

Resource Pack

ENGLISH FOR

PREP/ KG

STEP 3

TIME MANAGEMENT

In a 40 minute period follow this time management scheme.

STARTER OR INTRODUCTION	5 TO 7 MINUTES
METHODOLOGY	20 TO 25 MINUTES
HOMEWORK ANNOUNCEMENT	1-2 MINUTES
WRAP UP	2 MINUTES

CAPITAL AND SMALL LETTERS

Learning Outcomes:

The students will be able to identify and understand that capital and small letters are written differently. They will be able to differentiate between sky, grass and root letters.

Periods Required: 3

Materials Required:

- English Book.
- White-board.

- Board marker and eraser.
- Sky, Root and Grass letters chart.

Starter:

The teacher will greet students and ask them to sing the abc song.

Methodology:

- She will ask a student to write capital letters on the board. She will invite another student to write small letters there.
- She will ask if all letters are of same height.
- She will brief that letters that start from the upper line and end on the third line are called sky letters. All the letters which have an upper part reaching above this imaginary line are called sky letters. This term is therefore applied to the letters **b, d, f, h, k, l** and **t**. Another way to define sky letters would be to say that their height equals the height of the capital letters.
- She will tell students that letters that are written in middle two lines are called “grass letters”. Grass letters are the letters simply 'sitting' on the line, without reaching below and not exceeding a certain height, i.e. all grass letters are of the same height. The following letters are grass letters: **a, c, e, i** (the dot above i does not count), **m, n, o, r, s, u, v, w, x** and **z**.
- She will explain that letters that start from the second line and end at the fourth line are called “root letters”. Root letters are those letters in which the lower part of the letter reaches below the line on which the letter is written. The letters to which this term applies are **g, j, p, q** and **y**.
- She will invite students to do page # 1 to 3 of the book one by one.

Homework:

Write capital and small letters in the note books.

Wrap-up:

The teacher will show the flash cards to the student and ask them to guess if it is a sky letter or not.

Vowels and consonants

LEARNING OUTCOMES:

The students will be able to identify vowels and consonants

Periods Required: 2

Materials Required:

- English Book .
- White-board.
- Board Marker and eraser.
- Wall chart of vowels and consonants.
- Flash cards of Vowels and Consonants.

Starter:

The teacher will greet students and ask them to sing abc song. She will ask them about sky, grass and root letters.

Methodology:

The first thing to do for kids is to show them the **visuals for the vowels** and a shortened version of the story for each letter. For the visuals to be effective, the object has to match the shape of the letter. The **visuals worked beautifully** to help cement the sound of the vowel. Using visuals correctly will make all the difference for visual, right-brained, and kinesthetic learners!

Also teach **hand motions** for each vowel. Kids will come to associate the body motion with the shape of the letter and also the sound they hear themselves saying. Over time, they no longer need to make the hand motion - sounds will become automatic. Hand motions are essentials for tactile and kinesthetic learners!

For A, we make an anthill with our fingers and then touch thumbs to make the tunnel. For E, the kids will make a fist and find the lowercase E their fingers made. For I, use an upraised hand similar to the feathers on Ike's head. The O is Osama's wide open mouth, and the U is Uncle Ule's upside-down umbrella. Stories are great for beginners and for visual, right-brained, and kinesthetic learners.

Here are the hand motions for our vowels:



The teacher can tell students that vowels produce sounds through an open mouth without trapped sound. Five letters are always **vowels**. They are a, e, i, o, and u. Even if they are written as capital or uppercase letters, they are vowels. There is another letter that often hangs out with the vowel group. It is the letter y. Therefore, the vowels are a, e, i, o, u, and sometimes y.

The remaining letters of the alphabet are always consonants. The group of **consonants** is: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

The teacher can ask students would you like to learn a quick way to remember the vowels. Look at your hand. Starting with your thumb, say each vowel as you touch a finger. When you touch index finger say "e". Next, touch your tallest finger, and say "i." Your ring finger is next. Touch it and say "o." Finally; we come to your little finger or pinky. Touch it and say "u." You named the vowels that are always vowels!

OR

- The teacher can ask students to look at the alphabet chart and say read it slowly.
- She can ask students if they know what vowels and consonants are.
- She can explain to the students that each letter has a purpose when it comes to sound, writing, spelling, and talking.
- She will separate the board into two sections.
- On one side she will put the heading "vowels" and the other side writes "consonants."
- She can ask each student to look at the alphabet chart and pick a letter.
- If a student picks a vowel make a "ding ding ding" sound and write the vowel in the vowel section.
- If a student picks a consonant make a different sound like "poump poump poump" and write it in the consonant section.
- The teacher can continue like this until all the letters of the alphabet are on the board.
- While pointing at the letters she should ask the class what sound the vowels make.
- The teacher can reiterate that vowels are AEIOU and sometimes Y, but the Y will be taught at a later date.

The teacher can ask students to brainstorm words for each letter. Two or three words are sufficient. She should try to write the words next to the letter to which they belong.

- She separate the board into two sections on one side put the heading "Vowels" and the other side write "Consonants."
- She can ask each student to look at the alphabet chart and pick a letter.
- If a student picks a vowel make a "*ding ding ding*" sound and write the vowel in the vowel section. If a student picks a consonant make a different sound like "*poump poump poump*" and write it in the consonant section. Continue like this until all the letters of the alphabet are on the board.
- She will invite the students to do page # 4 of the book.

Wrap-up:

The teacher will show flash cards to the students and ask if it is vowel or consonants.

USE OF 'A' AND 'AN'

LEARNING OUTCOMES:

- The students will learn the use of 'a' and 'an'

Periods Required: 3

Materials Required:

- English Book.
- White-board.
- Board marker and eraser.
- Cards.

Introduction:

The teacher will greet the students. She will ask them to write letters on the board. She will ask them if all of these are same. She will tell them that one day all letters went to play in a garden. 5 letters proved themselves naughty and rest of all letters decided not to be their friends. These 5 letters are called vowels. These are "a, e, i, o, and u". Rests of all are called consonants. She will ask the students to encircle vowels on the board.

Methodology:

- The teacher will tell the students that there are two brothers "a" and "an", "a" is friend of consonants and "an" is friend of vowels.
- She will write different words on board and ask students to write "a" or "an" before these.
- She will invite students to do page no. 5 to 6 of the book one by one.

Wrap-up:

The teacher will ask students to tell what vowels and consonants are.

Exploring CVC Words

Learning Outcomes:

Students will be able to recognize, read, and write CVC (consonant-vowel-consonant) words.

Period Required: 4

Materials Required:

- Whiteboard
- Board markers and erasers
- English Book
- Flashcards or word cards with CVC words
- Worksheets with CVC word activities
- Letter tiles or magnetic letters
- Picture cards representing CVC words (optional)

Starter:

1. Begin the lesson by reviewing the concept of CVC words with the students. Explain that CVC words consist of a consonant, followed by a vowel, and ending with another consonant.

Methodology:

1. Introduction to CVC Words:

- Write the term "CVC words" on the whiteboard. Explain to students that CVC words are basic three-letter words that are easy to sound out and read.

- Provide examples of CVC words such as "cat," "dog," "pen," "sit," "top," etc. Sound out each word together with the class.

2. Word Recognition:

- Show flashcards or word cards containing various CVC words. Hold up each card and have students read the word aloud, emphasizing the sounds of each letter.

- Encourage students to blend the sounds together to read the whole word. Model this process if necessary.

3. Guided Practice:

- Distribute worksheets with activities involving CVC words, such as matching, sorting, or filling in missing letters to complete CVC words.
- Guide students through the activities, providing support and assistance as needed. Encourage them to sound out each letter and blend the sounds to read the word.

4. Building CVC Words:

- Provide letter tiles or magnetic letters representing consonants and vowels (e.g., c, a, t).
- Demonstrate how to use the letter tiles to build CVC words on the whiteboard or a flat surface. Encourage students to follow along and create their own CVC words.

5. Reading and Writing Practice:

- Have students practice reading and writing CVC words independently. They can use their English books or worksheets with CVC word activities.
- Encourage students to write sentences using CVC words they have learned, incorporating creativity and imagination.

6. Interactive Activities:

- Play games such as "CVC Bingo" or "CVC Word Hunt" where students search for and identify CVC words in the classroom or on worksheets.
- Use picture cards representing CVC words and have students match the pictures to the corresponding words, reinforcing their understanding of word-sound relationships.

Consolidation:

- Review the CVC words covered in the lesson with the class. Have students share their favorite CVC words and explain why they like them.
- Encourage students to continue practicing reading and writing CVC words at home using various resources.

Homework:

Assign students to create a CVC word dictionary or list of CVC words they know. They can illustrate each word with a simple picture to reinforce their understanding.

Wrap-up:

- Conclude the lesson by emphasizing the importance of CVC words in building foundational reading and writing skills.
- Provide positive feedback to students for their participation and progress in recognizing and reading CVC words.

Exploring Rhyming Words

Learning Outcomes:

Students will be able to identify and generate rhyming words through engaging activities.

Period Required: 4

Materials Required:

- Whiteboard
- Board markers and erasers
- English Book
- Flashcards or word cards with rhyming words
- Worksheets with rhyming word activities
- Picture books or poems containing rhyming words (optional)

Starter:

1. Begin the lesson by discussing with students what rhyming words are and why they are important in language and literature. Provide examples of rhyming words and ask students to identify them.

Methodology:

1. Introduction to Rhyming Words:

- Write the definition of rhyming words on the whiteboard: words that have the same or similar ending sounds. Explain that rhyming words often appear at the end of lines in poems and songs.

- Provide examples of rhyming word pairs, such as "cat" and "hat," "sun" and "fun," "book" and "look." Pronounce each pair and have students repeat them to hear the rhyming sound.

2. Rhyming Word Matching:

- Show flashcards or word cards containing pairs of rhyming words. Spread them out on a table or display them on the whiteboard.

- Instruct students to work individually or in pairs to match each word with its rhyming pair. Encourage them to listen carefully to the ending sounds of each word.

3. Rhyming Word Hunt:

- Provide worksheets with pictures or words and ask students to identify and circle the rhyming words in each set.

- Alternatively, create a rhyming word scavenger hunt where students search for objects or items in the classroom that rhyme with given words. For example, find something that rhymes with "mat" (hat).

4. Rhyming Word Puzzles:

- Create rhyming word puzzles by cutting words into halves or thirds and mixing them up. Challenge students to match the halves or thirds to form complete rhyming words.

- Provide guidance and support as students work through the puzzles, encouraging them to sound out the words to identify the rhyming pairs.

5. Rhyming Word Bingo:

- Play a game of Rhyming Word Bingo using bingo cards with rhyming word pairs instead of numbers. Call out one word from each pair, and students mark the corresponding rhyming word on their bingo cards.

- The first student to complete a row (horizontal, vertical, or diagonal) shouts "Bingo!" and wins the game.

6. Rhyming Word Creation:

- Encourage students to brainstorm and create their own rhyming word pairs. Provide them with a list of words or pictures as prompts, and challenge them to come up with rhyming words for each one.

- Allow students to share their rhyming word pairs with the class, promoting creativity and vocabulary expansion.

- Help them to go through their books.

Consolidation:

- Review the concept of rhyming words with the class and discuss any challenges students encountered during the activities. Reinforce the importance of listening for rhyming sounds in words.

Homework:

Assign students to write a short poem or song using rhyming words. They can share their creations with the class during the next lesson.

