

Based on NCP 2022-24

Discovery English

Name: _____

Roll No. _____

Class: _____

School: _____

- ✓ Activity-based Learning
- ✓ Emphasis on Language Skills
- ✓ Critical Thinking Activities
- ✓ Age-appropriate

1

GRADE

PREFACE

The English Series for Grades 1 to 5 has been designed in alignment with the Single National Curriculum (SNC) of Pakistan, with a focus on building a strong foundation in all four language competencies — Listening, Speaking, Reading, and Writing.

This series aims to make English learning a meaningful and enjoyable journey for students by combining modern teaching techniques with engaging, age-appropriate content. Each book in the series is structured to:

Enhance Grammatical Skills: Students are introduced to grammar rules in a simple, step-by-step manner with abundant exercises for practice, enabling them to use English accurately and confidently.

Build Phonics and Vocabulary: Phonics-based activities strengthen sound recognition and pronunciation, while targeted vocabulary building improves comprehension and expression.

Develop Reading Fluency: Carefully selected reading passages, stories, and poems foster comprehension, critical thinking, and an appreciation for literature.

Encourage Creative Writing: Guided writing tasks, picture-based prompts, and story starters inspire imagination and help students write with clarity and creativity.

Promote Listening and Speaking Skills: Pair work, role plays, dialogues, and oral storytelling activities encourage effective verbal communication.

Integrate Digital Learning: QR codes in each unit link to interactive videos, model pronunciations, animated stories, and grammar tutorials, making learning accessible anytime, anywhere.

Foster Critical Thinking: Activities encourage students to reason, infer, and express their ideas clearly, linking language skills to real-life contexts.

Our vision for this series is to develop learners who can use English confidently as a tool for learning, communication, and creativity. By combining strong language foundations with interactive resources, this series prepares students for higher learning and global communication while nurturing their love for the language.

Reviewed by:

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Approved By:
FEDERAL BOARD
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SLOs

UNIT 1 Sarah and Her Brother Ali

5

- Show awareness of the listeners through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response).
- Recognise the name of the common sound associated with every letter in the English alphabets.
- Demonstrate the ability to name various objects through picture and real life objects to: Sort, group, pick the old one out etc.
- Recognize and use naming words from the environment and then classify them into different categories such as a person, place, animal or things.



UNIT 2 A Small Toy, A Big Smile

14

- Use punctuation cues to aid reading aloud (capitalization, comma, full stop)
- Use prior knowledge and pre-reading strategies to predict a story by looking at the picture(s) and title of the text. (preview title/headings/ visuals; ask self, "What is it about? What do I know about this? What do I want to know?")
- Identify and act simple words that show feelings and emotions.
- Recognize sounds, words or phrases and repeat them.
- Give one-word answers to questions.
- Match familiar words with their opposites.
- Engage in role play, enacting simple characters or situations.



UNIT 3 Arshad Nadeem – The Pride of Pakistan

23

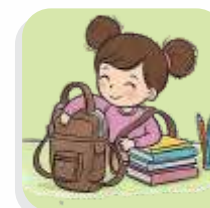
- Recognize one's own name and familiar signs and labels.
- Read common high-frequency words by sight.
- Arrange words alphabetically (A, B, C order).
- Understand that different texts look different (photos, diagrams).
- Listen to others and respond appropriately.
- Identify and say simple rhyming words.
- Illustrate masculine and feminine naming words.
- Apply capitalization to first words, names, dates.
- Use full stops and commas correctly.
- Give one word answers to questions.
- Use phonic knowledge to read decodable words to sound out some elements of unfamiliar words.
- Apply capitalization to the initial letter of the first word of a sentence. Recognise and apply capitalization to the initial letters of names of people and dates.
- Recognise and use a full stop at the end of a sentence. Recognise and use commas in a list.



UNIT 4 The Busy Day

33

- Attempt to express feelings and ideas using appropriate words when speaking on matters immediate interest.
- Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.
- Provide the missing letter in simple one/two-syllable words.
- Identify common terms relating to books (e.g., title page, author, illustrator, front/back cover, table of contents).
- Recognise the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Recognize and use substitute words e.g. I, we, you, he, she, it, they).
- Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words e.g., blending to read, and segment to spell
- Recognise and read common sight words.
- Take turns to speak.



- Recognise main elements of a story, e.g. beginning middle and end.
- Recognise simple present verbs to show habitual actions e.g., He walks daily.

UNIT 5 The Wonderful World

45

- Ask questions for clarity.
- Recognize and use questioning words: what who, where when, why.
- Interact minimally by naming things and asking simple questions.
- Participate in small group discussions.
- Recognise and read common sight words.
- Use a dictionary to find the spelling and meaning of words
- Read title, labels, lists and captions to find information
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g., 'th', 'ch', 'sh'
- Identify common words with silent letters e.g., listen, write, know etc.



UNIT 6 Irha's Special Week

55

- Read grade level prose and poetry orally.
- Show awareness of the rhythmic structure of a poem or song by clapping or thought movement.
- Identify days of the week and month.
- Take dictation of familiar words studied in class.
- Keep a record of words (e.g. word wall).
- Identify and differentiate between 'a' or 'an' articles (e.g. a book, an apple).
- Recognize that plural nouns do not take the article a or an.
- Converse in basic language using simple words and phrases.
- Read with guidance from simple books.



UNIT 7 The Magic Paintbrush

68

- Recognise conventions and identify purpose, theme and ideas in texts
- Talk about events in a story and make simple inferences about characters and events to show
- Recognise main elements of a story, e.g., beginning, middle and end
- Predict a story by looking at pictures.
- Express feelings and ideas clearly.
- Identify and use describing words (size, colour, quality).
- Recognize stress and intonation in speaking.
- Tell the meaning of sentences.
- Converse audibly with class fellows, teachers and other adults.
- Anticipate what happens next in a story and predict story endings.



UNIT 8 Let's Bake A Cake!

78

- Read and follow simple instruction, e.g. in a recipe.
- Tell the meaning of sentence
- Identify and use some common action words.
- Recognize and construct simple sentences using nouns and verbs.
- Converse audibly with class fellows, teachers and others adults
- Recognise and use simple words that tell the position i.e. in, on, under, behind, next.
- Use punctuation cues to aid reading aloud (capitalization, comma, full stop)
- Use prior knowledge and pre-reading strategies to predict a story by looking at the picture(s) and title of the text. (preview title/headings/ visuals; ask self, "What is it about? What do I know about this? What do I want to know?"
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g., 'th', 'ch', 'sh'
- Identify common words with silent letters e.g., listen, write, know etc.





1 Comprehension Kingdom

Exercise A Reading Ready - Answer these questions.



1. Do you have a brother, a sister, or a cousin you like to play with? What do you enjoy doing together?
2. Do you like pets? If yes, which animal would you like to have?
3. What are some fun things you can do in a park?

Sarah is a little girl. She is six years old. She has a younger brother named Ali. He is four years old. Sarah loves to draw and colour. Her favourite colour is pink.



Think a While!

What is your favourite colour and why?

Ali loves to play with his toy cars. His favourite colour is blue. Sarah and Ali have a pet cat named Mimi. They play with Mimi every day at home. On weekends, Sarah and Ali go to the park with their parents. They love to swing, slide, and eat ice cream there. The park is their favourite place to play together.



Exercise B Story Reflection - Answer these questions.

1. What is the name of Sarah's brother?
2. How old is Ali?
3. What does Ali love to play with?
4. Where do Sarah and Ali go on weekends?
5. What is the name of their pet?



Exercise C Choose the Right One.

1. How old is Sarah?
a) four **b)** six **c)** five
2. What does Sarah love to do?
a) read books **b)** draw and colour **c)** dance
3. What colour does Ali like?
a) pink **b)** blue **c)** yellow
4. What do Sarah and Ali do at the park?
a) study **b)** ride bikes **c)** swing and slide
5. What do they eat at the park?
a) cake **b)** ice cream **c)** biscuits



Exercise D HOTS - Answer these questions.



1. Why do you think Sarah and Ali love going to the park?
2. What games would you play with your brother or sister at the park?





Vocabulary Vault

- **brother** : a boy sibling
- **toy** : something to play with
- **park** : a place with swings and grass
- **slide** : a playground ride you move down
- **weekend** : Saturday and Sunday



2

Grammar Galaxy

Naming Words (Nouns)

Explanation:

Naming words are the names of people, animals, places, and things, etc.

Examples:

- **Person:** Ali, Sara
- **Place:** park, school
- **Animal:** dog, bird
- **Thing:** ice cream, bench



In **UNIT 1**, we read these words:



These are all naming words.

Exercise A

Circle the naming words.

Ali jump Wania sing dog sleep



Exercise B

Fill in the blanks with appropriate nouns.

1. A _____ gives us milk. (animal)
2. A _____ sells ice cream. (person)
3. A _____ has feathers. (animal)
4. A _____ makes bread. (person)
5. A _____ is used to write (thing)



Exercise C

Read the sentences carefully.

Underline the nouns with red colour pencil and draw them in the boxes.

1. The dog ran fast.
2. I sat on a bench.
3. I eat ice cream.
4. Where did you park your car?

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3 Phonics Funland

Common Letter Sounds (Beginning Sounds)

Explanation:

Each letter has a sound!

Examples:

- A sounds like /a/ in apple.
- B sounds like /b/ in ball.



