of the lesson

**Resources:**

Board, marker, duster and book.

**Start / Approach:**

- Greet students
- Ask them about the use of dictionary.

**Methodology:**

- Introduce page # 50 and tell students to do it as a whole class activity. After this ask them to do the task individually.
- Ask students about the punctuation marks.
- Explain page #51 and 52 (half) to them and let them do it in pairs.
- Provide them correct answers and let them check their work.

**Activity:**

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

**Evaluation:**

- From written work.

**Wrap Up:**



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

### Period = 7

#### **Teaching Objective:**

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

- Do exercises related to lesson.

#### **Resources:**

Board, marker, duster and book.

#### **Start / Approach:**

- Greet students
- Ask students to retell the lesson in their words.

#### **Methodology:**

- Introduce page # 52 write a while.
- Let students do the exercise as a whole class activity then individually.

#### **Activity:**

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

#### **Evaluation:**

- From written work

#### **Wrap Up:**

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

### Period = 8

#### **Teaching Objective:**

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

- Do the exercises related to the unit

#### **Resources:**

Board, marker, duster and book.

#### **Start / Approach:**

- Greet students
- Ask them about their birthdays.
- Ask them if they wish a birthday to their friends and family members

#### **Methodology:**

- Introduce page no. 53 and let the students to do it individually.

#### **Activity:**

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

#### **Evaluation:**

- From the written work.

#### **Wrap Up:**

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

**Use next 2 periods for revision and test**