Wrap-up:

- Conclude the lesson by emphasizing the fun and creativity of rhyming words in language and literature.

- Provide positive feedback to students for their participation and efforts in identifying and generating rhyming words.

Blending (pl)

LEARNING OUTCOMES:

The students will be able to identify and read words with the beginning consonant blend “pl” using visual and written supports.

Periods Required: 2

Materials Required:

- English Book.
- Cards

Starter:

- The teacher will show different cards to the students and ask them to name the letters and produce their sounds.
- She will display the cards of “pl” words and ask the students to identify the object and say its name (e.g. plate).
- She will write the names of the objects on the board and underline the consonant blend.
- She will explain that today you will be learning about words that contain ‘pl’ blends at the beginning just like in the word “play”. She will introduce all the words as given in the book.
- She will then tell them the story given in the book and let them listen it properly and concentrate on the words with the same blending sound.
- She will remind them when, we blend, we stick two or more sounds together to make one.
- Now she will pass out new cards, with new words, and let the students work themselves.

- She will point to a student and ask him to read his word.
- She will introduce page no. 11 of the book and focus on reading and writing.

Home Work:

Write “pl” words in your notebooks.

Wrap-up:

The teacher will ask the students to write a “pl” word on a piece of a paper and read it to their partner.

Blending (gr)

LEARNING OUTCOMES:

The students will be able to identify and read words with the beginning consonant blend “gr” using visual and written supports.

Periods Required: 2

Materials Required:

- English Book.
- Cards

Starter:

- The teacher will show different cards to the students and ask them to name the letters and produce their sounds.
- She will display the cards of “gr” words and ask the students to identify the object and say its name (e.g. group).
- She will write the names of the objects on the board and underline the consonant blend.
- She will explain that today you will be learning about words that contain ‘gr’ blends at the beginning just like in the word “grind”.

- She will remind them when, we blend, we stick two or more sounds together to make one.
- She will introduce all the words as given in the book.
- She will then tell them the story given in the book and let them listen it properly and concentrate on the words with the same blending sound.
- Now she will pass out new cards, with new words, and let the students work themselves.
- She will point to a student and ask him to read his word.
- She will introduce page no. 12 of the book and focus on reading and writing.

Home Work:

Write “gr” words in your notebooks.

Wrap-up:

The teacher will ask the students to write a “gr” word on a piece of a paper and read it to their partner.

Blending (sp)

LEARNING OUTCOMES:

The students will be able to identify and read words with the beginning consonant blend “sp” using visual and written supports.

Periods Required: 2

Materials Required:

- English Book.
- Cards

Starter:

- The teacher will show different cards to the students and ask them to name the letters and produce their sounds.
- She will display the cards of “sp” words and ask the students to identify the object and say its name (e.g. spoon).
- She will write the names of the objects on the board and underline the consonant blend.

- She will explain that today you will be learning about words that contain ‘sp’ blends at the beginning just like in the word “spin”.
- She will introduce all the words as given in the book.
- She will then tell them the story given in the book and let them listen it properly and concentrate on the words with the same blending sound.
- Now she will pass out new cards, with new words, and let the students work themselves in pairs. She will encourage them to read cards in groups.
- She will point to a group and ask it to read the words for the whole class.
- She will encourage them to name the objects having “sp” blending in the beginning.
- She will introduce page no. 13 of the book and focus on reading and writing.

Home Work:

Write “sp” words in your notebooks.

Wrap-up:

The teacher will write “sp” words on the board and ask the students to read it.

Blending (st)

LEARNING OUTCOMES:

The students will be able to identify and read words with the beginning consonant blend “st” using visual and written supports.

Periods Required: 2

Materials Required:

- English Book.
- Cards

Starter:

- The teacher will show different cards to the students and ask them to name the objects

and write their names on the board. She will revise blending of pl, gr and sp in this way.

- She will display the cards of “st” words and ask the students to identify the object and say its name (e.g. star).
- She will write the names of the objects on the board and underline the consonant blend.
- She will explain that today you will be learning about words that contain ‘st’ blends at the beginning just like in the word “stool”.
- She will remind them when, we blend, we stick two or more sounds together to make one.
- She will introduce all the words as given in the book.
- She will then tell them the story given in the book and let them listen it properly and concentrate on the words with the same blending sound.
- Now she will pass out new cards, with new words, and let the students work themselves.
- She will point to a student and ask him to read his word.
- She will introduce page no. 14 of the book and focus on reading and writing.

Home Work:

Write “st” words in your notebooks.

Wrap-up:

The teacher will ask the students to write a “st” word on a piece of a paper and read it to their partner.

Blending(dr)

LEARNING OUTCOMES:

The students will be able to identify and read words with the beginning consonant blend “dr” using visual and written supports.

Periods Required: 2

Materials Required:

- English Book.
- Cards

Starter:

- The teacher will write different words on the board and ask the students to read the words and find out the initial blend.
- She will display the cards of “dr” words and ask the students to identify the object and say its name (e.g. dress).
- She will write the names of the objects on the board and underline the consonant blend.
- She will explain that today you will be learning about words that contain ‘dr’ blends at the beginning just like in the word “drink”.
- She will remind them when, we blend, we stick two or more sounds together to make one. She will introduce all the words as given in the book.
- She will then tell them the story given in the book and let them listen it properly and concentrate on the words with the same blending sound.
- Now she will pass out new cards, with new words, and let the students work themselves.
- She will point to a student and ask him to read his word.
- She will introduce page no. 15 of the book and focus on reading and writing.

Home Work:

Write “dr” words in your notebooks.

Wrap-up:

The teacher will ask the students to write a “dr” word on a piece of a paper and read it to their partner.

Blending (fl)

LEARNING OUTCOMES:

The students will be able to identify and read words with the beginning consonant blend “fl” using visual and written supports.

Periods Required: 2

Materials Required:

- English Book.
- Cards

Starter:

- The teacher will show different cards to the students and ask them to name the letters and produce their sounds. She will ensure the revision of the blends the students have learned so far.
- She will display the cards of “fl” words and ask the students to identify the object and say its name (e.g. floor).
- She will write the names of the objects on the board and underline the consonant blend.
- She will explain that today you will be learning about words that contain ‘fl’ blends at the beginning just like in the word “fly”.
- She will introduce all the words as given in the book.
- She will then tell them the story given in the book and let them listen it properly and concentrate on the words with the same blending sound.

- Now she will pass out new cards, with new words, and let the students work themselves.
- She will point to a student and ask him to read his word.
- She will introduce page no. 16 of the book and focus on reading and writing.

Home Work:

Write “fl” words in your notebooks.

Wrap-up:

The teacher will write “fl” words on the board and ask the students to read.

Blending (fr)

LEARNING OUTCOMES:

The students will be able to identify and read words with the beginning consonant blend “fr” using visual and written supports.

Periods Required: 2

Materials Required:

- English Book.
- Cards

Starter:

- The teacher will show different cards to the students and ask them to name the letters and produce their sounds.
- She will display the cards of “fr” words and ask the students to identify the object and say its name (e.g. frog).
- She will write the names of the objects on the board and underline the consonant blend.
- She will explain that today you will be learning about words that contain ‘fr’ blends at the beginning just like in the word “fry”.
- She will introduce all the words as given in the book.
- She will then tell them the story given in the book and let them listen it properly and concentrate on the words with the same blending sound.
- Now she will pass out new cards, with new words, and let the students work themselves.
- She will point to a student and ask him to read his word.
- She will introduce page no. 17 of the book and focus on reading and writing.

Home Work:

Write “fr” words in your notebooks.

Wrap-up:

The teacher will write “fr” words on the board and ask the students to read.

Use of this is and that is

APPROACH

The teacher will greet students and brainstorm about the previous lesson / topic by using a bubble map.

METHODOLOGY

- The teacher will ask students about different objects available in the classroom by saying “What is this”?
- Now she will point out something at far and introduce that is.
- She will tell students that is used for a single object near to us and that is used for an object that is far from us
- She will repeat this with different objects.
- The teacher will invite students for book reading. Page no. 18 and 19.

ACTIVITY

Students will do the pages of the book (related to the topic) in pairs / groups

HOMEWORK

Read the concerned page no. 18 and do page no. 20 of the book. The teacher may assign writing work as per requirement.

WRAP-UP

The teacher will encourage students to share what they have learnt today.

“Ch” Digraph

LEARNING OUTCOMES::

The students will be able to recognize and write “*ch*” words.

Period Required:2

Materials Required:

- English Book.
- Flash cards: “ch”.
- Board.
- Marker.
- Duster.

Introduction:

The teacher will gather students in a common area and read a story to them. **Story:** “One day Charles went to a garden. His mother gave him chocolate and chips to eat there. He saw some chicks moving here and there. He also saw a man chopping the piece of wood. He played there and came back to his home happily.”

After reading, she will inform students that there are many words within the story that begin with “ch”.

Methodology:

- She will write letter c and h on the board and ask the students to tell their initial sounds. She will tell them that when two letters join together to give one sound we call it a digraph
- She will write the digraph “ch” on the board or chart paper and say the sound /ch/. She will have the students repeat the sound.
- She will ask students if they can think of any words that begin with the /ch/ sound. She will call on three or four students.
- She will show the children the flash card ‘**ch**’, and repeat the /**ch**/ sound these two letters make. Show them the ‘**chop**’ card and encourage them to mime chopping a tree.
- She will write the word ‘**chop**’ on the board. She will say the word ‘**chop**’ and point out how the two letters ‘**ch**’ together make one sound.
- In the same way, she will introduce the other words.
- She will invite them to go through page # 21.
- She will use the QR CODE to tell the story given in the book.

Homework:

Read page # 25 at home.

Wrap-up:

The teacher will ask students to write ‘*ch*’ words on the board.

“Sh” Digraph

LEARNING OUTCOMES:

The students will be able to make words with ‘sh’ digraph

Periods Required: 2

Materials Required:

- English Book.
- Flash cards: sh.
- Board.
- Marker.
- Duster.

Starter:

The teacher will gather students in a common area and read a story to them. “Shahid is a boy. His father has a shop. His brother had his own ship. He uses to bring shells for Shahid.” She will tell students that this story has ‘sh’ words. She will ask the students to name “sh” words.

Methodology:

- She will write letter s and h on the board and ask the students to tell their initial sounds. She will tell them that when two letters join together to give one sound we call it a

digraph. She will write the digraph “sh” on the board or chart paper and say the sound /sh/. She will have the students repeat the sound.

- She will ask students if they can think of any words that begin with the /sh/ sound. She will call on three or four students.
- She will ask them to put their finger to their lips and say *shshsh*, as if asking the class to be quiet.
- She will tell them that they will learn about ‘*sh*’ (pairs of letters) that make one sound.
- She will show the children the flash card ‘*sh*’, and repeat the /sh/ sound which these two letters make. She will show them the ‘*ship*’ card and ‘*shell*’ card and ask the students if they have ever played with shells or not.
- She will show the children the flash card ‘sh’, and repeat the /sh/ sound which these two letters make.
- She will show them the ‘*shop*’ card and say: *Let’s go for shopping at the shops!*
- She will encourage the children to say ‘*Let’s go shopping!*’
- She will invite students to go through page # 22 of the book using the QR code.

Home Work:

Write “*sh*” words on your notebooks.

Wrap-up:

The students will do the pair reading.