Exercise A Say the Sound:

1. What sound does **d** make?
2. What sound does **t** make?



Exercise B Match the sounds to the appropriate words. Say the word out loud.

a

yoyo



s

apple



t

sun



y

tiger



TEACHER'S GUIDELINES

Encourage students to practice a comfortable and efficient pencil grip and write letters a to z in their notebooks.

Exercise C Circle the correct word:

Which word starts with the /b/ sound?

ball

call

tall



Exercise D Phonics Word Bank:

Make a list of words starting with a, b, and c.

a

b

c



4

Speaking Stars

Non-verbal Communication (Eye Contact & Nodding)

Explanation:

When someone talks to you:

- Look at them.
- Nod to show you are listening.



- Smile if you like what they say!

ACTIVITIES

1. Role-play:

One student talks about their favourite toy. The other must show good listening by nodding and smiling.

2. Practice Dialogue:

- Ask your friend the following questions.

- What is your favourite food?

- Where do you live?

Look at them and nod when they answer.

3. Picture Description:

Look at the picture of a park. Describe what you see while making eye contact with the class.



5

Writing Wizard

Let's Make Sentences

Exercise B

Write sentences.



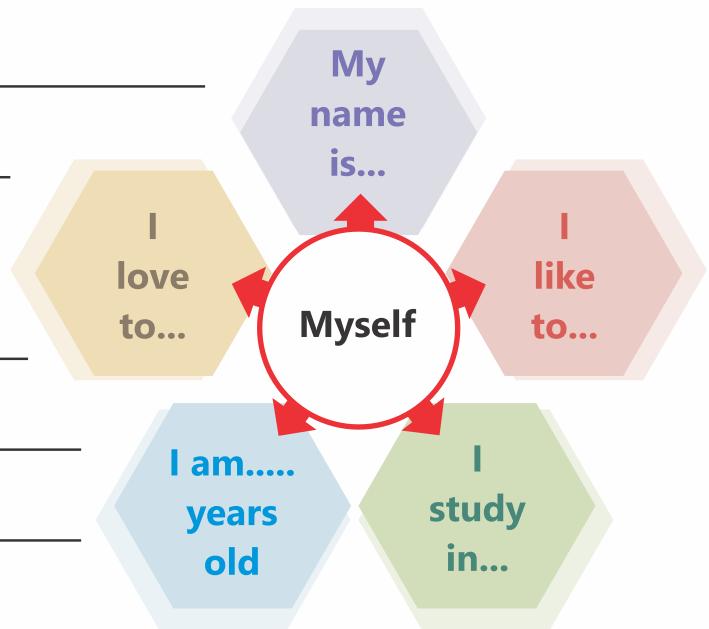
Think about the time you visited your grandparent's house. What did you see there? Write 2 sentences.



Exercise C Write a Short Paragraph:



Use the given mind map to create a short paragraph about yourself.



6 Smart AI Corner

Activity:



Use an AI tool to find the names of 5 animals you find in a park.



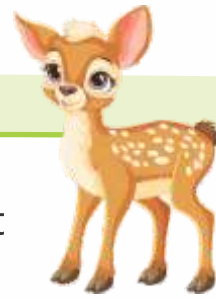


ACTIVITY

- See what the AI suggests.
- Are they wild or tame?
- Make pictures and discuss.

BONUS ACTIVITY

- Combine your drawings for a short gallery display.



7

Writing Hero (Handwriting Practice)



ACTIVITY

Copy this sentence in your notebooks. Observe neat and clean handwriting. **"Ali saw a dog chasing a ball."**

BONUS ACTIVITY

Motivational Quotes for Handwriting Practice.

Discuss these quotes with your parents. Practice writing them in your notebooks.

- Practice makes perfect.
- I can do hard things!
- Every day is a new beginning.



2

A Small Toy, A Big Smile



1 Comprehension Kingdom

Exercise A Reading Ready - Answer these questions.



1. Have you ever felt sad at school? What made you feel better?
2. What does it feel like when someone shares something with you?



A Small Toy, A Big Smile

One sunny day at school so wide,
Ali sat with tears to hide.

On a small bench, feeling low,
Watching other children go.

His toy car broke, it made him sad,
It was his favourite, made him glad.

Now he felt a little blue,
Not sure what he should do.



Think a While!

Do toys always need to
be big to bring joy?

Zoya swung high, big and fast,
Then saw Ali sitting last.

She ran to him with gentle care,
And gave her toy for him to share.

A small red car she placed in hand,
Ali smiled—it felt so grand!

From sad to happy, he did turn,
A lovely lesson he did learn.

They played and laughed
the rest of the day,
All the sadness went away!

The bench felt big,
their hearts so light,
Kindness made everything
feel right.

Exercise B Story Reflection - Answer these questions.

1. What colour was the toy car?
2. How did Ali feel at the beginning of the poem?
3. How did Zoya help him feel better?
4. What did Ali and Zoya do after he felt happy?



Exercise C Choose the Right One.

1. Why was Ali sad?
a) he forgot his lunch
b) his toy car broke
c) he fell down
2. What did Zoya give to Ali?
a) a pencil **b)** a book **c)** a small red car
3. What did Ali do after receiving the toy?
a) he went home **b)** he cried **c)** he smiled and played



Exercise D HOTS - Answer these questions.

1. Do you think Zoya did the right thing?
Why or why not?
2. What would you do if your friend felt sad
during school time?
3. Share your likes and dislikes about the poem.





Vocabulary Vault

- **sad** : feeling unhappy
- **small** : tiny in size
- **smile** : a happy look on the face
- **share** : to give something to someone
- **joy** : a feeling of great happiness



2

Grammar Galaxy

Opposites (Antonyms)

Explanation:

Opposites are words that mean very different things. These are words that have meaning that is directly contrary to another word.

For Example:

• **Happy — Sad**



• **Tall — Short**



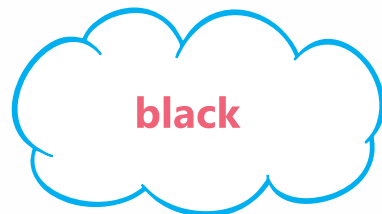
• **Hot — Cold**



Exercise A



Colour the opposite word clouds in the same colours.



Exercise B

Fill in the blanks.



1. The opposite of true is _____.

2. The opposite of clean is _____.

Exercise C

Pick the correct word.



1. (Hot/Cold) ice cream.

2. (Hot/Cold) soup.

Bonus Exercise



- Draw pictures that describe the following words.

fast

slow

wet

dry

3 Phonics Funland

Short Vowel Sounds (a, e, i, o, u)

Explanation:

Short vowels are quick and simple sounds we hear in short words like: **a** in cat, **e** in bed, **o** in dog, and **u** in sun.

Exercise A Circle the words with the short vowel sound.

cat

pen

hot

cape



Exercise B

Look at the pictures carefully.



Fill in the blanks with suitable letters to complete these words.

1. C__t

2. P__n

1. B__d

2. M__g



Exercise C

Choose the correct word:



1. Which is an animal?
2. Which is a fruit?
3. Which is used to write?
4. Which is a colour?
5. Which is a place to learn?

cat / cot
apple / ample
pen / pan
red / bed
school / stool

4

Speaking Stars

Expressing Feelings and Emotions

Explanation:

We can use simple words to say how we feel.

Examples:

- I am happy!
- I feel sad



Activities

- Enact the given dialogues with a friend;

A: How are you today?

B: I am happy!

A: I feel a little sad today. I miss my cat.

B: I hope you feel better soon! Let's play together!

A: That would make me very happy! Thank you!

B: You're welcome! Friends always help each other.



Role Play



Surprise Birthday Party

- Imagine you walk into your home and suddenly all your friends and family shout, 'Surprise! Happy Birthday!' The room is full of balloons, cake, and your favourite games.



Instructions for Role Play:

- Act out how you would feel!
- Show your face looking happy and excited.
- Say something like:
 - Wow! I can't believe it!
 - I'm so happy! Thank you, everyone!
 - This is the best day ever!

Exercise A Guided Writing.

Complete the sentences.

1. I feel happy when I eat an icecream.
2. I feel _____ when I visit _____.
3. I feel _____ when my _____ gives me a hug.



Exercise B Short Paragraph Writing.

- Write 4–5 sentences about your favourite feeling.
- Help with prompts:
 - What is the feeling?
 - When do you feel it?
 - Why do you like feeling this way?
 - What do you do when you feel this way?



Exercise C Emotion Story Starters (Creative Prompts):

1. One sunny day, I felt very excited because it was a holiday.
2. I was a little scared when _____, but then I felt better.
3. My happiest day ever was when _____.



6 Smart AI Corner

Activity: 

- **Ask an AI tool:** Name 3 words that show feelings.
- **Discuss:** Were any words new to you?
- **Challenge:** Use AI's feelings words in a small story.



7 Writing Hero (Handwriting Practice)

Activity: 

- Copy this sentence in your notebooks. Observe neat and clean handwriting.
'I feel happy when I play with my friends.'



8 Final Reflection

Activities: 

- **Moral Value Activity:**
Why is it important to share our feelings?
- **Thinking Trigger:**
If you could invent a Feeling Machine, what would it do?
- **Personal Reflection:**
Write: Today, I learned that feelings are...



3

Arshad Nadeem – The Pride of Pakistan



1 Comprehension Kingdom

Exercise A Give one word answer to these questions.



