

Based on NCP 2022-24

# Discovery English

Name: \_\_\_\_\_

Roll No. \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

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

3

GRADE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

## PREFACE

The English Series for Grades 1 to 5 has been designed in alignment with the National Curriculum of Pakistan (NCP), 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.

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**ALBAKIO INTERNATIONAL**  
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## Students Learning Outcomes:

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

- ▶ Take turns to speak on a given topic and during group discussions.
- ▶ Adapt tone of voice, use of vocabulary and non-verbal features for different audiences.
- ▶ Use strategies to learn to blend unfamiliar words to read, including sounding out and separating them into syllables.
- ▶ Learn to use initial consonant blends (e.g., sw, sn, sk, bl br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh.).
- ▶ Read simple books from a range e.g., story, poetry, information books.
- ▶ Answer questions with some reference to single points in a text using one and while reading strategies.
- ▶ Demonstrate the ability to identify and sort words from different reading materials, pictures and immediate surrounding simple action words, naming and describing words.
- ▶ Recognise alphabetical arrangement of words based on first two letters as preparation for glossary or dictionary use.
- ▶ Take dictation of familiar sentences/text studied in class.
- ▶ Keep a record of words (e.g., word wall, word bank).
- ▶ Develop consistency in the size and proportion of letters and the spacing of words.
- ▶ Use joined-up handwriting in limited range of written work.
- ▶ Write longer and complex sentences on a limited range of topics e.g., sports day, nature, holidays, etc.

## Ex A Reading Ready

**Answer these questions.**

- 1 Have you ever visited a famous place in Pakistan?
- 2 What do you know about Moenjodaro or Lahore Fort?
- 3 Do you think old buildings can tell us stories? Why?
- 4 What comes to your mind when you hear the word "heritage"?

## Treasures

*In the heart of Pakistan, shining so bright,  
Live places of wonder, a beautiful sight.*



*Moenjodaro's ruins, so old and wise,  
Hold stories of people under ancient skies.  
The Lahore Fort stands strong and tall,  
With gardens and towers and royal halls.  
Badshahi Mosque, grand and wide,  
Echoes with prayers from every side.  
The hills of Taxila whisper the past,  
With statues and temples built to last.  
Makli's tombs, in stone so fine,  
Hold heroes of history through the line.  
Rohtas Fort, proud and brave,  
Stands by the river like a wave.  
Shalimar Gardens, blooming and green,  
Show Mughal beauty calm and serene.  
These places tell tales of who we are,  
Shining like a guiding star.  
I love my land, proud and free,  
Pakistan's heritage lives in me!*

(Shaina Hamid)



**Think a While!**

**Why do  
we need  
to know  
about our  
history?**



**TEACHER'S  
GUIDELINES**

Help students read the poem with understanding.

## Ex A Story Reflection:

**Answer these questions.**

- 1 Name three heritage sites mentioned in the poem.
- 2 Why is the Badshahi Mosque special, according to the poem?
- 3 What kind of place is Moenjodaro?
- 4 How does the poet feel about Pakistan?
- 5 What do Shalimar Gardens show?
- 6 Use contextual clues to predict the meaning of 'whisper the past'.

## Ex B Choose the Right One

- 1 What is the main idea of the poem?  
(a) Pakistan has a lot of animals.  
(b) Pakistan has beautiful heritage sites.  
(c) Pakistan is full of mountains.
- 2 What does the poet say about Taxila?  
(a) It is a new city.  
(b) It has a big river.  
(c) It has old temples and statues.
- 3 What does Makli have?  
(a) Statues (b) Schools (c) Tombs
- 4 Where does the poet say prayers echo from?  
(a) Moenjodaro (b) Badshahi Mosque (c) Shalimar Gardens
- 5 What colour does the poet use to describe Pakistan's future?  
(a) Blue (b) Grey (c) Shining like a guiding star



## Ex C HOTS

**Answer these questions.**

- 1 Why do you think it's important to protect heritage sites?
- 2 If you could visit one of the places in the poem, which one would you choose and why? Give reasons.



## Vocabulary Vault

### New Words:

Echoes	sounds that bounce and repeat
Heritage	something important from the past we keep and remember
Ruins	broken old buildings from long ago
Serene	peaceful and calm
Tombs	places where important people are buried

**Ex A** Read the drama and share your opinion about it. Observe the non-verbal cues. Adapt to the tone of voice.

### At Home in Lahore

**Narrator:** It was a hot afternoon in Lahore. A young girl named Fatima Sughra sat at home, thinking about her country.

**Fatima:** (Muttering) Why are we ruled by others?  
Pakistan must be free! I want to do something.  
I'm not afraid!

**Mother:** Fatima, come eat your lunch. What are you thinking about?

**Fatima:** Mother, I want to help. I want to show that Pakistan is strong, even if I am small.

**Mother:** (smiles) Be careful, my brave child.

### Outside the Government Building

**Narrator:** Fatima walked to the government building. She saw the British flag flying high. She looked around carefully.