“Th” Digraph

LEARNING OUTCOMES:

The students will be able to recognize the two-letter sound “th” and make words with it.

Period Required:2

Materials Required:

- English Book.
- White-board.
- Board marker and eraser.
- Flash cards.

Starter:

- The teacher will gather students in a common area and read a story to them.

Story:

“Ali went to bazar to buy three thick and three thin bottles. He also bought thread for his mother. Suddenly he felt pain in his teeth and throat. He left shopping and came back home.”

- She will tell students that there are many words within the story that begin with the digraph “th”.

Methodology:

- She will write the digraph “th” on the board or chart paper and say the sound /th/. She will have the students repeat the sound.
- She will ask students if they can think of any words that begin with the /th/ sound. She will call on three or four students.
- She will show the children the flash card ‘*th*’, and repeat the /*th*/ sound these two letters make. She will show them the ‘*thin*’ card and say: A thin man! She will encourage the

children to say *'thin'*.

- She will write the word *'thumb'* on the board she will say the word *'thumb'* and point out how the two letters *'th'* together make one sound.
- She will invite them to read and do page # 27 using the QR code and completing it.

Homework:

Write *'th'* words in your note books.

Wrap-up:

The students will write *'th'* words on the board.

“Wh” Digraph

LEARNING OUTCOMES:

The students will be able to recognize the two-letter sound “wh” and make words with it.

Period Required:2

Materials Required:

- English Book.
- White-board.
- Board marker and eraser.
- Flash cards.

Starter:

- The teacher will gather students in a common area and read a story to them.

Story:

“Ali went to see a whale. On his way he was eating wheat biscuits. Suddenly one of the wheels of his white car got punctured. When we moved out of the car, his whistle fell down from his pocket.

- She will tell students that there are many words within the story that begin with the digraph “wh”.

Methodology:

- She will write the digraph “wh” on the board or chart paper and say the sound /wh/. She will have the students repeat the sound.
- She will ask students if they can think of any words that begin with the /wh/ sound. She will call on three or four students.
- She will show the children the flash card ‘**wh**’, and repeat the /wh/ sound these two letters make. She will show them the ‘wheel’ card and say: A wheel. She will encourage the children to say ‘wheel’.
- She will write the word ‘**wheel**’ on the board she will say the word ‘**wheel**’ and point out how the two letters ‘**wh**’ together make one sound.
- She will invite them to read and do page # 24. She will use the QR code to make the lesson interesting.

Homework:

Write ‘**wh**’ words in your note books. Do page no. 25.

Wrap-up:

The students will write ‘**wh**’ words on the board.

Short "oo" Sound

Learning Outcomes:

Students will be able to recognize the short "oo" sound and use it to form words.

Period Required: 2

Materials Required:

- English Book
- Whiteboard
- Board marker and eraser
- Flashcards

Starter:

- Gather students in a common area and engage them in a short discussion about animals.
- Introduce the concept of the short "oo" sound by providing examples of words like "book,"

"hook," "look," and "foot."

Methodology:

1. Write the digraph "oo" on the board or chart paper and pronounce the short sound /ʊ/. Have students repeat the sound after you.
2. Show flashcards with the letters "oo" and demonstrate how they make the short /ʊ/ sound. Show flashcards with words containing the short "oo" sound, such as "book" and "foot," and encourage students to pronounce them.
3. Write the word "book" on the board and emphasize the short "oo" sound. Point out how the two letters "oo" together make one sound.
4. Engage students in a brief brainstorming session to think of other words with the short "oo" sound. Call on three or four students to share their ideas.
5. Distribute English books and instruct students to turn to page #26, where they will practice words with the short "oo" sound. Utilize any interactive resources like QR codes to enhance engagement.
6. Direct them to complete page #26 in their English books.

Homework:

Write down words with the short "oo" sound in your notebooks.

Wrap-up:

- Review the short "oo" sound by asking students to write down words containing it on the board.
- Provide positive reinforcement and praise for their participation and understanding.

Long "oo" Sound

Learning Outcomes:

Students will be able to recognize the long "oo" sound and apply it in forming words.

Period Required: 2

Materials Required:

- English Book
- Whiteboard

- Board marker and eraser
- Flashcards

Starter:

- Begin the lesson by gathering students in a common area and discussing familiar words containing the long "oo" sound, such as "moon," "spoon," "balloon," and "cartoon."

Methodology:

1. Write the digraph "oo" on the board or chart paper and pronounce the long sound /u:/. Have students repeat the sound after you to ensure understanding.
2. Show flashcards with the letters "oo" and demonstrate how they make the long /u:/ sound. Display flashcards with words containing the long "oo" sound, like "moon" and "balloon," and encourage students to pronounce them.
3. Write the word "moon" on the board and emphasize the long "oo" sound. Point out how the two letters "oo" together make one sound.
4. Engage students in a brief brainstorming session to think of other words with the long "oo" sound. Call on three or four students to share their ideas.
5. Distribute English books and instruct students to turn to page #27, where they will practice words with the long "oo" sound. Utilize any interactive resources like QR codes to enhance engagement.
6. Assign homework, asking students to write down words with the long "oo" sound in their notebooks. Direct them to complete page #27 in their English books.

Homework:

Write down words with the long "oo" sound in your notebooks

Wrap-up:

- Review the long "oo" sound by asking students to write down words containing it on the board.
- Provide positive reinforcement and praise for their participation and understanding.

Long "oa" Sound

Learning Outcomes:

Students will be able to recognize the long "oa" sound and apply it in forming words.

Period Required: 2

Materials Required:

- English Book
- Whiteboard
- Board marker and eraser
- Flashcards

Starter:

- Begin the lesson by gathering students and engaging them in a short discussion about words containing the long "oa" sound, such as "boat," "coat," "road," and "soap."

Methodology:

1. Write the digraph "oa" on the board or chart paper and pronounce the long sound /oʊ/. Have students repeat the sound after you to ensure understanding.
2. Show flashcards with the letters "oa" and demonstrate how they make the long /oʊ/ sound. Display flashcards with words containing the long "oa" sound, like "boat" and "road," and encourage students to pronounce them.
3. Write the word "boat" on the board and emphasize the long "oa" sound. Point out how the two letters "oa" together make one sound.
4. Engage students in a brief brainstorming session to think of other words with the long "oa" sound. Call on three or four students to share their ideas.
5. Distribute English books and instruct students to turn to page #28, where they will practice words with the long "oa" sound. Utilize any interactive resources like QR codes to enhance engagement.
6. Assign homework, asking students to write down words with the long "oa" sound in their notebooks. Direct them to complete page #28 in their English books.

Homework:

Write down words with the long "oa" sound in your notebooks.

Wrap-up:

- Review the long "oa" sound by asking students to write down words containing it on the board.
- Provide positive reinforcement and praise for their participation and understanding.

Long "ee" Sound

Learning Outcomes:

Students will be able to recognize the long "ee" sound and apply it in forming words.

Period Required: 2

Materials Required:

- English Book
- Whiteboard
- Board marker and eraser
- Flashcards

Starter:

- Begin the lesson by gathering students and engaging them in a short discussion about words containing the long "ee" sound, such as "tree," "bee," "see," and "deep."

Methodology:

1. Write the digraph "ee" on the board or chart paper and pronounce the long sound /i:/. Have students repeat the sound after you to ensure understanding.
2. Show flashcards with the letters "ee" and demonstrate how they make the long /i:/ sound. Display flashcards with words containing the long "ee" sound, like "tree" and "see," and encourage students to pronounce them.
3. Write the word "tree" on the board and emphasize the long "ee" sound. Point out how the two letters "ee" together make one sound.
4. Engage students in a brief brainstorming session to think of other words with the long "ee" sound. Call on three or four students to share their ideas.
5. Distribute English books and instruct students to turn to page #29, where they will practice words with the long "ee" sound. Utilize any interactive resources like QR codes to enhance engagement.
6. Assign homework, asking students to write down words with the long "ee" sound in their notebooks. Direct them to complete page #29 in their English books.
7. introduce page no. 30 and guide them to complete it.

Homework:

Write down words with the long "ee" sound in your notebooks.

Wrap-up:

- Review the long "ee" sound by asking students to write down words containing it on the board.
- Provide positive reinforcement and praise for their participation and understanding.

Lesson Plan: Exploring Ending Blends

Ending blends

Learning Outcomes:

Students will be able to identify and use various ending blends in words.

Period Required: 5

Materials Required:

- English Book
- Whiteboard
- Board marker and eraser
- Flashcards

Starter:

- Begin the lesson by gathering students and engaging them in a brief discussion about words they know that end with two or more consonant sounds together, such as "nd," "st," "mp," etc.

Methodology:

1. Introduce the concept of ending blends by explaining that these are consonant sounds that appear at the end of words but are still heard separately.
2. Write examples of ending blends on the board, such as "nd," "st," "mp," "sk," etc., and pronounce each blend, emphasizing both sounds.
3. Show flashcards with different ending blends and demonstrate how each blend sounds when pronounced together. For example, show a flashcard with "nd" and say "nd" together.
4. Engage students in a brainstorming session to think of words that end with each blend. Call on students to share their ideas and write down the words on the board.
5. Distribute English books and instruct students to turn to page 31 and 32 where they will practice identifying and using ending blends. Use interactive methods like games or QR codes to

make the lesson more engaging.

6. Assign homework, asking students to find and write down words with different ending blends they encounter in their everyday reading. Encourage them to be mindful of ending blends while reading.

Homework:

Find and write down words with different ending blends in your notebooks. Pay attention to ending blends while reading.

Wrap-up:

- Review the different ending blends by asking students to recall examples from the lesson and share new words they discovered with blends.
- Provide positive reinforcement and praise for their participation and understanding.

Exploring Initial, Middle, and Ending Sounds from A to Z

Learning Outcomes:

Students will be able to identify and differentiate between initial, middle, and ending sounds of letters from A to Z.

Period Required: 8

Materials Required:

- Alphabet charts or posters
- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing objects beginning with each letter of the alphabet

Starter:

1. Begin the lesson by displaying an alphabet chart or poster in the classroom.
2. Engage students in a discussion about the letters of the alphabet. Review each letter and its corresponding sound.

Methodology:

1. Introduction to Initial Sounds:

- Write the letter 'A' on the whiteboard. Ask students to brainstorm words that begin with the sound /æ/ (short 'a' sound). Write down the words they come up with.

- Show flashcards or picture cards representing objects that begin with the letter 'A', such as apple, ant, and arrow. Have students identify the initial sound of each object.

- Repeat this process for each letter of the alphabet, emphasizing initial sounds.

2. Introduction to Middle Sounds:

- Choose a few letters of the alphabet (e.g., 'E', 'I', 'O', 'U') and write them on the whiteboard.

- Provide examples of words where these letters appear in the middle, such as "pen" for 'E', "bin" for 'I', "pot" for 'O', and "bus" for 'U'.

- Encourage students to identify the middle sound in each word and practice pronouncing them.

3. Introduction to Ending Sounds:

- Write the letter 'Z' on the whiteboard. Ask students to brainstorm words that end with the sound /z/. Write down the words they come up with.

- Show flashcards or picture cards representing objects that end with the letter 'Z', such as buzz, jazz, and quiz. Have students identify the ending sound of each object.

- Repeat this process for each letter of the alphabet, emphasizing ending sounds.

4. Practice and Application:

- Divide students into small groups and provide them with alphabet cards or picture cards.