1. Do you like sports or games? Which ones?
2. Have you ever tried very hard to learn something?
3. What would you do if you had to practice every day?



In a village small, where dreams are big,
Lived Arshad with a heart so strong and quick.

He played with sticks and loved to run,
and throwing things was so much fun!

He threw a stick called "javelin" far,
And wished one day to be a star.

He didn't stop, he didn't rest,
He knew that trying was the best!



Think a While!

**How do you feel when someone
from your country wins a medal?**

Then came a day, so bright and grand,
He threw the javelin with his hand.

It flew so far, into the sky,
like a bird that loves to fly!

He won the gold for all to see,
and waved the flag so happily.



Exercise B Story Reflection - Answer these questions.



1. What did Arshad love to do when he was young?
2. What is a javelin?
3. Did Arshad have fancy sports gear?
4. How did his family and village help him?
5. What lesson can we learn from Arshad's story? Express your feelings.



Exercise C Choose the Right One.



1. What did Arshad throw?
a) ball **b)** javelin **c)** kite
2. What helped Arshad win?
a) resting **b)** magic **c)** practice
3. What colour was Arshad's medal?
a) silver **b)** gold **c)** bronze
4. How did Arshad's village react?
a) they cried with sadness. **b)** they celebrated.
c) they slept.

Exercise D HOTS - Answer these questions.



1. If you were Arshad's friend, what would you say to him after his win?
2. Why is it good to keep trying even if things are hard?



Vocabulary Vault

- **javelin** : a long stick used in sports for throwing
- **medal** : a prize you win for doing something well
- **practice** : doing something again and again
- **pride** : feeling happy and proud of someone
- **hero** : a brave or great person



2

Grammar Galaxy

Capitalization, Full Stops, Commas

Explanation:

- Capital letters are used at the start of a sentence and for special names (like Sara, Sunday).
- Full stops (.) ends a sentence.
- Commas (,) are used to separate words in a list.



Exercise A

Look at the sentences. Circle the capital letters and full stops.

1. The cat is sleeping.
2. My brother has a red ball.
3. We went to the park.



Exercise B Add commas in these sentences.

1. I bought apples oranges and bananas.
2. Ali likes to play cricket football and hide and seek.
3. He has red yellow and green pens.



Genders

Masculine genders tells us about males.

For Example: boy, father and son.

Feminine gender tells us about females.

For Example: girl, mother and daughter.

Exercise C Change the gender.



boy	
sister	
grandfather	
cow	



father	
uncle	
hen	
dog	



3 Phonics Funland

Rhyming Words (-at, -ot, -an, -op, -ad, -et, -ill, -ig, -in)

Explanation:

Rhyming words sound the same at the end.

Example: cat, bat, hat

Exercise A Choose the word that rhymes with the first one.



- | | |
|--------------------|---------------------|
| 1. cat — (bat/mug) | 6. sun — (man/fun) |
| 2. sit — (hit/top) | 7. hat — (rat/pin) |
| 3. log — (mat/dog) | 8. bed — (top/red) |
| 4. pen — (hen/jam) | 9. mop — (hop/pen) |
| 5. cap — (run/tap) | 10. big — (dog/wig) |



Exercise B

Look at the pictures carefully.



Complete the words by filling in the missing letter(s).

1. h__t



6. b__t



2. s__t



7. m__t



3. c__t



8. d__g



4. l__g



9. p__t



5. p__n



10. r__t



Exercise C

Tick ✓ the word that rhymes best.



1. Which rhymes with dog?

(log/cat)

2. Which rhymes with pen?

(can/ten)

3. Which rhymes with pot?

(hot/pan)

4. Which rhymes with run?

(sat/fun)

5. Which rhymes with hop?

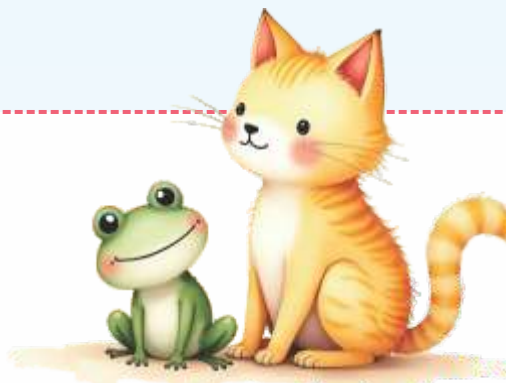
(mop/top)



Blending

Blending means joining letter sound together to say the whole word.

Example: /c/ + /a/ + /t/ = cat



a. Say the sound slowly. Then say the full words quickly.

t-o-p → **top**

l-i-p → **lip**

Segment means breaking a word into smaller sound parts to write it correctly

b. Jump for each sound like a frog - /f/ /r/ /o/ /g/

4 Speaking Stars

Listening and Responding

Explanation:

Good speakers listen first and then give short, clear answers.

Exercise A Pair up with a friend. Take turns being A and B.

Example: **A:** Where did you go on Sunday?

B: I went to the park.

- Now change the place and answer differently! (e.g., zoo, mall, beach, grandparent's house.)
- After practicing, each pair can perform their dialogue for the class.



Exercise B Role Play



Pretend you are in a big park and you want to find the playground. One student asks, and the other gives directions.

Example: **A:** Excuse me! Can you tell me where the playground is?

B: Yes, go straight and then turn left.

- Switch roles and practice again with new locations like the ice-cream stand, swings, or pond!

Exercise C Teacher or a partner ask simple questions.



Answer with one or two words.

Example:

- What do you see? — **Swings.**
- Who are you with? — **Mom.**
- How do you feel? — **Happy.**
- Where are you sitting? — **On the bench.**



Exercise D Say aloud what you notice.



Look at a picture of a **zoo**.

Sample responses:

- I see a lion sleeping under a tree.
- There are monkeys swinging on the ropes.
- A little boy is feeding the giraffe.
- The zookeeper is giving food to the elephants.
- There are colourful birds sitting on a branch.
- Families are taking pictures near the zebra.



Exercise E

Read these signs.

a. Crosswalk



b. Right Turn



5

Writing Wizard

Short Descriptive Sentences and ABC Order



Explanation:

Good writing uses correct capital letters, commas, and full stops. When we arrange words by the alphabet, we put them in order (A-B-C).

Exercise A

Guided writing.

Write 3 things you see in the kitchen in ABC order.

a

b

c



Exercise B

Short paragraph.

Write 3 sentences about your favourite game.



Exercise C

Write your own name.

Share and check if your friend used capital letters correctly.



6 Smart AI Corner

Activity: 



- **Ask an AI Tool:** Find three words that rhyme with 'cat.'
- **Discuss:** Can you think of any funny new words? Maybe a bat wearing a hat or a rat with a baseball bat? Let's get creative!
- **Challenge:** Now, it's your turn! Write a funny, silly rhyme with your own made-up words. How about a fat chat or a hat that splats?

Let's have fun with words and make our own rhyming world!



Final Reflection

- **Let's Pretend!**

Work with a friend. Pretend you are Arshad Nadeem practicing in your village with very little equipment. Then pretend you win a gold medal! Act out how you would practice every day, how your friends cheer for you, and how you celebrate after your big win!

- **Talk about:**

How did you feel when you kept trying, even when it was hard?
How did your family and friends feel when you didn't give up?

Thinking Trigger

- What can happen if you keep going, even when things are tough?



Personal Reflection

- Have you ever kept trying at something, even when it was really hard?
- How did it make you feel inside?

4

The Busy Day



1 Comprehension Kingdom

Exercise A Reading Ready - Answer these questions.



1. What do you do first when you wake up?
2. What are some things you do at school?
3. Have you ever helped someone at home?
4. What do you like to do before going to sleep?



The Busy Day

A new day is a happy adventure waiting to happen. Brushing your teeth is a fun and important part of getting ready for the day. Eating a yummy breakfast gives you the energy you need to have a great day. Getting ready for school is an exciting way to prepare for a day of learning and fun.





Taking care of a pet is a kind and loving thing to do. Reading a good book is like magic, taking you on an exciting adventure. Saying good night is a peaceful way to end a happy day.

At the end
feeling happy

A cartoon illustration of a young girl with brown hair in pigtails, wearing a yellow shirt, sitting on a wooden chair and reading a large blue book. A small orange and white cat is sitting on the floor next to her, looking at the book. The background is a simple yellow wall and blue floor.

34

Exercise B Story Reflection - Answer these questions.

1. What kind of place is the school?
2. Does reading good book look like magic?
3. How should we end our day?



Exercise C Choose the Right One.

1. What does Sidra pack in the morning?
a) a book **b)** a school bag **c)** a gift
2. What does Sidra help her mother with?
a) reading **b)** baking cookies **c)** washing dishes
3. What pet does Sidra have?
a) dog **b)** rabbit **c)** cat
4. What does Sidra say at night?
a) hello **b)** goodnight **c)** good bye

Exercise D HOTS - Answer these questions.

1. Why do you think the day is called a busy day?
2. What would you add to make your day even more fun?



Vocabulary Vault

- **busy** : having lots to do
- **bake** : to cook something in an oven
- **homework** : work you do at home from school
- **feed** : to give food
- **smile** : to show happiness on your face



2

Grammar Galaxy

Substitute Words (Pronouns: I, we, you, he, she, it, they)

In **UNIT 4**, we have read these words:

she

it

her

Since these words replace nouns, they are called pronouns.

