

Discovery English

Grade 1

Chapter 1: SARAH AND HER BROTHER, ALI (3 Periods, 40 minutes each)

Class Strength: 30–40 students

Teacher Level: Untrained / Newly appointed

Required Book Pages: 06–12 (Chapter 1 pages)

Digital Resources:

Animated Story (Listen Story), Comprehension MCQs, Word Explorer (Vocabulary Vault), Grammar (Naming Words), Phonics (Beginning Sounds), Speaking Activity

Digital Classroom Setup (Teacher Checklist – 2 minutes before class)

If you have a Tab/Smartboard:

1. Open chapter screen “SARAH AND HER BROTHER, ALI”.
2. Check audio volume (medium).
3. Keep these tabs ready:
 - Listen Story
 - Comprehension MCQs
 - Vocabulary Vault
 - Grammar (Naming Words)
 - Phonics (Beginning Sounds)
 - Writing Page

If you do NOT have smartboard/tab:

- Teacher reads from book + uses board.
- Group work still happens using book exercises.

Group System for 35 Students (Use this every period)

Make 7 groups of 5 students.

Assign simple roles:

- **Leader:** Answers for group
- **Reader:** Reads question
- **Helper:** Helps weaker students
- **Timekeeper:** Counts 1–10 on fingers
- **Speaker:** Shares final answer

Teacher line (say exactly):

“Today we will work in groups. Only the leader speaks. Everyone else whispers.”

Noise control rule:

Teacher raises hand 🖐️ → students copy and become quiet

PERIOD 1 (40 minutes)

Focus: Story + Comprehension

Book Pages: Chapter story pages

Digital: Listen Story (Animated)

Learning Targets (Teacher-friendly)

Students can say:

- Who is in the story (Sarah, Ali)
- How old they are
- What they like
- Where they go on weekends (park)

Step-by-step Teaching Methodology (with timings)

1) Settling & Page Open (3 min)

Say:

“Sit straight. Books closed. Open Discovery English Chapter 1.”

“Finger on the picture.”

2) Picture Talk (7 min)

Ask one-by-one:

- Who is this? (Sarah)
- Who is with her? (Ali)
- What is Sarah doing? (drawing)
- What is Ali playing with? (toy cars)
- Where are they on weekends? (park)

Teacher tip:

If students answer in Urdu, accept first, then repeat in English.

3) Digital: Play Animated “Listen Story” (8 min)

Tell students:

“Eyes on screen. Mouth closed. Listen.”

Play once without stopping.

4) Echo Reading (10 min)

Open book.

- Read 1 sentence → students repeat.
- Point to picture while reading.
- Focus on:

- Sarah is six years old.
- Ali is four years old.
- They go to the park.

Teacher line:
“Repeat after me.”

5) Quick Check Questions (7 min)

Ask short oral questions:

- How old is Sarah?
- What colour does she like?
- What does Ali play with?
- What do they eat in the park?

Short answers allowed.

6) Wrap-up (5 min)

Say:
“Today we read about Sarah and Ali. Tomorrow we will answer questions.”

Assessment (Bloom’s – simple)

- Remembering: Name the characters.
- Understanding: Tell where they go.
- Teacher record: Mark 5 students ✓ if they answered correctly.

PERIOD 2 (40 minutes)

Focus: Comprehension MCQs + Vocabulary

Book Pages: Exercises A, B, C

Digital: Understanding Better (MCQs), Vocabulary Vault

Learning Targets

Students can:

- Answer MCQs
- Tell meaning of brother, toy, park, slide, weekend
- Say full sentence answers

Step-by-step Teaching

1) Warm Recap (5 min)

Ask:

- Who is Ali?
- What does Sarah like?
- Where do they go?

2) Teach Vocabulary with Actions (8 min)

Teach exactly like this:

brother

Point to a boy.

Say: "Brother means a boy sibling."

toy

Show pencil/toy.

Say: "Toy is something to play with."

park

Draw swing on board.

Say: "Park is a place with swings."

slide

Use hand movement sliding down.

Say: "Slide is a playground ride."

weekend

Say: "Saturday and Sunday."

Students repeat each word twice.

3) Digital Group Work: MCQs (15 min)

Teacher rules:

- "Only leader answers."
- "Group whisper and decide."
- "We count 1–10."

How to run:

- Show 1 MCQ.
- Groups get 10 seconds.
- Call 2 group leaders.
- Select correct answer.
- Repeat.

Correct answers:

1. six
2. draw and colour
3. blue
4. swing and slide
5. ice cream

Keep pace fast.

4) Vocabulary Match (7 min)

Display matching activity.

Do 1 together.

Call 3 leaders for remaining.

5) Wrap-up (5 min)

Ask:

- What is a naming word?
- Say one new word.

Assessment (Bloom's)

- Understanding: Why do they like the park?
- Applying: Use word "park" in a sentence.

Teacher record:

Write 3 words on board. Ask 3 students meaning orally.

PERIOD 3 (40 minutes)

Focus: Grammar + Phonics + Writing

Book Pages: Grammar Galaxy, Phonics Funland, Writing Hero

Digital: Grammar (Naming Words), Phonics Game

Learning Targets

Students can:

- Identify naming words
- Say beginning sounds
- Circle correct word
- Copy sentence neatly

Step-by-step Teaching

1) Phonics Warm-up (5 min)

Teacher says:

“A B C D”

Students repeat loudly.

Ask:

What sound does B make? (/b/)

2) Phonics Matching (15 min)

Show sound activity:

Match:

a → apple

s → sun

t → tiger

y → yoyo

Groups decide → leaders answer.

Then ask:

Which word starts with /b/?

Answer: ball

3) Grammar: Naming Words (10 min)

Say:

“A naming word is a name.”

Write on board:

Ali

park

dog

ice cream

Ask students:

Person / Place / Animal / Thing

Quick classification:

- boy = person
- park = place

- cat = animal
- car = thing

Students circle naming words in exercise.

4) Writing Practice (7 min)

Students copy:

Ali saw a dog chasing a ball.

Check:

- Capital letter
- Full stop
- Neat writing

5) Final Wrap-up (3 min)

Ask:

- Name one animal from story.
- Where do they play?

Say:

“Excellent work today.”

Assessment (Bloom’s)

- Applying: Circle correct noun.
- Analyzing: Identify beginning sound.
- Creating: Write 1 sentence about yourself.

FINAL TEACHER NOTE (Important for Pakistan Classrooms)

- If time is short: Complete 3 MCQs + 1 phonics + 1 grammar.
- Writing can be homework.
- Weak students copying is acceptable at Grade 1.
- Focus on participation and speaking.