- Instruct each group to sort the cards based on whether the objects depicted begin with, have the letter in the middle of, or end with the corresponding letter sound.

- Circulate among the groups to provide assistance and guidance as needed.

Introduce page no. 33 and 34.

5. Consolidation:

- As a whole class, review the initial, middle, and ending sounds of each letter of the alphabet.

- Encourage students to ask questions and clarify any confusion they may have.

Homework:

- Assign students to find objects or words from their surroundings that start with, have the letter in the middle of, or end with specific letters of the alphabet. They can draw pictures or write the words in their notebooks.

Wrap-up:

- Conclude the lesson by reviewing key concepts and providing positive feedback to students for their participation and engagement.
- Encourage students to continue practicing identifying initial, middle, and ending sounds in words they encounter daily.

Sounds

LEARNING OUTCOMES:

The students will be able to recognize the initial, middle and ending sounds of different letters.

Periods Required: 6

Materials Required:

- English Book.
- Cards.

Starter:

- The teacher will have students seated at their desks or on a mat.
- To motivate and activate students, she will tell them that they will be learning about sounds. She will show them different alphabet cards and ask about the sounds of the letters.

Methodology:

- The teacher will ask the students to identify the pictures that she will show them.
- She will show the students a picture of a bat, banana and ant.
- She will attach the pictures to the whiteboard.
- She will point to each word and read it aloud. She will have students repeat the words after her.
- She will ask students to focus on the sound of letter 'a'.
- She will tell them that each letter has three different sounds:
 - Starting/beginning.
 - Middle.

- And ending sound.
- She will introduce all letters in this way and focus on recognition and pronunciation.
- She will ask the students to go through page no. 33 and 34 of the book.

Home Work:

Read page no. 33, 34 of the book.

Wrap-up:

The teacher will name a letter and the students will tell the word with it.

Understanding Singular and Plural Forms

Learning Outcomes:

Students will be able to differentiate between singular and plural forms of nouns and apply the appropriate form in sentences.

Period Required: 3

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing singular and plural nouns
- English Book

Starter:

1. Begin the lesson by engaging students about asking different objects.

Methodology:

1. Introduction to Singular and Plural Nouns:

- Write the word "cat" on the whiteboard. Explain that "cat" is an example of a singular noun because it refers to one cat. Emphasize that singular nouns are used when talking about one person, animal, thing, or idea.

- Write the word "cats" next to "cat." Explain that "cats" is the plural form of "cat" because it refers to more than one cat. Emphasize that plural nouns are used when talking about more than one person, animal, thing, or idea.

2. Practice with Singular and Plural Nouns:

- Show flashcards or picture cards representing singular nouns (e.g., cat, book, pen) and plural

nouns (e.g., cats, books, pens).

- Ask students to identify whether each noun represents one thing (singular) or more than one thing (plural). Discuss the differences between singular and plural forms.

3. Forming Plural Nouns:

- Explain the basic rules for forming plural nouns, such as adding "s" to most nouns (e.g., cat → cats, book → books) and changing the spelling for some nouns (e.g., child → children, foot → feet).

- Provide examples of irregular plural nouns (e.g., mouse → mice, tooth → teeth) and discuss their formations.

4. Application:

- Distribute English books and instruct students to turn to page no. 35 and 36 where they will practice identifying and using singular and plural nouns. Provide exercises where they have to change singular nouns to plural and vice versa.

- Engage students in a class activity where they create sentences using both singular and plural nouns. Encourage them to use correct grammar and punctuation.

5. Consolidation:

- Review the key concepts of singular and plural nouns with the class. Ask students to summarize what they have learned about singular and plural forms.

Homework:

Assign students to find examples of singular and plural nouns in their environment (e.g., at home, in books, on signs) and write them down in their notebooks. They can also practice changing singular nouns to plural and vice versa.

Wrap-up:

- Conclude the lesson by reviewing the importance of understanding singular and plural forms in English grammar.

- Provide positive feedback to students for their participation and encourage them to continue practicing singular and plural nouns in their writing and speaking.

Demonstrating "This is" and "These are" in Singular and Plural Contexts

Learning Outcomes:

Students will be able to distinguish between "this is" and "these are" and correctly use them in singular and plural contexts.

Period Required: 2

Materials Required:

- Whiteboard
- Board marker and eraser
- Flashcards or picture cards representing singular and plural nouns
- English Book

Starter:

1. Begin the lesson by reviewing the concepts of singular and plural nouns from previous lessons. Ask students to give examples of singular and plural nouns they know.

Methodology:

1. Introduction to "This is" and "These are":

- Write "This is" and "These are" on the whiteboard. Explain that "this is" is used when talking about one thing, while "these are" is used when talking about more than one thing.
- Provide examples of sentences using "this is" and "these are" to demonstrate their usage. For example, "This is a book" (singular) and "These are books" (plural).

2. Practice with Singular and Plural Nouns:

- Show flashcards or picture cards representing singular nouns (e.g., book, pen, apple) and plural nouns (e.g., books, pens, apples).
- Model sentences using "this is" and "these are" with the flashcards. For example, "This is a book" and "These are books."
- Encourage students to practice saying similar sentences with other flashcards or picture cards.

3. Application:

- Distribute English books and instruct students to turn to page no. 37 and 38 where they will practice using "this is" and "these are" in sentences.
- Provide exercises where they have to fill in the blanks with the correct phrases.

- Engage students in a class activity where they create sentences using "this is" and "these are" with objects in the classroom. For example, "This is a desk" (pointing to one desk) and "These are chairs" (pointing to multiple chairs).

4. Consolidation:

- Review the key concepts of "this is" and "these are" with the class. Ask students to explain when to use each phrase based on singular and plural contexts.

Homework:

Assign students to find objects at home or in their surroundings and write sentences using "this is" and "these are" to describe them. They can use pictures or draw illustrations to accompany their sentences.

Wrap-up:

- Conclude the lesson by reinforcing the importance of using "this is" and "these are" correctly in singular and plural contexts.
- Provide positive feedback to students for their participation and encourage them to practice using the phrases in their everyday communication.

Understanding "These" and "Those" in Plural Contexts

Learning Outcomes:

Students will be able to differentiate between "these" and "those" and correctly use them in plural contexts.

Period Required: 1

Materials Required:

- Whiteboard
- Board marker and eraser
- Flashcards or picture cards representing plural nouns
- English Book

Starter:

1. Begin the lesson by reviewing the concept of plural nouns and their forms. Ask students to give examples of plural nouns they know.

Methodology:

1. Introduction to "These" and "Those":

- Write "These" and "Those" on the whiteboard. Explain that "these" is used to refer to objects that are nearby or within reach, while "those" is used to refer to objects that are farther away.
- Provide examples of sentences using "these" and "those" to demonstrate their usage. For example, "These are my pencils" (pointing to pencils nearby) and "Those are your books" (pointing to books farther away).

2. Practice with Plural Nouns:

- Show flashcards or picture cards representing plural nouns (e.g., pencils, books, apples).
- Model sentences using "these" and "those" with the flashcards. For example, "These are pencils" (pointing to pencils nearby) and "Those are books" (pointing to books farther away).
- Encourage students to practice saying similar sentences with other flashcards or picture cards.

3. Application:

- Distribute English books and instruct students to turn to page no. 39 and 40 where they will practice using "these" and "those" in sentences. Provide exercises where they have to fill in the blanks with the correct words.
- Engage students in a class activity where they create sentences using "these" and "those" with objects in the classroom. For example, "These are desks" (pointing to desks nearby) and "Those are chairs" (pointing to chairs farther away).

4. Consolidation:

- Review the key concepts of "these" and "those" with the class. Ask students to explain when to use each word based on the proximity of objects.

Homework:

Assign students to find objects at home or in their surroundings and write sentences using "these" and "those" to describe them. They can use pictures or draw illustrations to accompany their sentences. Do page no. 40.

Wrap-up:

- Conclude the lesson by reinforcing the importance of using "these" and "those" correctly in plural contexts.

- Provide positive feedback to students for their participation and encourage them to practice using the words in their everyday communication.

Understanding Gender in Nouns

Learning Outcomes:

Students will be able to differentiate between masculine and feminine genders in nouns and apply the appropriate gender in sentences.

Period Required: 3

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing nouns with masculine and feminine genders
- English Book

Starter:

1. Begin the lesson by engaging students in a brief discussion about what they know about gender in nouns. Ask if they are aware of any nouns that have specific genders.

Methodology:

1. Introduction to Gender in Nouns:

- Write "masculine" and "feminine" on the whiteboard. Explain that some nouns have specific genders associated with them. For example, words referring to males are masculine, and words referring to females are feminine.

- Provide examples of nouns with masculine and feminine genders, such as "boy" (masculine) and "girl" (feminine). Write these examples on the board.

- Discuss how gender in nouns can sometimes be indicated by the endings of words (e.g., "-er" for masculine, "-ess" for feminine).

2. Practice with Masculine and Feminine Nouns:

- Show flashcards or picture cards representing nouns with masculine and feminine genders (e.g., prince/princess, actor/actress, lion/lioness).

- Model sentences using masculine and feminine nouns with the flashcards. For example, "The prince is brave" and "The princess is kind."

- Encourage students to practice saying similar sentences with other flashcards or picture cards.

3. Application:

- Distribute English books and instruct students to turn to page no. 42,43,44 where they will practice using masculine and feminine nouns in sentences. Provide exercises where they have to fill in the blanks with the correct gendered nouns.

- Engage students in a class activity where they create sentences using masculine and feminine nouns. For example, "The lion is strong" (masculine) and "The lioness is fierce" (feminine).

4. Consolidation:

- Review the key concepts of masculine and feminine genders in nouns with the class. Ask students to explain the differences between masculine and feminine nouns.

Homework:

Assign students to find objects or people in their surroundings and write sentences using masculine and feminine nouns to describe them. They can use pictures or draw illustrations to accompany their sentences.

Wrap-up:

- Conclude the lesson by reinforcing the importance of understanding gender in nouns and using the appropriate genders in sentences.

- Provide positive feedback to students for their participation and encourage them to continue practicing using masculine and feminine nouns in their writing and speaking.

Understanding the Use of "He," "She," and "It"

Learning Outcomes:

Students will be able to differentiate between the use of "he," "she," and "it" based on gender and context.

Period Required: 1

Materials Required:

- Whiteboard
- Board marker and eraser
- Flashcards or picture cards representing people, animals, and objects
- English Book

Starter:

1. Begin the lesson by reviewing the concept of nouns and pronouns. Ask students to give examples of nouns they know.

Methodology:

1. Introduction to "He," "She," and "It":

- Write "he," "she," and "it" on the whiteboard. Explain that "he" is used to refer to male beings, "she" is used to refer to female beings, and "it" is used to refer to animals, objects, or things.

- Provide examples of sentences using "he," "she," and "it" to demonstrate their usage. For example, "He is a boy," "She is a girl," and "It is a book."

2. Practice with People, Animals, and Objects:

- Show flashcards or picture cards representing people (e.g., boy, girl), animals (e.g., dog, cat), and objects (e.g., book, table).

- Model sentences using "he," "she," and "it" with the flashcards. For example, "He is a boy" (pointing to a picture of a boy), "She is a girl" (pointing to a picture of a girl), and "It is a book" (pointing to a picture of a book).

- Encourage students to practice saying similar sentences with other flashcards or picture cards.