Explanation:

In simple terms, substitute words are words that replace naming words (also known as nouns) in a sentence. We do this to avoid repeating the same noun over and over again.

For example, instead of saying:

- **Zohan** went to the park. **Zohan** played with his ball.

We can substitute the second Zohan with the word **he** to make it sound smoother:

- **Zohan** went to the park. **He** played with his ball.



Here's how it works:

1. A naming word (noun) is a person, a place, or a thing. For example: Zohan, park, ball.
2. A substitute word (pronoun) takes the place of the noun so we don't keep repeating it. Words like he, she, it, and they are examples of substitute words.



Examples:

- Alina → She
- Tom and I → We
- The cat → It
- Ali and Me → Us



Exercise A

Replace the naming words with substitute words.
Rewrite the sentences in your notebooks.



1. Ali is my friend. Ali loves to play football.
2. The cat is sleeping. The cat is very quiet.
3. Zohan and I went to the park. Zohan and I played basketball.
4. Mom cooked dinner. Mom made spaghetti.
5. The birds are flying. The birds are very colourful.



Exercise B

Fill in the blanks with the correct substitute word.

1. _____ is my best friend. (for Ali)
2. _____ are playing cricket. (for Saad and I)
3. _____ likes to read books. (for The teacher)
4. _____ are in the garden. (for Tom and Jerry)



Exercise C

Choose the correct word.

1. **(He/They)** are going to the party.
2. **(It/We)** is raining outside.
3. **(She/They)** are excited for the trip.
4. **(We/They)** are singing songs.



3 Phonics Funland

Sound Patterns

A sound pattern means when some words have the same ending or rhyming sound.

For Example: sun, fun and bun.

Exercise A

Complete the sound patterns.

1. cat ➡ _____
2. pen ➡ _____



Exercise B Identify the phonics pattern.



1. Circle the words that follow the -at sound:



bat



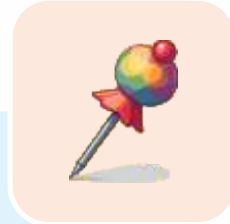
cat



sun



fat



pin

2. Circle the words that follow the -in sound:



win



bin



hop



tin



bat

3. Read these sight words. Sight words are common words that we see and read often.

I	the	is	am	he
she	we	me	you	it
on	and	to	go	no
		up	down	

Exercise C Read the hints carefully to complete the words.



1. S____n (Hint: A bright thing in the sky)

2. B____g (Hint: A red insect with dots)

3. C____p (Hint: Something you wear on your head)

4 Speaking Stars

Predict and Respond to Talk

Activity: 

- 1. Dialogue practice:** Teacher says: Sara sees a rainbow. What might happen next? (Students predict!)
- 2. Role-play:** Act out a busy day at school.
- 3. Picture description:** Look at this picture. Take turns to talk about it in pairs.



5 Writing Wizard

Story Elements and Short Sentences

Explanation:

Every story has three important parts: a beginning, a middle and an end. These parts help organize the story and make it easier to understand. When writing, we can also create short sentences that express clear ideas.

Exercise A Guided Writing: "A Day in my Life"

Complete the sentences with your own ideas.
Use your imagination.

1. Every morning, I _____
2. Then I _____ enjoy playing cricket.
3. At lunch, I _____
4. In the afternoon, I _____
5. At night, I _____



Exercise B Write sentences about your day.

Think of your routine on your birthday and
write three short sentences.



Examples:

- I wake up early.
- I have breakfast with my family.
- I call my friends to invite them over.
- Now, write your own sentences.



Exercise C Write a paragraph about a day at the park.



Exercise D Look at the picture



Look at the picture of a busy market day or a playground. Write a short story based on the picture.



6 Smart AI Corner

Fun After-School Ideas

Prompt: Ask an AI tool to suggest 3 fun activities you can do after school.

Activity:

1. Listen to the AI's Ideas:

- The teacher will read the AI's suggestions out loud. Pay attention to each idea—imagine yourself doing them!



2. Share Your Favourite:

- Which one do you think sounds the most fun?
- Can you think of other things you like to do after school?
- Tell your class why you would like to do that activity.



3. Draw or Write About It:

- Choose your favourite idea and draw a picture of yourself doing it! Or, write a few sentences about the activity and how much fun you'd have.

7 Writing Hero (Handwriting Practice)



ACTIVITY

Copy this sentence in your notebooks. Observe neat and clean handwriting.

Sara's day is busy and fun. She learns, plays, and helps her family. Every day, she smiles and says, 'Goodnight!'.



BONUS ACTIVITY

Motivational Quotes for Handwriting Practice.

Discuss these quotes with your parents. Practice writing them in your notebooks neatly.

- Work hard, play harder!
- Every day is a new adventure.
- A smile starts the day right!



8

Final Reflection

- **Moral Value Activity:** Why is it important to help family and study well?
- **Thinking Trigger:** If you could plan your perfect busy day, what would it include?
- **Personal Reflection:** What was your favourite part of Sara's busy day?

5

The Wonderful World



1 Comprehension Kingdom

Exercise A Reading Ready - Answer these questions.



1. Have you ever been on a picnic?
2. What would you pack for a picnic?
3. Who would you take with you?
4. Where would you like to go for a picnic?

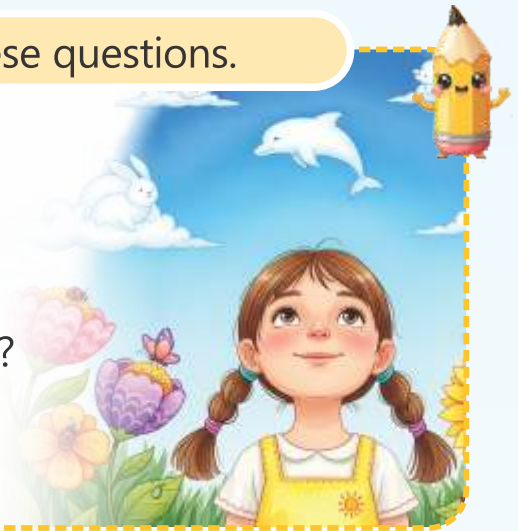
One sunny morning, Ali, Zara, and Omar went on a picnic. "Where are we going?", asked Zara. "To a secret place!", smiled Ali. They packed sandwiches, juice, and cookies. When they reached the park, they saw a big tree. "Who planted this tree?", Omar asked. Everybody started thinking about it.

They sat under the tree, shared their food, and played games. "Why is the sky so blue today?" asked Zara, looking up. They saw a bird nearby. The sun was shining. Ali pointed to the beauty of nature. The kids talked about the creations of Allah. They looked around and thanked Allah for his endless blessings.



Exercise B Story Reflection - Answer these questions.

1. Who went on the picnic?
2. What did they pack?
3. Where did they sit?
4. What colour did Zara notice in the sky?
5. How did the children feel at the picnic thinking about Allah's creation?



Exercise C Choose the Right One.

1. Who smiled and said "a secret place"?
a) Zara **b)** Ali **c)** Umar
2. What did the children see at the park?
a) a river **b)** a big tree **c)** a playground
3. What did they pack for the picnic?
a) toys **b)** sandwiches and juice **c)** apple
4. Where did they sit?
a) on a bench **b)** under the tree **c)** by the river

Exercise D HOTS - Answer these questions.



1. Do you think asking questions made the picnic more fun?
2. What did the kids realize looking around?





Vocabulary Vault

- **picnic** : eating outside for fun
- **secret** : something hidden or not told
- **packed** : put things into a bag
- **shared** : gave some to others
- **laughed** : made a happy sound



Exercise E

Use a dictionary to find the meaning of the difficult words given in the story.



Exercise F

With the help of your teacher read the title list of your English textbook.



2

Grammar Galaxy



Question Words

Explanation:

Question words help us ask questions when we are curious!

Each question word asks about something different:

Examples:

What asks about a thing.

Example: What is in your bag?

Who asks about a person.

Example: Who is your best friend?

Where asks about a place.

Example: Where do you live?

When asks about time.

Example: When is your birthday?

Why asks about a reason.

Example: Why do you wear a jacket when it's cold?



Remember:

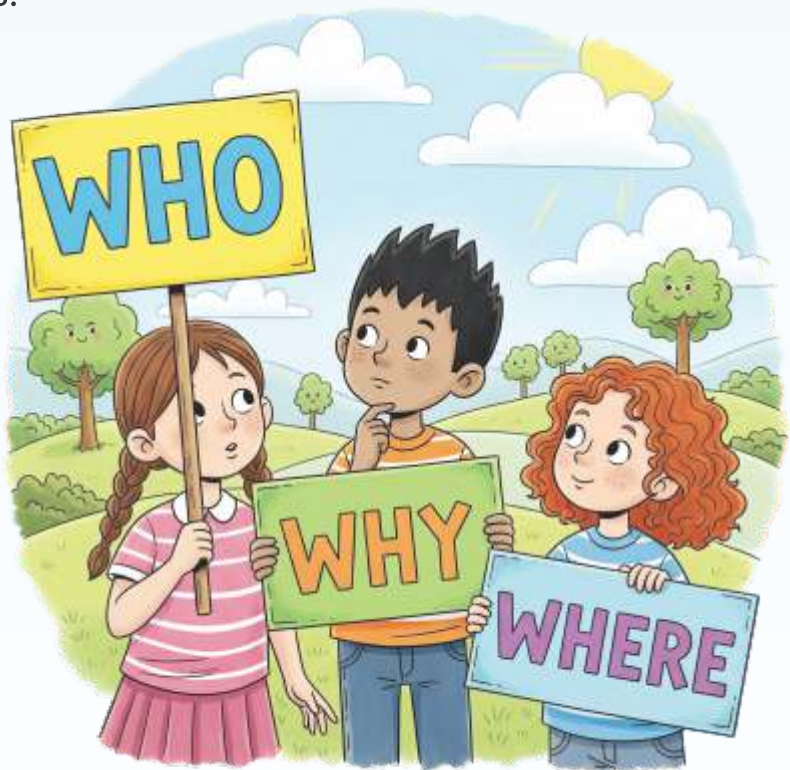
When we use question words, we want to find out something new!