3. Application:

- Distribute English books and instruct students to turn to page 45 and 46 where they will practice using "he," "she," and "it" in sentences. Provide exercises where they have to fill in the blanks with the correct pronouns.

- Engage students in a class activity where they create sentences using "he," "she," and "it" with objects or characters in a story. For example, "He is the prince," "She is the princess," and "It is the castle."

4. Consolidation:

- Review the key concepts of "he," "she," and "it" with the class. Ask students to explain when to use each pronoun based on gender and context.

Homework:

Assign students to create a short story using "he," "she," and "it" to describe characters, animals, and objects. Encourage them to use the pronouns correctly based on gender and context.

Wrap-up:

- Conclude the lesson by reinforcing the importance of using "he," "she," and "it" correctly in sentences.
- Provide positive feedback to students for their participation and encourage them to practice using the pronouns in their everyday communication.

Understanding the Use of "Is," "Are," and "Am"

Learning Outcomes:

Students will be able to differentiate between the use of "is," "are," and "am" in sentences based on subject-verb agreement.

Period Required: 3

Materials Required:

- Whiteboard
- Board marker and eraser
- Flashcards or picture cards representing various subjects and actions
- English Book

Starter:

1. Begin the lesson by reviewing the concept of subjects and verbs in sentences. Remind students that verbs change depending on the subject.

Methodology:

1. Introduction to "Is," "Are," and "Am":

- Write "is," "are," and "am" on the whiteboard. Explain that "is" is used with singular subjects (e.g., he, she, it), "are" is used with plural subjects (e.g., they, we, you), and "am" is used with

the first person singular subject "I."

- Provide examples of sentences using "is," "are," and "am" to demonstrate their usage. For example, "He is happy," "They are students," and "I am tall."

2. Practice with Subjects and Verbs:

- Show flashcards or picture cards representing various subjects (e.g., boy, girl, students) and actions (e.g., run, jump, study).

- Model sentences using "is," "are," and "am" with the flashcards. For example, "He is running" (pointing to a picture of a boy running), "They are studying" (pointing to a picture of students studying), and "I am happy" (pointing to a picture of yourself).

- Encourage students to practice saying similar sentences with other flashcards or picture cards.

3. Application:

- Distribute English books and instruct students to turn to page no. 47 and 48 where they will practice using "is," "are," and "am" in sentences. Provide exercises where they have to fill in the blanks with the correct form of the verb.

- Engage students in a class activity where they create sentences using "is," "are," and "am" with subjects and actions of their choice. For example, "The cat is sleeping," "The birds are flying," and "I am eating."

4. Consolidation:

- Review the key concepts of "is," "are," and "am" with the class. Ask students to explain when to use each verb form based on subject-verb agreement.

Homework:

Assign students to write five sentences using "is," "are," and "am" correctly. Encourage them to use different subjects and actions in their sentences.

Wrap-up:

- Conclude the lesson by reinforcing the importance of subject-verb agreement and using "is," "are," and "am" correctly in sentences.

- Provide positive feedback to students for their participation and encourage them to practice using the verb forms in their everyday communication.

Understanding the Use of "Was" and "Were"

Learning Outcomes:

Students will be able to differentiate between the use of "was" and "were" in sentences based on past tense and subject-verb agreement.

Period Required: 1

Materials Required:

- Whiteboard
- Board marker and eraser
- Flashcards or picture cards representing various subjects and actions in the past tense
- English Book

Starter:

1. Begin the lesson by reviewing the concept of past tense verbs. Remind students that past tense verbs are used to describe actions that have already happened.

Methodology:

1. Introduction to "Was" and "Were":

- Write "was" and "were" on the whiteboard. Explain that "was" is used with singular subjects (e.g., he, she, it) in the past tense, while "were" is used with plural subjects (e.g., they, we, you) in the past tense.

- Provide examples of sentences using "was" and "were" to demonstrate their usage. For example, "He was happy," "They were students," and "We were at the park."

2. Practice with Subjects and Verbs in the Past Tense:

- Show flashcards or picture cards representing various subjects (e.g., boy, girl, students) and actions in the past tense (e.g., played, danced, studied).

- Model sentences using "was" and "were" with the flashcards. For example, "She was dancing" (pointing to a picture of a girl dancing), "They were playing" (pointing to a picture of children playing), and "We were studying" (pointing to a picture of students studying).

- Encourage students to practice saying similar sentences with other flashcards or picture cards.

3. Application:

- Distribute English books and instruct students to turn to page no. 49 and 50 where they will practice using "was" and "were" in sentences in the past tense. Provide exercises where they have to fill in the blanks with the correct form of the verb.

- Engage students in a class activity where they create sentences using "was" and "were" with subjects and actions in the past tense. For example, "She was reading a book," "They were watching a movie," and "He was cooking dinner."

4. Consolidation:

- Review the key concepts of "was" and "were" with the class. Ask students to explain when to use each verb form based on subject-verb agreement in the past tense.

Homework:

Assign students to write five sentences using "was" and "were" correctly in the past tense. Encourage them to use different subjects and actions in their sentences.

Wrap-up:

- Conclude the lesson by reinforcing the importance of subject-verb agreement and using "was" and "were" correctly in sentences in the past tense.
- Provide positive feedback to students for their participation and encourage them to practice using the verb forms in their everyday communication.

Exploring Opposites

Learning Outcomes:

Students will be able to identify and understand pairs of opposite words.

Period Required: 3

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing opposite pairs
- English Book

Starter:

1. Begin the lesson by engaging students in a discussion about the concept of opposites. Ask

them to give examples of opposite words they know.

Methodology:

1. Introduction to Opposites:

- Write the word "opposite" on the whiteboard. Explain that opposites are words that have completely different meanings and are antonyms of each other.

- Provide examples of opposite pairs such as "big" and "small," "hot" and "cold," "happy" and "sad," and "fast" and "slow." Write these pairs on the board.

2. Practice with Opposite Pairs:

- Show flashcards or picture cards representing opposite pairs. For example, show a picture of a hot sun and a cold snowflake for "hot" and "cold."

- Model sentences using opposite pairs with the flashcards. For example, "The sun is hot" and "The snowflake is cold." Point out the contrast between the two words.

- Encourage students to practice saying similar sentences with other flashcards or picture cards representing opposite pairs.

3. Application:

- Distribute English books and instruct students to turn to page no. 51 and 52 where they will practice identifying and using opposite pairs. Provide exercises where they have to match opposite words or fill in the blanks with the correct opposites.

- Engage students in a class activity where they create sentences using opposite pairs. For example, "The elephant is big, but the mouse is small," and "The turtle is slow, but the rabbit is fast."

4. Consolidation:

- Review the key concepts of opposites with the class. Ask students to identify and explain opposite pairs they encountered during the lesson.

Homework:

Assign students to create a list of ten opposite pairs and write a sentence for each pair. Encourage them to use their creativity to come up with interesting sentences.

Wrap-up:

- Conclude the lesson by reinforcing the importance of understanding and using opposite words.
- Provide positive feedback to students for their participation and encourage them to continue

exploring opposites in their everyday language.

Discovering Compound Words

Learning Outcomes:

Students will be able to identify and create compound words.

Period Required: 3

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing compound words
- English Book

Starter:

1. Begin the lesson by engaging students in a discussion about compound words. Ask them if they know what compound words are and to give examples if they do.

Methodology:

1. Introduction to Compound Words:

- Write the word "compound word" on the whiteboard. Explain that compound words are made up of two or more smaller words that are combined to create a new word with its own meaning.

- Provide examples of compound words such as "sunshine," "rainbow," "football," and "toothbrush." Write these examples on the board.

2. Practice with Compound Words:

- Show flashcards or picture cards representing compound words. For example, show a picture of a "sun" and a "flower" for "sunflower."

- Model sentences using compound words with the flashcards. For example, "The sunflower is yellow," and "The rainbow is colorful."

- Encourage students to practice saying similar sentences with other flashcards or picture cards representing compound words.

3. Creating Compound Words:

- Engage students in a brainstorming session to think of compound words they know or can create. Write down their suggestions on the board.
- Challenge students to create new compound words by combining smaller words. For example, "cup" + "cake" = "cupcake," "rain" + "coat" = "raincoat."

4. Application:

- Distribute English books and instruct students to turn to page no. 53 where they will practice identifying and creating compound words. Provide exercises where they have to match the parts of compound words or fill in the blanks to form compound words.
- Engage students in a class activity where they create sentences using compound words. For example, "The butterfly flew over the rainbow," and "The basketball bounced on the playground."

5. Consolidation:

- Review the key concepts of compound words with the class. Ask students to identify and explain compound words they encountered during the lesson.

Homework:

Assign students to create a list of ten compound words and write a sentence for each word. Encourage them to use their creativity to come up with interesting sentences.

Wrap-up:

- Conclude the lesson by reinforcing the importance of understanding and using compound words.
- Provide positive feedback to students for their participation and encourage them to continue exploring compound words in their everyday language.

Understanding Nouns

Learning Outcomes:

Students will be able to identify and define nouns.

Period Required: 4

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing nouns
- English Book

Starter:

1. Begin the lesson by engaging students in a discussion about what nouns are. Ask them if they know what nouns are and to give examples if they do.

Methodology:

1. Introduction to Nouns:

- Write the word "noun" on the whiteboard. Explain that a noun is a word that names a person, place, thing, or idea.
- Provide examples of nouns such as "boy," "school," "book," and "happiness." Write these examples on the board.

2. Practice with Nouns:

- Show flashcards or picture cards representing nouns. For example, show a picture of a "dog" for the noun "dog."
- Model sentences using nouns with the flashcards. For example, "The boy is playing with the dog," and "The school is big."
- Encourage students to practice saying similar sentences with other flashcards or picture cards representing nouns.

3. Types of Nouns:

- Explain to students that there are different types of nouns, including common nouns, proper nouns, concrete nouns, and abstract nouns.
- Provide examples of each type of noun. For example, "dog" is a common noun, "London" is a proper noun, "tree" is a concrete noun, and "love" is an abstract noun.
- Discuss the characteristics of each type of noun with the class.

4. Application:

- Distribute English books and instruct students to turn to page no. 54 to 58 where they will practice identifying and using nouns. Provide exercises where they have to identify nouns in sentences or write sentences using nouns.

- Engage students in a class activity where they create sentences using nouns. For example, "The cat is sleeping on the chair," and "My friend's name is Sarah."

5. Consolidation:

- Review the key concepts of nouns with the class. Ask students to identify and explain nouns they encountered during the lesson.

Homework:

Assign students to create a list of ten nouns and write a sentence for each noun. Encourage them to use their creativity to come up with interesting sentences.

Wrap-up:

- Conclude the lesson by reinforcing the importance of understanding and using nouns.
- Provide positive feedback to students for their participation and encourage them to continue exploring nouns in their everyday language.

Exploring Prepositions

Learning Outcomes:

Students will be able to identify and use the prepositions "on," "in," "under," "between," "beside," and "behind" correctly in sentences.

Period Required: 3

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing prepositions and corresponding objects
- English Book

Starter:

1. Begin the lesson by engaging students in a discussion about prepositions. Ask them if they know what prepositions are and to give examples if they do.

Methodology:

1. Introduction to Prepositions:

- Write the word "preposition" on the whiteboard. Explain that a preposition is a word that shows the relationship between a noun or pronoun and other words in a sentence.

- Provide examples of prepositions such as "on," "in," "under," "between," "besides," and "behind." Write these examples on the board.