In **UNIT 5**, we read these words:

who

why

where



Since these words are used to ask questions, they are question words.

Exercise A Make your own question



1. Use the word "**Where**" and make a question!

Exercise B Choose the best question word.



(**What, Who, Where, When, Why**) to fill in each blank.

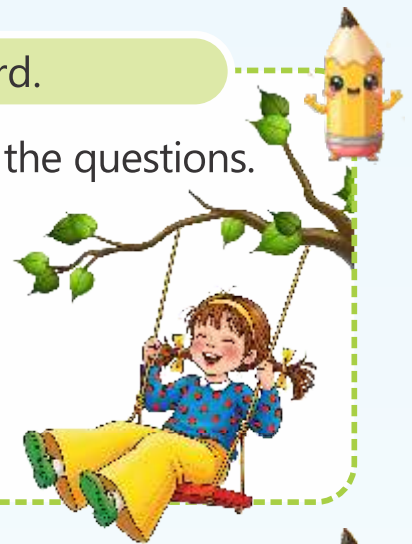
1. _____ is your best friend?
2. _____ do you like to play after school?
3. _____ do you go for a picnic?
4. _____ is your birthday party?
5. _____ do birds fly?



Exercise C Underline the correct question word.

Underline the correct question word to complete the questions.

1. **(Who/Where)** is sitting on the swing?
2. **(When/Why)** do you sleep early?
3. **(Where/Why)** is your school bag?
4. **(What/Who)** is making that noise?



Exercise D Write your own short questions.

Be creative and have fun!



1. **What** _____
2. **Who** _____
3. **Where** _____
4. **When** _____
5. **Why** _____

(You can even ask about your favourite toy, place, or animal!)

3 Phonics Funland

Sight Words Practice

Explanation:

Sight words are words we read without sounding them out.

Examples:

the, and, you, are, can.



Exercise A Look at these words.

Circle all the sight words you know!

dog, the, tree, and, you, are, ball, run



Exercise B Choose the right sight word.

Choose the right sight word from the box to complete each sentence.

the

you

my

and

can

1. I like to play with _____ ball.
2. _____ are my best friend.
3. Mom _____ Dad are cooking dinner.
4. I _____ read a book.
5. Where is _____ hat?



Exercise C Find and circle

Find and circle the correct sight word in each pair.

1. (**The** / **Tree**) is big.
2. (**You** / **Yes**) are funny!
3. I (**can** / **cat**) jump high.
4. (**And** / **Ant**) then I went to the park.
5. They (**are** / **ate**) happy today.



Bonus Game

- **Sight Word Walk:** The teacher will call out a sight word — you take 1 step forward if you can spell it out loud correctly!



4

Speaking Stars

Communication Skills

Exercise A Picnic party role-play:

Pretend you are going on a picnic!

- Pack your imaginary picnic basket.
- Ask your friends:
 - What did you bring?
 - Where will we sit?
 - Who wants sandwiches?



Exercise B Mystery Bag Questions:



- Teacher shows a mystery bag (with a toy inside).
- Students take turns asking yes/no questions to guess what's inside!
(Example: *Is it soft? Is it round?*)



Exercise C Group Talk Circle:

Sit in a small circle.

Talk about:

- What is your favourite outdoor game?
- Where do you like to go with your family?
- What would you do if it rains on picnic day?



Exercise D Voice Ladder (Stress and Intonation Fun):



- Teacher says a question using a rising voice ("Do you like ice cream?")
- Students repeat, getting louder and sillier each time — like climbing a ladder!
Add claps or funny actions to make it memorable.



5 Writing Wizard

Interview Time!

Explanation:

An interview means asking someone questions and writing down what they say!

We learn to listen carefully and write full sentences.



Exercise A Guided Writing:



Fill in the blanks to get ready for an interview:

- I will interview _____.
- I want to ask about _____.

Make Your Interview Sheet:

Write 3 questions you want to ask.

Example:

- What is your favourite food?
- When is your birthday?
- Where do you like to play?



Do the Interview:

Ask your friend or partner these questions.

Listen carefully and write short answers in your notebook.

Write a Short Report:

Use your friend's answers to write 3-4 sentences about them!

Start like this:

My friend's name is _____. She/He likes to eat _____.
He/She loves to play at _____.

Stand up and read your interview report to the class or a small group. Listen to others and clap for each report!

Extra Fun:

Decorate your "Interview Sheet" with small drawings (like a birthday cake, football, or playground!) after you finish writing.

6

Irha's Special Week



1 Comprehension Kingdom

Exercise A Reading Ready - Answer these questions.



1. What is your favourite day of the week?
2. Have you ever helped your parents plan a party?
3. What are some things people bring to a birthday party?

Irha was excited. It was her birthday week!

Monday



On Monday, she made cards for her friends

Tuesday



On Tuesday, she helped her mother bake a cake



TEACHER'S GUIDELINES

Encourage students to read with guidance from simple books.

Wednesday



On Wednesday, she bought balloons
and an ice-cream.

Thursday



On Thursday, she packed
little gifts.

Friday



On Friday, her friends came over to
her house. They sang songs, clapped
their hands, and played games.

Exercise B Story Reflection - Answer these questions.

1. What did Irha do on Monday?
2. When did Irha buy balloons?
3. Why do you think Irha was excited?
4. What would you do if it was your birthday week?
5. What is your favourite part of a party?



Exercise C Choose the Right One.

1. Irha made cards on:
a) Tuesday b) Monday c) Umar
2. Irha helped her mother bake a:
a) pizza b) cake c) bread
3. On Friday, Irha's _____ came over.
a) teachers b) neighbours c) friends
4. What did Irha buy on Wednesday?
a) balloons b) toys c) candles



Exercise D

1. Read grade level prose and poetry about birthdays orally to your classmates.



Exercise E HOTS - Answer these questions.

1. If you could plan a surprise party, what theme would you pick?
2. Why is it nice to help when planning an event?





Vocabulary Vault

- **excited** : very happy
- **bake** : to cook in the oven
- **balloons** : round things filled with air
- **candles** : sticks that burn with a flame
- **gifts** : presents



Exercise F

Keep a record of new words you have learned in this lesson.



2

Grammar Galaxy

(Articles)

Explanation: We use '**a**' before words that start with a **consonant sound** (like b, c, d, etc.). We use '**an**' before words that start with a **vowel sound** (a, e, i, o, u).

In **UNIT 6**,

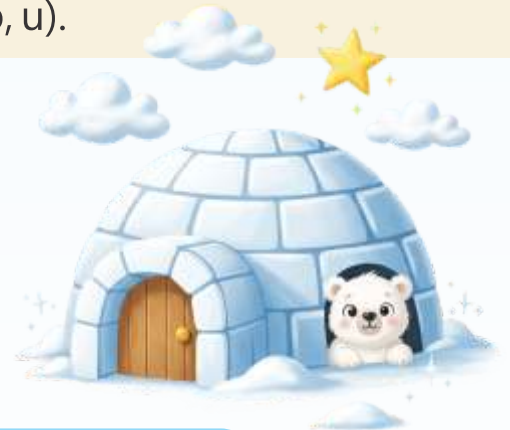
we read these words.

a

an

the

These are articles. We put these before singular nouns. We use '**a**' before words that begin with a consonant sound.



TEACHER'S GUIDELINES

Take dictation of new words and help students make a word-wall.

We use 'an' before words that begin with a vowel sound.

Examples:

- a cat
- a hat
- an apple
- an igloo



Plural nouns do not take the article a or an.

Exercise A Cross out the wrong article and circle the right one!



1. a elephant / an elephant
2. a bat / an bat
3. an orange / a orange
4. a fish / an fish
5. an ice cream / a ice cream

Exercise B Write 'a' or 'an' in the blank.



1. ____ umbrella
2. ____ apple
3. ____ owl
4. ____ pencil
5. ____ dog



Exercise C

Draw a line to match the article to the picture!



a

an



Exercise D

Use 'a' or 'an' and finish the sentence:



1. I saw _____ aeroplane flying in the sky!
2. My friend gave me _____ watch as a gift!
3. We made _____ small house for our pet!

3 Phonics Funland

Long and Short Vowel Sounds

Explanation:

Vowels (a, e, i, o, u) can make two kinds of sounds:

- Short Vowel Sound: a quick sound (like in "cat")
- Long Vowel Sound: says its own name (like in "cake")

Examples:

- **Short a:** apple, hat, bat
- **Long a:** cake, lake, rain

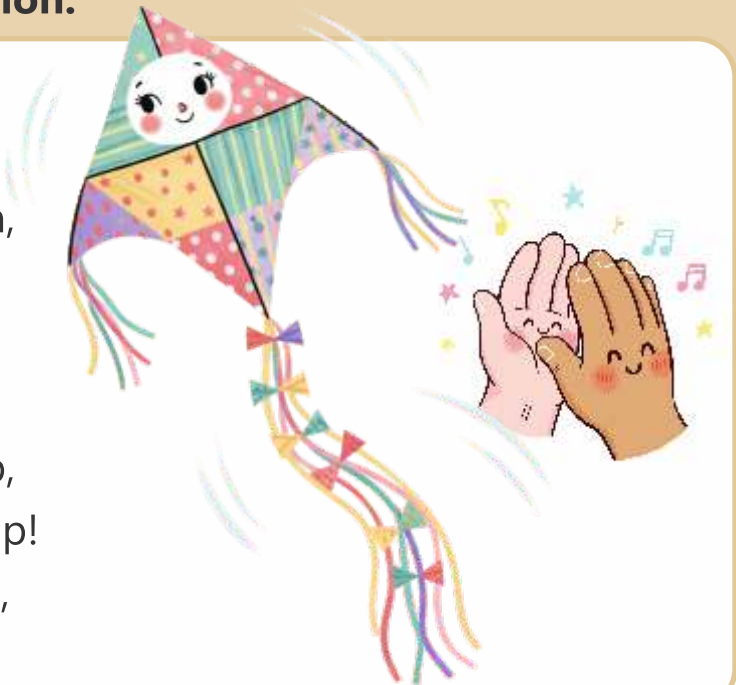


If you can hear the vowel saying its name, it's a **long vowel**!

Vowel Sound Chant:

Read the vowel sound chant. Clap hands or tap rhythm while chanting!
Recognize stress and intonation.

Short a, short a, in a hat,
Long a, long a, bake a cake!
Short e, short e, bed and pen,
Long e, long e, tree again!
Short i, short i, sit and fit,
Long i, long i, fly and kite!
Short o, short o, hop and top,
Long o, long o, boat won't stop!
Short u, short u, run and sun,
Long u, long u, flute is fun!



TEACHER'S GUIDELINES

Tell students that stress means saying the word or one part of a word louder or stronger than the others.

Exercise A

Say the word and listen carefully.

Is the vowel sound short or long? Write "s" for short and 'l' for long under each word.

• cat • gate • bed • seed • top • rope



Exercise B

Write the correct vowels letters (a, e, i, o, u):

1. c__t (short sound)
2. c__ke (long sound)
3. r__d (short sound)
4. r__de (long sound)
5. h__p (short sound)
6. h__pe (long sound)



Exercise C

Circle the word that fits the sentence.

1. A (cap/cape) keeps your head warm.
2. I (hop/hope) you win the race.
3. She found a (pin/pine) tree in the park.
4. The boy (mad/made) a sandcastle.



4 Speaking Stars (Communication Skills)

Talking About Days and Special Times

Examples:

- Today is **Monday**.
- My birthday is in **July**.



Explanation:

We use days and months to tell when something happens.

Creative and Varied Activities:

Dialogue Pair Talk (Speaking Practice):

Partner up and ask:

- What day is it today?
- What is your favourite day?
- When is your birthday?
- When is the weekend?



"Day Detective" Matching:

Write one activity for each day:

- Monday → _____
- Saturday → _____
- Sunday → _____



Mini Calendar Craft:

Give each child a blank mini calendar page.

- What day is today? Write the name.
- Draw something you do on any day (e.g., a backpack for Monday).



Memory Challenge:

Teacher says:

- I am thinking of a day that comes after Wednesday. What is it?
- I am thinking of a month when we have winter holidays. Which month is it?



5 Writing Wizard

A Magical Journey

Explanation:

Imagine you have a magic door in your house. This door can take you anywhere! Where will it take you? What will you see? Use your imagination and think about your adventure.



Model Paragraph:

One day, I opened a magic door in my room. It took me to a land full of colourful flowers and talking animals. I met a big blue dragon who gave me a ride on its back. I saw a rainbow and picked magic fruits from the trees. It was the best adventure ever!



Exercise A Guided Writing: (Fill in the blanks)

Complete these sentences with your own ideas. Use your imagination

1. One day, I opened a magic door. It took me to _____
2. I met a _____ who _____
3. Every morning, I _____



Exercise B Complete the story



Here's the beginning of a story.
Finish it:

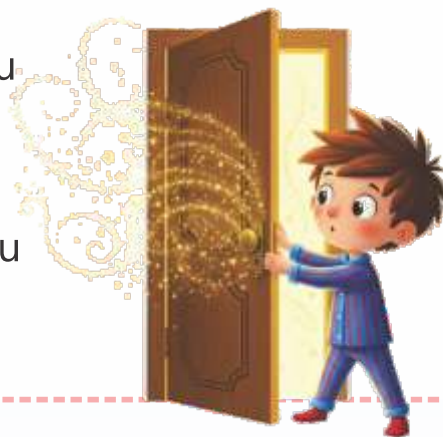
I walked into the magic door
and found myself in a land full
of...

What happens next? Write 3-4
sentences about your
adventure.



Exercise C Draw and Describe: (Art + Writing)

1. Draw the place you would go if you had a magic door.
2. Write 3 sentences describing what your magic land looks like, who you meet, and what you do there.



Exercise D

1. Write the names of the month in your notebook.



Exercise E

Write example words.



For example:

/ee/ = Sheep

1. /ai/ = _____ 2. /oo/ = _____



6 Smart AI Corner

My AI Adventure Guide



Examples:

"What are 3 amazing places I can visit in my imagination today?"



Activity:

1. Ask AI:

- Ask the AI to suggest 3 exciting places you can visit in your imagination.

2. Discuss the Ideas:

- Share the suggestions you have received from the AI. Which place sounds the most fun? Why?

3. AI Challenge:

- Choose your favourite idea and draw a picture of yourself doing it! Or, write a few sentences about the activity and how much fun you'd have.

7 Writing Hero (Handwriting Practice)

Practice Exercise

Copy this paragraph in your notebooks. Observe neat and clean handwriting.



Today is Sunday. I will go to the park. I will eat ice cream.
I will play with my friends.

Bonus Exercise

Motivational Quotes for Handwriting Practice.

- Discuss these quotes with your parents. Practice writing them in your notebooks.
 1. Every day is a new beginning.
 2. Be happy, be bright, be you.
 3. Dream big, little one.



7 Final Reflection

• Moral Value Activity:

Helping others makes celebrations more special. Discuss.

• Thinking Trigger:

If you could plan a school party, what theme would you choose? Why?

• Personal Reflection:

What was the happiest day you remember? Write 2–3 lines.



1 Comprehension Kingdom

Exercise A Reading Ready - Answer these questions.



1. What do you think a magic paintbrush can do?
2. Have you ever drawn something special?
3. What would you paint if you had a magic brush?
4. Can you predict what Sami will paint in the story?



Once upon a time, there was a little boy named Sami who lived in a small village. One day, while playing outside, he found a shiny, magic paintbrush! When Sami picked up the brush, something amazing happened. Whatever he painted became real!

Sami was so excited. He painted a big, yellow sun in the sky, and guess what? The sun started to shine bright and warm! Sami smiled and painted a soft, blue bed for his grandmother.

When his grandmother saw the bed, she said, "Thank you, Sami! It's so comfy!"





Sami painted many happy things for the people in his village. He painted flowers in the garden, and soon the garden was full of colourful flowers! He painted food, and everyone in the village had enough to eat. All the people were so happy and thanked Sami for his kindness.



Think a While!

What happens next in the story?
Predict the ending.

But one day, a greedy man from another town heard about the magic paintbrush. He wanted it for himself, so he could be rich. He sneaked into the village and tried to take the paintbrush from Sami. The man told Sami, "Give me the brush!" but Sami said, "You cannot have it. The brush only works for kind people."



The greedy man didn't listen. He grabbed the brush and tried to paint, but nothing happened! The brush didn't work for him because he was not kind. Sami smiled and said, "The magic brush works only for those with kind hearts."



TEACHER'S GUIDELINES

Help students recognise main elements of the story.

Exercise B Story Reflection - Answer these questions.

1. What did Sami find?
2. What happened when Sami painted something?
3. Name two things Sami painted.
4. Why couldn't the greedy man use the brush?
5. Would you like a magic brush? Why or why not?



Exercise C Choose the Right One.

1. What colour was the sun Sami painted?
a) blue **b)** yellow **c)** orange
2. Who did Sami paint a bed for?
a) his friend **b)** his grandmother **c)** bread
3. What did the greedy man want?
a) the paintbrush **b)** the sun **c)** a cake
4. Who could use the magic brush?
a) greedy people **b)** kind people **c)** strong people

Exercise D HOTS - Answer these questions.



1. If you had a magic brush, what would you paint first? Why?
2. Why do you think the brush did not work for the greedy man?

Exercise E



1. Select any two sentence from the story and tell their meanings to your teacher.



Vocabulary Vault

- **magic** : something wonderful and amazing
- **greedy** : wanting too much
- **paintbrush** : a tool to paint with
- **village** : a small town
- **happiness** : feeling very happy



2 Grammar Galaxy

Describing Words (Adjectives: Size, Colour, Quality)

Explanation:

Describing words tell us more about things. They tell us how something looks, feels, or sounds.