2. Practice with Prepositions:

- Show flashcards or picture cards representing prepositions and corresponding objects. For example, show a picture of a book "on" a table for the preposition "on."

- Model sentences using prepositions with the flashcards. For example, "The book is on the table," and "The cat is under the chair."

- Encourage students to practice saying similar sentences with other flashcards or picture cards representing prepositions.

3. Application:

- Distribute English books and instruct students to turn to page no. 60 to 62 where they will practice identifying and using prepositions. Provide exercises where they have to fill in the blanks with the correct prepositions.

- Engage students in a class activity where they create sentences using prepositions. For example, "The ball is between the two trees," and "The pencil is beside the notebook."

4. Consolidation:

- Review the key concepts of prepositions with the class. Ask students to identify and explain prepositions they encountered during the lesson.

Homework:

Assign students to create a list of five sentences using each of the prepositions "on," "in," "under," "between," "besides," and "behind." Encourage them to use different objects in their sentences.

Wrap-up:

- Conclude the lesson by reinforcing the importance of understanding and using prepositions.

- Provide positive feedback to students for their participation and encourage them to continue exploring prepositions in their everyday language.

Exploring Punctuation and Capitalization

Learning Outcomes:

Students will be able to identify and correctly use the full stop, question mark, and capital letter in sentences.

Period Required: 5

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing sentences with punctuation and capitalization errors
- English Book

Starter:

1. Begin the lesson by engaging students in a discussion about punctuation marks and capitalization. Ask them if they know what punctuation marks are and why capitalization is important.

Methodology:

1. Introduction to Punctuation and Capitalization:

- Write the words "punctuation" and "capitalization" on the whiteboard. Explain that punctuation marks are symbols used to organize and clarify written language, while capitalization refers to using uppercase letters at the beginning of sentences and for proper nouns.

- Provide examples of sentences with and without punctuation and capitalization. Write these examples on the board.

2. Practice with Punctuation and Capitalization:

- Show flashcards or picture cards representing sentences with errors in punctuation and capitalization. For example, show a sentence without a full stop or question mark, or with lowercase letters at the beginning of sentences.

- Model correcting the errors in the sentences with the flashcards. For example, add a full stop at the end of a declarative sentence or a question mark at the end of an interrogative sentence. Also, change lowercase letters to uppercase letters at the beginning of sentences.

- Encourage students to practice correcting similar sentences with other flashcards or picture cards representing errors in punctuation and capitalization.

3. Application:

- Distribute English books and instruct students to turn to page 60 to 66 where they will practice identifying and correcting errors in punctuation and capitalization. Provide exercises where they have to add missing punctuation marks and capitalize letters.

- Engage students in a class activity where they create sentences and exchange papers with their peers to correct errors in punctuation and capitalization.

4. Consolidation:

- Review the key concepts of punctuation and capitalization with the class. Ask students to explain the importance of using these elements correctly in writing.

Homework:

Assign students to write five sentences with errors in punctuation and capitalization. Encourage them to exchange papers with their peers to correct each other's sentences.

Wrap-up:

- Conclude the lesson by reinforcing the importance of using punctuation marks and capitalization correctly in writing.

- Provide positive feedback to students for their participation and encourage them to continue practicing correct punctuation and capitalization in their writing.

Engaging with Action Words (Doing Words)

Learning Outcomes:

Students will be able to identify, understand, and use action words (doing words) in various contexts.

Period Required: 5

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing action words
- English Book
- Construction paper

- Glue
- Scissors

Starter:

1. Begin the lesson with a movement activity. Play a game of Simon Says, incorporating various action words. For example, "Simon says clap your hands," "Simon says jump up and down," "Simon says touch your toes," etc.

Methodology:

1. Introduction to Action Words:

- Write the words "action words" on the whiteboard. Explain to students that action words, also known as "doing words," are words that describe actions or activities.
- Provide examples of action words such as "run," "jump," "dance," "swim," "write," and "paint." Use gestures or act out these actions to make the examples more engaging.

2. Interactive Word Wall:

- Create an interactive word wall with action words. Write each action word on a separate piece of construction paper and stick them on the wall. Encourage students to add new action words they encounter throughout the lesson.
- Allow students to interact with the word wall during breaks or free time, encouraging them to read and act out the action words.

3. Action Word Scavenger Hunt:

- Distribute English books and instruct students to search for action words in a given passage or page. Provide them with highlighters or markers to mark the action words they find.
- After the scavenger hunt, have students share the action words they found with the class, and discuss their meanings and usage.

4. Action Word Collage:

- Divide the class into small groups. Provide each group with magazines, newspapers, and old catalogs.
- Instruct students to cut out pictures of people or animals performing actions and glue them onto a piece of construction paper.
- Encourage students to write an action word beside each picture to describe the action being performed.

- Allow time for each group to share their action word collages with the class, explaining the actions depicted.

5. Action Word Charades:

- Play a game of action word charades. Write down various action words on separate slips of paper and place them in a bowl.

- One student from each team picks a slip of paper and acts out the action word without speaking while their teammates guess the action.

- Rotate turns until all students have had a chance to act out action words.

6. Application in Writing:

- Go through the book from page no. 67 to 73

Distribute blank sheets of paper and instruct students to write a short paragraph describing a favorite activity or hobby using as many action words as possible.

- Encourage students to share their paragraphs with a partner or the class, highlighting the action words they used.

Consolidation:

- Review the action words covered in the lesson and their meanings with the class.

- Ask students to share their favorite action word activity from the lesson and why they enjoyed it.

Homework:

Assign students to create a mini-dictionary of action words. They should choose ten action words from the lesson, write the word, draw a picture representing the action, and write a sentence using the action word.

Wrap-up:

- Conclude the lesson by emphasizing the importance of action words in making writing more descriptive and engaging.

- Provide positive feedback to students for their participation and creativity throughout the lesson.

Exploring Describing Words (Adjectives)

Learning Outcomes:

Students will be able to identify, understand, and use describing words (adjectives) to add detail and color to their writing.

Period Required: 5

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing adjectives
- English Book
- Worksheets with sentences needing adjectives
- Construction paper
- Glue
- Scissors

Starter:

1. Begin the lesson with a "Describing Word Detective" activity. Display a picture or object in the classroom and ask students to use their senses to describe it using adjectives. For example, if displaying a picture of a forest, students might use adjectives like "lush," "green," "tall," "majestic," etc.

Methodology:

1. Introduction to Adjectives:

- Write the word "adjectives" on the whiteboard. Explain to students that adjectives are words that describe or modify nouns by giving more information about them.
- Provide examples of adjectives such as "big," "small," "red," "happy," "fast," and "beautiful." Use gestures or act out the meanings to make the examples more engaging.

2. Adjective Word Wall:

- Create an adjective word wall by writing various adjectives on separate pieces of paper or index cards and sticking them on the wall. Encourage students to add new adjectives they encounter throughout the lesson.
- Allow students to interact with the word wall during breaks or free time, encouraging them to use the adjectives in sentences or describe objects around them.

3. Adjective Charades:

- Play a game of adjective charades. Write down various adjectives on separate slips of paper and place them in a bowl.
- One student from each team picks a slip of paper and acts out the adjective without speaking, while their teammates guess the adjective based on the student's actions.
- Rotate turns until all students have had a chance to act out adjectives.

4. Descriptive Drawing:

- Divide the class into pairs or small groups. Provide each group with a blank sheet of paper and a set of colored pencils or markers.
- Assign each group a simple object or scene to draw (e.g., a house, a beach, a birthday party).
- Instruct students to take turns describing the object or scene using adjectives while their partner(s) draw based on the descriptions.
- After completing their drawings, allow each group to share their artwork and the adjectives they used to describe it.

5. Sentence Building:

- Go through page no. 74 to 77
- Distribute worksheets with incomplete sentences that need adjectives to make them more descriptive.
- Instruct students to read each sentence and choose an appropriate adjective from a list to complete the sentence.
- After completing the worksheet, review the sentences together as a class and discuss the impact of adding adjectives.

6. Adjective Collage:

- Provide each student with a piece of construction paper, magazines, newspapers, and glue.
- Instruct students to cut out pictures of people, objects, or scenes and glue them onto the construction paper.
- Encourage students to write adjectives around the pictures to describe them or the emotions they evoke.
- Allow time for students to share their adjective collages with the class, explaining the adjectives they chose and why.

Consolidation:

- Review the adjectives covered in the lesson and their meanings with the class.
- Ask students to share their favorite activity from the lesson and why they enjoyed it.

Homework:

Assign students to write a short paragraph describing their favorite place or activity using at least five adjectives to make it more descriptive.

Wrap-up:

- Conclude the lesson by emphasizing the importance of adjectives in making writing more vivid and engaging.
- Provide positive feedback to students for their participation and creativity throughout the lesson.

Exploring Feelings and Emotions

Learning Outcomes:

Students will be able to identify, express, and understand different feelings and emotions through various engaging activities.

Period Required: 3

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing feelings and emotions
- English Book
- Construction paper
- Colored pencils or markers
- Glue
- Scissors
- Dice
- Game boards for Feelings Board Game
- Bingo cards and counters for Emotion Bingo
- Soft, plush "talking object" for Feelings Circle

Starter:

1. Begin the lesson by engaging students in a discussion about feelings and emotions. Ask them to share times when they felt happy, sad, angry, worried, or sleepy.

Methodology:

1. Introduction to Feelings and Emotions:

- Write the words "feelings" and "emotions" on the whiteboard. Explain to students that feelings and emotions are the different ways people can feel and react to situations.

- Provide examples of feelings and emotions such as "happy," "sad," "angry," "worried," and "sleepy." Use gestures or act out the expressions associated with each feeling.

2. Feeling Word Wall:

- Create a feeling word wall by writing various feelings and emotions on separate pieces of paper or index cards and sticking them on the wall. Encourage students to add new feelings they encounter throughout the lesson.

- Allow students to interact with the word wall during breaks or free time, encouraging them to use the feeling words in sentences or describe their own emotions.

3. Activities:

a. Emotion Charades:

- Play a game of emotion charades. Write down various feelings and emotions on separate slips of paper and place them in a bowl.

- One student from each team picks a slip of paper and acts out the emotion without speaking, while their teammates guess the emotion based on the student's actions.

- Rotate turns until all students have had a chance to act out emotions.

b. Emotion Art Gallery:

- Set up an "Emotion Art Gallery" in the classroom by displaying artwork or drawings that represent different feelings and emotions.

- Assign each student a specific emotion to depict through art. Provide art supplies such as crayons, markers, and watercolors.

- After completing their artwork, students can label their pieces with the corresponding emotion and hang them up around the classroom.

- Hold a gallery walk where students can admire each other's artwork and discuss the emotions portrayed.

c. Feelings Board Game:

- Create a feelings-themed board game where students move around the board by expressing different emotions.
- Divide the class into small groups and provide each group with a game board, dice, and playing pieces.
- On the game board, include spaces with prompts such as "Share a time when you felt happy," "Act out an angry expression," or "Describe what makes you feel worried."
- Students take turns rolling the dice, moving their playing piece, and following the instructions on the space they land on. Encourage discussion and reflection as they share their experiences and feelings.

d. Emotion Bingo:

- Create Bingo cards with squares containing different emotions (e.g., happy, sad, angry, worried, sleepy).
- Distribute Bingo cards to students and provide each student with a small pile of counters or markers.
- Call out emotions randomly, and students mark the corresponding emotion on their Bingo cards.
- The first student to complete a row (horizontal, vertical, or diagonal) shouts "Bingo!" and wins the game. Alternatively, continue playing until someone fills their entire card for a blackout Bingo.

e. Feelings Circle:

- Form a circle with the students and provide a soft, plush "talking object" (e.g., a stuffed animal).
- Pass the talking object around the circle, and whoever holds it shares a time when they felt a particular emotion chosen by the teacher.
- Encourage students to express themselves openly and listen attentively to their peers' experiences.
- After each student shares, pass the talking object to the next person until everyone has had a chance to participate.

Invite them to go through the book page no. 78 and 79.

Consolidation:

- Review the feelings and emotions covered in the lesson and their meanings with the class.
- Ask students to share their favorite activity from the lesson and why they enjoyed it.

Homework:

Assign students to write a short story or poem that includes at least three of the specified emotions (happy, sad, angry, worried, sleepy).

Wrap-up:

- Conclude the lesson by emphasizing the importance of understanding and expressing feelings and emotions.
- Provide positive feedback to students for their participation and reflection throughout the lesson.

Exploring Colors

Learning Outcomes:

Students will be able to identify and describe different colors through engaging activities.

Period Required: 3

Materials Required:

- Whiteboard
- Board markers and erasers
- Flashcards or picture cards representing colors
- English Book
- Construction paper
- Colored pencils or markers
- Glue
- Scissors

Starter:

1. Begin the lesson by displaying various objects or images representing different colors. Ask students to identify the colors they see and describe them using descriptive language.

Methodology:

1. Introduction to Colors:

- Write the names of different colors on the whiteboard. Explain to students that colors are visual perceptions produced by light.

- Show flashcards or picture cards representing colors such as red, blue, yellow, green, orange, purple, etc. Encourage students to repeat the names of the colors aloud.

2. Color Word Wall:

- Create a color word wall by writing the names of various colors on separate pieces of paper or index cards and sticking them on the wall. Encourage students to add new colors they encounter throughout the lesson.

- Allow students to interact with the word wall during breaks or free time, encouraging them to use the color words in sentences or describe objects around them.

3. Color Mixing Experiment:

- Conduct a simple color mixing experiment to demonstrate how different colors can be combined to create new colors.

- Provide students with primary color paints (red, blue, yellow) and paintbrushes.

- Instruct students to mix different combinations of primary colors to create secondary colors (e.g., red + blue = purple, blue + yellow = green, red + yellow = orange).

- Allow students to experiment with mixing colors and observe the changes.

4. Colorful Collage:

- Provide each student with a piece of construction paper and magazines or colored paper scraps.

- Instruct students to cut out pictures or shapes of objects representing different colors and arrange them on the construction paper.

- Encourage students to create a colorful collage by layering and overlapping the colored shapes.

- After completing their collages, students can glue the shapes in place and label the colors they used.

5. Colorful Writing:

- Distribute worksheets with incomplete sentences that need descriptive color words to complete them.

- Instruct students to read each sentence and choose an appropriate color word from a list to fill in the blank.

- After completing the worksheet, review the sentences together as a class and discuss the impact of using descriptive color words.

6. Color Scavenger Hunt:

- Divide the class into small groups and provide each group with a list of color-themed items to find around the classroom or school.
- Instruct students to work together to locate objects matching each color on the list.
- After completing the scavenger hunt, reconvene as a class to discuss the objects found and share their observations.
- help them to go through page no. 80 and 81 of their books.

Consolidation:

- Review the colors covered in the lesson and their names with the class.
- Ask students to share their favorite activity from the lesson and why they enjoyed it.

Homework:

Assign students to write a short paragraph describing their favorite color and why they like it. Encourage them to use descriptive language to express their thoughts.

Wrap-up:

- Conclude the lesson by emphasizing the importance of understanding and appreciating colors in our environment.
- Provide positive feedback to students for their participation and creativity throughout the lesson.

Understanding the Use of "Has" and "Have"

Learning Outcomes:

Students will be able to distinguish between the use of "has" and "have" in sentences.

Period Required: 3

Materials Required:

- Whiteboard
- Board markers and erasers
- English Book
- Worksheets with sentences using "has" and "have"
- Flashcards or picture cards representing sentences with "has" and "have"

Starter:

1. Begin the lesson by engaging students in a discussion about possession and ownership. Ask them to provide examples of sentences where someone has something or possesses something.

Methodology:

1. Introduction to "Has" and "Have":

- Write the words "has" and "have" on the whiteboard. Explain that "has" and "have" are verbs used to show possession or ownership.

- Provide examples of sentences using "has" and "have." For example, "She has a cat," "They have two bicycles." Discuss the difference in usage based on the subject of the sentence.

2. Sentence Examples:

- Show flashcards or picture cards representing sentences with "has" and "have." For example, show a picture of a girl holding a book with the sentence "She has a book," and a picture of children playing with the sentence "They have toys."

- Have students identify the subject of each sentence and determine whether "has" or "have" is used based on singular or plural subjects.

3. Guided Practice:

- Distribute worksheets with sentences using "has" and "have." Instruct students to read each sentence and circle the correct form of "has" or "have" based on the subject.

- Review the worksheets together as a class, discussing the reasons for choosing "has" or "have" in each sentence.

4. Application:

- Provide sentences with missing verbs and ask students to fill in the blanks with the correct form of "has" or "have." For example, "My brother ____ a pet fish," "The students ____ new backpacks."

- Encourage students to write their own sentences using "has" and "have" to describe possessions or ownership.

5. Interactive Activities:

- Divide the class into pairs or small groups and provide each group with a set of sentence cards containing sentences with missing verbs.

- Instruct students to work together to determine whether "has" or "have" should be used in each sentence and place the corresponding verb card in the blank space.

- After completing the activity, have groups exchange their cards with another group to check their answers.

-Invite them to do book work.

6. Consolidation:

- Review the key concepts of "has" and "have" with the class. Provide additional examples and clarify any misconceptions.

- Ask students to summarize the differences between "has" and "have" in their own words.

Homework:

Assign students to write five sentences using "has" and "have" correctly. Encourage them to use different subjects and objects in their sentences.

Wrap-up:

- Conclude the lesson by emphasizing the importance of using "has" and "have" correctly to indicate possession or ownership.

- Provide positive feedback to students for their participation and understanding of the lesson.

Exploring Rebus Writing

Learning Outcomes:

Students will be able to understand and create rebus writing by combining pictures and symbols to represent words or phrases.

Period Required: 3

Materials Required:

- Whiteboard
- Board markers and erasers
- English Book
- Worksheets with rebus puzzles
- Flashcards or picture cards representing objects and symbols
- Construction paper
- Glue
- Scissors

Starter:

1. Begin the lesson by introducing the concept of rebus writing. Explain to students that rebus writing uses pictures, symbols, and letters to represent words or phrases.

Methodology:

1. Introduction to Rebus Writing:

- Write the term "rebus writing" on the whiteboard. Explain to students that in rebus writing, pictures or symbols are used to represent words or parts of words.
- Provide examples of simple rebus puzzles or phrases. For example, show a picture of an eye and a heart to represent the phrase "I love," or a picture of a sun and a flower to represent "sunflower."

2. Rebus Puzzle Examples:

- Show worksheets with rebus puzzles to the students. Have them solve the puzzles by identifying the pictures or symbols and determining the words or phrases they represent.
- Review the answers together as a class, discussing the meaning of each rebus puzzle.

3. Guided Practice:

- Create your own rebus puzzles on the whiteboard or use flashcards with pictures and symbols. Present the puzzles to the students and ask them to decipher the words or phrases.
- Provide guidance and support as needed, helping students identify the meaning of each picture or symbol.

4. Independent Practice:

- Distribute worksheets with blank spaces for students to create their own rebus puzzles. Encourage them to use a combination of pictures, symbols, and letters to represent words or phrases.
- Allow students time to work independently on creating their rebus puzzles. Circulate around the classroom to provide assistance and feedback.

5. Rebus Collage:

- Provide each student with a piece of construction paper, magazines, newspapers, and glue.
- Instruct students to cut out pictures or symbols from the magazines or newspapers and arrange them on the construction paper to create a rebus collage.

- Encourage students to think creatively and use a variety of images to convey different words or phrases.

- After completing their collages, students can share their creations with the class and explain the meaning behind each rebus puzzle.

6. Extension Activity:

- Challenge students to write short stories or sentences using rebus writing. They can include a combination of pictures, symbols, and letters to represent words or phrases in their writing.

- Invite them to do page no. 85.

Consolidation:

- Review the key concepts of rebus writing with the class. Discuss any challenges students encountered and clarify any misconceptions.

- Encourage students to continue exploring and creating rebus puzzles in their free time.

Homework:

Assign students to create a rebus puzzle at home and bring it to class to share with their classmates. They can use pictures, symbols, and letters to represent words or phrases related to a specific theme or topic.

Wrap-up:

- Conclude the lesson by emphasizing the creativity and fun of rebus writing. Encourage students to use their imaginations to create unique and engaging puzzles.

- Provide positive feedback to students for their participation and efforts in deciphering and creating rebus puzzles.

Understanding the Use of "Yes" and "No"

Learning Outcomes:

Students will be able to comprehend and respond appropriately using "yes" and "no" in various contexts.

Period Required: 3

Materials Required:

- Whiteboard

- Board markers and erasers
- English Book
- Flashcards or picture cards representing situations requiring "yes" or "no" responses
- Worksheets with scenarios for practicing "yes" and "no" responses
- Small whiteboards or paper for each student
- Markers or pencils

Starter:

1. Begin the lesson by engaging students in a discussion about situations where they might respond with "yes" or "no." Encourage them to share personal experiences or hypothetical scenarios.

Methodology:

1. Introduction to "Yes" and "No":

- Write the words "yes" and "no" on the whiteboard. Explain that "yes" is used to affirm or agree with something, while "no" is used to negate or disagree with something.
- Provide examples of questions or statements where "yes" and "no" responses are appropriate. For example, "Do you like pizza?" (Yes), "Is it raining outside?" (No).

2. Situational Flashcards:

- Show flashcards or picture cards representing various situations where students might respond with "yes" or "no." For example, a picture of someone offering a cookie with the question, "Do you want a cookie?" or a picture of a rainy day with the question, "Is it raining?"
- Have students practice responding with "yes" or "no" to each situation by raising their hands or using whiteboards to write their responses.

3. Guided Practice:

- Distribute worksheets with scenarios requiring "yes" or "no" responses. Instruct students to read each scenario carefully and write "yes" or "no" to indicate their response.
- Review the worksheets together as a class, discussing the reasons for choosing "yes" or "no" in each scenario.

4. Role-Playing:

- Divide the class into pairs or small groups. Provide each group with a set of scenario cards.
- Instruct students to take turns role-playing the scenarios, asking each other questions that

require "yes" or "no" responses.

- Encourage students to use polite language and manners when asking and responding to questions.

5. Classroom Survey:

- Conduct a classroom survey by asking students a series of "yes" or "no" questions related to their preferences, experiences, or opinions.

- Have students move around the classroom, asking their classmates the survey questions and recording their responses on a chart or worksheet.

- After completing the survey, discuss the results as a class and analyze any patterns or trends observed.

6. Yes or No Game:

- Play a "Yes or No" game where students take turns asking each other questions that can only be answered with "yes" or "no."