Examples:

- big sun
- yellow paint
- soft bed



Exercise A

Fill in the blanks.

1. The _____ sun is shining. **(big, small, bright)**
2. I sleep on a _____ pillow. **(soft, hard, small)**
3. Look at the _____ ball! **(red, blue, tall)**



Exercise B

Underline the describing words in the sentences.



1. I see a big dog.
2. She has a soft blanket.
3. That is a yellow flower.
4. She has a kind heart



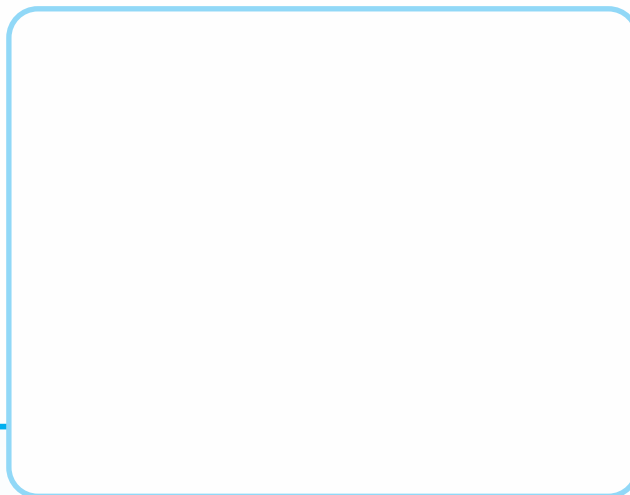
Exercise C

Draw a picture of your favourite toy.

Write two sentences using describing words.

For example:

1. My toy is _____.
2. It feels _____.



Verbs

A doing word is called a verb. Some verbs tell us about habitual actions. **For example:** Ali runs. She eats.

Exercise D

Write two sentences to show your habitual actions.

1. _____

2. _____



3 Phonics Funland

Explanation:

When we speak, we can make some words louder or softer (this is called stress) and change the pitch of our voice (this is called intonation).

- In a statement, the voice usually goes down at the end.
- In a question, the voice goes up at the end.



Examples:

- **Statement (voice goes down):** I have a big bag.
- **Question (voice goes up):** Do you have a big bag?

Exercise A Stress It Out:

Clap on the stressed word in each sentence:

- I have a big dog.
- She wears a red dress.
- He eats a huge cake!



Exercise B Act out the sentences! Remember to be audible.



- Is it time for lunch?
(Say it like you're asking for food!)
- I'm ready for lunch!
(Say it like you're excited and telling your friend!)



Exercise C Say It with Emotion.

Read the sentence first like a question, then like a statement, and notice how your voice changes:

- Can I go outside? (first as a question, then as a statement)
- I like ice cream! (first as a statement, then as a question)



Exercise D Command or Request?

Command: Go there right now.

Request: Give me a glass of water please.

1. Give two commands and two requests to your friend.



4 Speaking Stars (Communication Skills)

"Feelings and Colours" Art Activity

Instructions:

Feelings Colour Chart:

- Show students a chart with different colours and ask them what feeling each colour might represent. **For example:**

• red = angry • yellow = happy • blue = sad • green = calm

Draw Your Feelings:

- Give each student a piece of paper and some crayons or markers. Ask them to draw something that represents how they feel today using their favourite colour. For example, if they feel happy, they might draw a big sun or a smiling face with bright yellow!



Share and Explain:

- After the students finish their drawings, have them share their pictures with the class. They should say, "I feel happy because I drew a sunny day!" or "I feel calm because I drew a green tree."

5 Writing Wizard

My Colourful Classroom

Instructions:

Write 4 to 5 sentences about your classroom using **adjectives** (describing words). Try to include words that tell us **what the classroom looks like**, **how you feel**, or **what things are like** in the room.



Examples:

My classroom is **bright** and **clean**. I sit on a **small** chair at a **brown** desk. My teacher is **kind** and my friends are **funny**. We read **interesting** books and draw **colourful** pictures.



Your Turn:

- Write about your classroom. Try to use at least **5 adjectives**.
(Circle the adjectives when you're done!)

6 Smart AI Corner

AI Animal Sound Maker!

Instructions:

Introduction to the Activity:

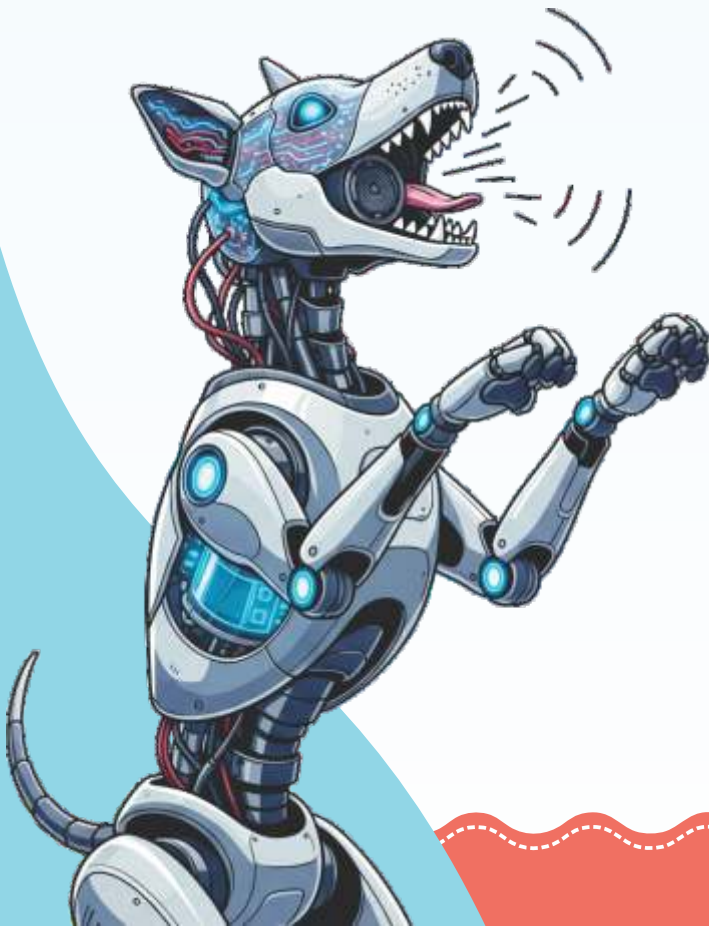
- Explain to students that they will use an AI tool to make funny animal sounds. After hearing the sound, they will guess which animal is making it and describe what the animal is doing.

Ask AI for Animal Sounds:

- Ask the AI to make an animal sound. You can start with:
 - "AI, make the sound of a cow!"
 - "AI, make the sound of a dog!"
 - "AI, make the sound of a duck!"

Listen and Guess:

- The AI will make a sound for the students. After each sound, ask them:
 - Which animal is that?
 - What is the animal doing?
- For example, if the AI makes a barking sound, the students might say, "That's a dog!" and "The dog is barking to say hello!"



7 Writing Hero (Handwriting Practice)

Activity: 

Write these sentences neatly in your notebook.

- The big yellow sun.
- Sami loves to paint.
- A soft blue bed.

Bonus Exercise

Motivational Quotes for Handwriting Practice.

- Discuss these quotes with your parents. Practice writing them in your notebooks.
 1. You are braver than you believe.
 2. Keep learning!
 3. Kindness is magic.
- Write a short sentence with your basic personal information.

For example: I am Ali.



8 Final Reflection

Options:

- **Moral Value Activity:** Discuss: Why is being kind more powerful than being greedy?
- **Thinking Trigger:** If you could paint something that helps the world, what would it be?
- **Personal Reflection:** Today I learned to use kind words and colourful ideas!



8

Let's Bake A Cake!



1 Comprehension Kingdom

Exercise A Reading Ready - Answer these questions.



1. Have you ever helped to bake something?
2. What ingredients do you think are needed for a cake?
3. Look at the picture. What do you think this poem will be about?
4. How do you feel when you make something special?

Mix the flour, mix the eggs,
Stir it all with happy legs!
Pour it gently in a pan,
Bake it nicely if you can!
Ice it sweet with lots of care,
Smells so yummy in the air!
Mom will smile and clap and say,
Thank you for my special day!



TEACHER'S GUIDELINES

Encourage students to use punctuation cues to aid reading aloud. Help them understand that text for different purposes looks different.

Exercise B Story Reflection - Answer these questions.

1. What things do we mix in the poem?
2. Where do we pour the cake mix?
3. Who are they baking the cake for?
4. What does Mom do at the end?
5. Why is baking a cake a happy thing?



Exercise C Choose the Right One.

1. What do you bake?
a) a ball **b)** a cake **c)** a hat
2. Where do you put the mix?
a) in a bag **b)** in a pan **c)** in a box
3. What smells yummy in the air?
a) bread **b)** cake **c)** juice
4. What does Mom do?
a) cries **b)** laughs **c)** smiles and claps



Exercise D HOTS - Answer these questions.

1. If you could bake a cake, what flavour and colour would you choose?
2. Why do you think people feel happy when they bake together?





Vocabulary Vault

- **bake** : cook in an oven.
- **mix** : stir things together.
- **pan** : a container for baking.
- **icing** : cover with sweet cream.
- **smell** : use your nose to feel scents.