- Set a timer and have students see how many questions they can ask and answer within a specified time limit.

- Encourage students to ask creative and interesting questions to keep the game engaging.
- invite them to go through the book.

Consolidation:

- Review the key concepts of using "yes" and "no" with the class. Discuss any challenges students encountered and provide additional practice if needed.

- Reinforce the importance of listening carefully to questions and responding appropriately.

Homework:

Assign students to create their own "yes" or "no" questions and survey their family members or friends. They can report back to the class with their findings during the next lesson.

Wrap-up:

- Conclude the lesson by emphasizing the importance of clear communication and understanding when using "yes" and "no" responses.

- Provide positive feedback to students for their participation and engagement throughout the lesson.

Exploring "igh" Words

Learning Outcomes:

Students will be able to recognize and read words containing the "igh" phonogram.

Period Required: 2

Materials Required:

- Whiteboard
- Board markers and erasers
- English Book
- Flashcards or word cards with "igh" words
- Worksheets with activities involving "igh" words
- Reading materials containing "igh" words (optional)

Starter:

1. Begin the lesson by reviewing with students the concept of phonograms and how they represent specific sounds in words. Remind them of previously learned phonograms and their sounds.

Methodology:

1. Introduction to "igh" Phonogram:

- Write the "igh" phonogram on the whiteboard. Explain to students that "igh" is a phonogram that often makes the long "i" sound, as in the words "night" and "high."

- Pronounce the sound of "igh" (/ī/) and have students repeat it after you several times to familiarize themselves with the sound.

2. Word Recognition:

- Show flashcards or word cards containing various "igh" words, such as "sigh," "light," "might," "high," "fight," etc.

- Have students take turns reading the words aloud and identifying the "igh" phonogram in each word. Encourage them to pay attention to the sound it makes.

3. Guided Practice:

- Distribute worksheets with sentences containing "igh" words with missing phonograms.

Instruct students to fill in the blanks with the correct "igh" phonogram to complete each word.

- Review the completed worksheets together as a class, discussing the meaning of each word

and its use in the context of the sentence.

4. Word Building:

- Provide students with letter cards containing the letters needed to spell "igh" words (i, g, h).
- Instruct students to use the letter cards to build "igh" words on their desks or on the floor. Encourage them to sound out each word as they build it.

5. Reading Practice:

- Have students practice reading passages or sentences from the English book page no. 5 that contain "igh" words. Alternatively, provide them with short stories or reading materials 87 containing "igh" words for independent or group reading practice.

6. Application:

- Engage students in activities such as word searches, crossword puzzles, or word sorts using "igh" words. This allows them to reinforce their understanding of "igh" words while having fun.

Consolidation:

- Review the "igh" phonogram and the words containing it with the class. Ask students to share any new words they encountered during the lesson.
- Encourage students to continue practicing reading "igh" words in their daily reading activities.

Homework:

Assign students to create their own list of "igh" words and write sentences using each word. They can share their sentences with the class during the next lesson.

Wrap-up:

- Conclude the lesson by summarizing the key points about the "igh" phonogram and its role in words.
- Provide positive feedback to students for their participation and effort in learning and practicing "igh" words.

Exploring "ough" Words

Learning Outcomes:

Students will be able to recognize and read words containing the "ough" letter combination, which can have different pronunciations.

Period Required: 2

Materials Required:

- Whiteboard
- Board markers and erasers
- English Book
- Flashcards or word cards with "ough" words
- Worksheets with activities involving "ough" words
- Reading materials containing "ough" words (optional)

Starter:

1. Begin the lesson by engaging students in a discussion about words they know that contain the letter combination "ough." Encourage them to share any words they've encountered with this spelling.

Methodology:

1. Introduction to "ough" Letter Combination:

- Write the "ough" letter combination on the whiteboard. Explain to students that "ough" is a letter combination that can have multiple pronunciations and is found in many English words.
- Pronounce the different sounds of "ough" (/ʌf/, /ɔ:/, /oʊ/, /ʌ/, /ə/, etc.) and provide examples of words for each sound, such as "tough," "bough," "though," "through," "cough," etc.

2. Word Recognition:

- Show flashcards or word cards containing various "ough" words with their meanings. Include words such as "tough," "bough," "though," "through," "cough," etc.
- Have students take turns reading the words aloud and identifying the different sounds of "ough" in each word. Encourage them to pay attention to the context clues or word meanings to determine the pronunciation.

3. Guided Practice:

- Distribute worksheets with sentences containing "ough" words with missing letter combinations. Instruct students to fill in the blanks with the correct "ough" letter combination to complete each word.
- Review the completed worksheets together as a class, discussing the pronunciation and meaning of each word in the context of the sentence.

4. Word Building:

- Provide students with letter cards containing the letters needed to spell "ough" words (o, u, g, h).
- Instruct students to use the letter cards to build "ough" words on their desks or on the floor. Encourage them to sound out each word as they build it and discuss the different pronunciations.

5. Reading Practice:

- Have students practice reading passages or sentences from the English book page no. 88 that contain "ough" words. Alternatively, provide them with short stories or reading materials containing "ough" words for independent or group reading practice.

6. Application:

- Engage students in activities such as word searches, crossword puzzles, or word sorts using "ough" words. This allows them to reinforce their understanding of the different pronunciations of "ough" while having fun.

Consolidation:

- Review the "ough" letter combination and the words containing it with the class. Discuss the different pronunciations and meanings of "ough" words.
- Encourage students to continue practicing reading and using "ough" words in their daily reading activities.

Homework:

Assign students to create their own list of "ough" words and write sentences using each word. They can share their sentences with the class during the next lesson.

Wrap-up:

- Conclude the lesson by summarizing the different pronunciations of the "ough" letter combination and its role in words.
- Provide positive feedback to students for their participation and effort in learning and practicing "ough" words.

Mastering Tricky Words

Learning Outcomes:

Students will be able to identify and spell commonly misspelled or tricky words.

Period Required: 4

Materials Required:

- Whiteboard
- Board markers and erasers
- English Book
- Flashcards or word cards with tricky words
- Worksheets with activities involving tricky words
- Reading materials containing tricky words (optional)

Starter:

1. Begin the lesson by discussing with students the concept of tricky words. Explain that tricky words are words that are often misspelled or difficult to spell.

Methodology:

1. Introduction to Tricky Words:

- Write the term "tricky words" on the whiteboard. Explain to students that tricky words are words that can be challenging to spell correctly because they may not follow typical spelling patterns or rules.

- Provide examples of tricky words such as "receive," "believe," "friend," "because," "beautiful," etc. Discuss the reasons why these words might be considered tricky.

2. Word Recognition:

- Show flashcards or word cards containing various tricky words. Display each word card and have students read the word aloud.

- Discuss any spelling patterns or rules that apply to the tricky words, if applicable. Encourage students to identify similarities or patterns among the words.

3. Guided Practice:

- Distribute worksheets with activities involving tricky words, such as word searches, crossword puzzles, fill-in-the-blank sentences, or spelling challenges.

- Instruct students to complete the worksheets individually or in pairs, using their knowledge of tricky words to solve the activities.

- Review the completed worksheets together as a class, discussing any challenging words and

strategies for remembering their spellings.

4. Word Building:

- Provide students with letter cards or magnetic letters to build tricky words on the whiteboard or on their desks.

- Call out a tricky word, and have students use the letter cards to spell the word correctly. Encourage them to sound out each letter and visualize the word in their minds.

5. Contextual Practice:

- Incorporate tricky words into sentences or short paragraphs for reading practice. Provide students with passages containing tricky words and ask them to read the text aloud or silently.

- Encourage students to pay attention to the context of the sentences to help them understand the meanings of the tricky words and how they are used in context.

6. Spelling Bee:

- Organize a spelling bee activity where students take turns spelling tricky words aloud.

Provide a list of tricky words for students to spell individually, or conduct a spelling competition among students.

- Offer encouragement and praise to students as they spell the tricky words correctly, and provide feedback and assistance to those who need help.

- help them to reads page no. 89 and 90 of the book.

Consolidation:

- Review the tricky words covered in the lesson and discuss any strategies or tips for remembering their spellings.

- Encourage students to continue practicing tricky words regularly to improve their spelling skills.

Homework:

Assign students to create flashcards or word lists of tricky words to study at home. They can practice spelling and using the words in sentences to reinforce their understanding.

Wrap-up:

- Conclude the lesson by emphasizing the importance of perseverance and practice when learning tricky words.

- Provide positive feedback to students for their participation and effort in mastering tricky words.

Reading Comprehension and Picture Comprehension

Learning Outcomes:

Students will be able to demonstrate comprehension of written text and visual information through reading and interpreting pictures.

Period Required: 15

Materials Required:

- Whiteboard
- Board markers and erasers
- English Book
- Worksheets with reading passages and corresponding questions
- Picture cards or images for picture comprehension activities
- Storybooks or reading materials (optional)

Starter:

1. Begin the lesson by discussing the importance of understanding both written text and visual information. Ask students to share examples of situations where they need to comprehend written text or interpret pictures.

Methodology:

1. Introduction to Reading Comprehension:

- Explain to students that reading comprehension involves understanding and interpreting written text. Discuss the different strategies they can use to improve their reading comprehension skills, such as predicting, summarizing, and asking questions while reading.

2. Guided Reading:

- Select a short reading passage from the English book or a storybook relevant to the students' level. Read the passage aloud to the class, pausing to discuss key points and ask comprehension questions along the way.

- Model how to use reading comprehension strategies such as predicting what might happen next, summarizing the main idea, and making connections to personal experiences or prior

knowledge.

3. Independent Reading and Comprehension:

- Distribute worksheets with reading passages and corresponding questions. Instruct students to read the passages independently and answer the questions based on their understanding of the text.
- Encourage students to use strategies such as reading the questions first, skimming the passage for key information, and rereading as needed to find answers.

4. Picture Comprehension:

- Introduce the concept of picture comprehension by explaining that it involves interpreting visual information such as pictures, diagrams, or charts.
- Show picture cards or images representing various scenes, objects, or scenarios. Ask students to observe the pictures closely and describe what they see.
- Encourage students to make inferences and predictions based on the visual cues in the pictures.

5. Picture Comprehension Activities:

- Provide worksheets or activities with picture comprehension exercises. These may include tasks such as:
 - Matching pictures to corresponding sentences or descriptions.
 - Sequencing pictures to retell a story or process.
 - Describing the actions or emotions depicted in the pictures.
- Allow students to work individually or in pairs to complete the activities, providing support and guidance as needed.

6. Interactive Discussion:

- Facilitate a class discussion where students share their responses to the reading comprehension questions and picture comprehension activities.
- Encourage students to explain their reasoning and justify their answers using evidence from the text or visual cues in the pictures.
- invite them to go through the book.

Consolidation:

- Review the key concepts of reading comprehension and picture comprehension with the class.

Discuss any challenges students encountered and strategies they found helpful.

- Emphasize the importance of actively engaging with both written text and visual information to enhance comprehension skills.

Homework:

Assign students to practice reading comprehension by reading a short passage at home and answering comprehension questions independently. Additionally, they can practice picture comprehension by describing or interpreting pictures they encounter in their environment.

Wrap-up:

- Conclude the lesson by summarizing the importance of reading and interpreting both written text and visual information effectively.

- Provide positive feedback to students for their efforts in engaging with reading and picture comprehension activities. Encourage them to continue practicing these skills regularly.