2 Grammar Galaxy

Nouns and Verbs

- **Nouns** are words that name people, places or things, etc.
Example: **mom, cake, school.**
- **Verbs** are action words. They tell what someone or something is doing.
Example: **run, eat, jump.**



In **UNIT 8**, we have read these words:

mix, bake

cake, eggs

The words cake, eggs are naming words as they name items and mix, bake are actions words as they describe actions.

Exercise A Find the nouns and verbs in the story:



1. Read the mini story below and circle all the nouns with a blue colour pencil and underline the verbs in green. Tell the meaning of the story to your friends.

Story:

Rayyan and Anza went to the park. Rayyan ran fast, and Anza jumped high. They saw a big tree. Rayyan climbed the tree, and Anza picked some flowers. It was a fun day!



Exercise B Create Your Own Action Sentences.



1. Draw a picture of something you're doing (it could be jumping, running, eating, etc.). Then, write a sentence using a noun and verb to describe what you're doing.

Examples:

- I am eating an apple.
- I am running in the park.

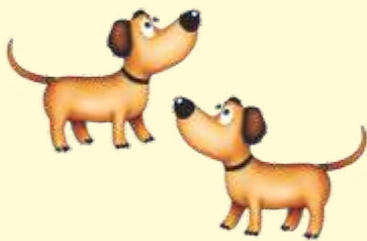


Singular and Plural Nouns

- A singular noun means one person, a place, or a thing.
Example: cat, boy, apple
- A plural noun means more than one person, place, or thing.
Example: cats, boys, apples

Rules:

1. Add -s to make most nouns plural.
dog → dogs, pen → pens
2. Add -es to words ending in s, x, z, ch, sh.
bus → buses, box → boxes, dish → dishes



Exercise A Write plural forms.

1. cat → ____
2. tree → ____
3. box → ____



Exercise B Choose the correct word.

1. One (apple / apples) is red.
2. Two (dog / dogs) are barking.



Position Words

- Position words like in, on, under, behind, and next tell us about the position of nouns.



in the box



on the cushion



under the table



behind the box



next to the plant

Exercise C

- Use these position words in your own sentences.



Bonus Activity

Noun and Verb Charades

1. Charades Game:

- The teacher will write a list of nouns (things or people) and verbs (actions).
- Students take turns acting out a verb and showing the noun for their friends to guess!
- Example: If the verb is "jump," the student could jump around, and the noun could be "ball," so they pretend to bounce a ball.



3 Phonics Funland

Fun with Rhyming Words

Explanation:

Rhyming words are words that sound the same at the end. Let's have fun finding words that rhyme!

Examples:

- **cat** and **hat**
- **bug** and **rug**
- **pin** and **win**



Exercise A Rhyming Word Hop

1. Write different words on the board (**e.g., cat, bat, hat**).

Say a word aloud (**like "cat"**), and ask the children to hop and say a word that rhymes with it (**e.g., "hat"**).



Exercise B Rhyming Word Chant

(Clap to the beat as you chant)

Cat and hat, they rhyme so neat,
Big and wig, oh what a treat!
Sun and bun, they shine so bright,
Fish and dish, a tasty bite!



Exercise C

1. When we put 'c' and 'h' together they make one sound.
/ch/ as in chair and chip.

Similarly /sh/, /th/ and /wh/ give one sound. Give examples.

/sh/ = _____ /th/ = _____ /wh/ = _____



Sound Bank

Count the sound in these words: **chop, shop, what, ship** and **fish**.

Exercise D Silent letters

1. In the word '**listen**', the letter '**t**' remains silent. In the word know, the letter w remains silent.
Find out the silent letter in the word 'write'.



4

Speaking Stars

Silly Chef Instructions!

Activity:



Instructions

1. Listen to your "Silly Chef" (teacher or friend).
2. Follow the funny actions they say!
3. Take turns being the "Silly Chef" and giving fun instructions to your friends!



Silly Instructions

1. Stir a big bowl of soup with your feet!
2. Hop like a bunny while mixing the cake!
3. Spin around while saying "**I love cake!**"
4. Pretend to bake a cake using only one hand.



Remember

1. Speak clearly when you follow the instructions!
2. Have fun and make sure everyone can hear you!



5 Writing Wizard

Cooking Up Sentences

Exercise A

Create tasty sentences with a noun and a verb!

Instructions

1. Imagine you are a chef in a kitchen!
2. Use your imagination to think about what you can cook or help with.
3. Write a fun, simple sentence about cooking!
4. Complete these sentences.
 - a. Fahad _____ the eggs for the cake.
 - b. Mom _____ the spaghetti on the stove.



Let's Cook Your Sentences:

1. Think of something yummy you like to make or eat. Write your sentence!

Example:

I stir the soup in the pot.



Example:

I mix the chocolate milk.



2. Now, write another sentence about something you can help with in the kitchen.

Exercise B

Select any text from your book. Write its purpose and concluding sentences.



Bonus Fun

- Share your sentences with a friend! Who can come up with the silliest cooking sentence?
- Draw a picture of your kitchen and your sentence!



6 Smart AI Corner

Activity:

1. **Ask AI:** Give me a funny recipe for biscuits.
2. Read it aloud together.
3. Draw pictures of the steps!

7 Writing Hero (Handwriting Practice)

ACTIVITY

Copy this recipe in your notebooks. Observe neat and clean handwriting

- **Mix the flour and sugar.**
- **Pour the mix into a pan.**



TEACHER'S GUIDELINES

Help students recognise the purpose of different text and change the concluding sentence.

ACTIVITY



- **Bake the cake.**
- **Give a hug to Mom.**
- **Complete the following sentences.**
 - a. My name is _____.
 - b. I am _____ years old.
 - c. Write 3 sentences expressing your likes and dislikes.
 - d. Write simple sentences giving information what you observe in your classroom.

BONUS EXERCISE

Motivational Quotes for Handwriting Practice.

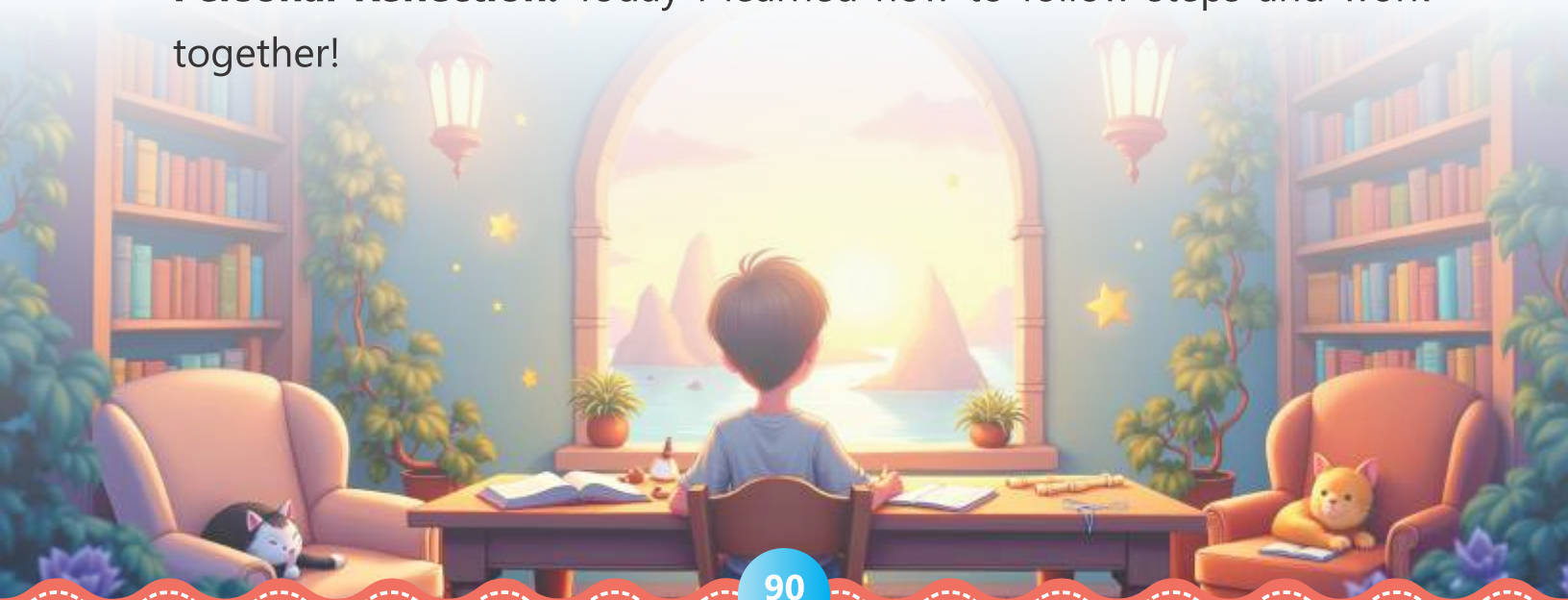
Discuss these quotes with your parents. Practice writing them in your notebooks.

- Small hands can do big things!
- Be kind. Be helpful. Be amazing!
- Learning is a delicious adventure!



8 Final Reflection

- **Moral Value Activity:** Talk about why helping at home is important.
- **Thinking Trigger:** If you could bake a cake for someone special, who would it be?
- **Personal Reflection:** Today I learned how to follow steps and work together!





[illegible]