**Fatima:** (whispering) Now is the time. for Pakistan!



### TEACHER'S GUIDELINES

Explain to the students the use of vocabulary and non-verbal features for different audience.



(She climbs the steps, takes down the British flag, and raises the green flag  
(with the crescent and star.)

**British Officer:** (shouting) What is this? Who did this?

**Freedom Fighter 1:** Look! A young girl raised Pakistan's flag!

**Freedom Fighter 2:** She is so brave! Her name should be remembered!

**Back Home**

**Narrator:** Fatima returned home with pride in her heart.

**Mother:** You did something very big today, my child.

**Fatima:** I only did what my heart told me. Pakistan Zindabad!

**Everyone:** Pakistan Zindabad!



## Grammar Galaxy

**Topic:** Adjectives

### Explanation:

A noun is the name of a person, place, thing, or idea. Adjectives describe or give more information about a noun.

### Examples:

- The gentle wind      A golden field
- An ancient land

Words like gentle, golden and ancient are providing more information about the nouns wind, field and land respectively.



**Ex A** Fill in the blanks with appropriate adjectives.

- 1 The \_\_\_\_\_ sun warmed us.
- 2 A \_\_\_\_\_ voice spoke to me.
- 3 We saw a \_\_\_\_\_ elephant at the zoo.

**Ex B** Use the given adjectives to make sentences.

tall

beautiful

naughty

big

sweet

1

\_\_\_\_\_.

2

\_\_\_\_\_.

3

\_\_\_\_\_.

4

\_\_\_\_\_.

5

\_\_\_\_\_.



**Ex C** Read Unit 1 again. Circle nouns, underline verbs, and ✓ adjectives.



## Phonics Funland

**Topic:** Initial Consonant Blends (bl, cl, tr, sn, fl)

### Explanation:

Some words start with blends. A blend is when two consonants are joined together, but you can still hear each sound clearly.

### Examples:

blue, clap, tree, snow, flag

**Ex A** Circle the correct blend (bl, cl, tr, sn, fl) that completes the word.

1

\_\_\_\_\_ue

a) bl

b) cl

c) fl



2

\_\_\_\_\_ag

a) fl

b) tr

c) sn



3

\_\_\_\_\_ap

a) sn

b) cl

c) tr



4

\_\_\_\_\_ow

a) tr

b) bl

c) sn



## Speaking Stars

**Topic:** Expressing Feelings about Nature

### Explanation:

Nature makes us feel many things – calm, excited, amazed, or joyful. Let's talk about those feelings using expressive words and polite tones.

### Examples:

"I love the way the sunshine warms my face."

### Ex A Dialogue Practice: Practice simple conversations using feeling words.

- 1 • What do you see in the sky today?  
• I see white clouds. They make me feel relaxed.
- 2 • How do you feel when the rain falls?  
• I feel cozy and sleepy. I love the soft sound.
- 3 • What do you like about spring?  
• I like the flowers. They make me feel happy and fresh.



### Ex B Role-play: Pretend to be elements of nature. Speak like them!

- You are the rain – what would you say to the plants?
- You are a tree – how do you feel during spring?
- You are the sun – what would you say to children playing?

### Ex C Question and Answers Pairs: Pair up and ask each other questions;

- What's your favourite weather and why?
- How do you feel when it rains?
- What sound of nature makes you smile?



**Ex D Picture Description:** Look at the following picture.

Use at least 3 feeling words to describe what you see.  
Prepare a short presentation. Share it with class.



## Writing Wizard

### Topic: Descriptive Paragraph

#### What is Descriptive Writing?

Descriptive writing means describing something clearly so the reader can imagine it. You use describing words (adjectives), action words (verbs), and the five senses (see, hear, smell, taste, touch) to paint a picture with your words.

#### What is a Caption?

A sentence under a picture explaining what it shows.

#### How to Write a Descriptive Paragraph:

1. Choose a topic – something you want to describe (like a windy day, your favourite place, or a fun event).
2. Use the five senses – What do you see? Hear? Feel? Smell? Taste?
3. Add details – Use words like soft, noisy, bright, fresh, cold, etc. (Brainstorm)
4. Write in full sentences – Connect your ideas so they make sense. (Mind Map)
5. Keep it short and clear – Around 5–6 sentences is great! (write the 1<sup>st</sup> draft)
6. Punctuate it!



### TEACHER'S GUIDELINES

Teach students how to write simple paragraphs on any given topic.  
Explain the process approach (brainstorm- MindMAP- Write).

**Ex A** List at least 5 describing words (adjectives) that could describe your favourite ice-cream.

**Ex B** Creative Prompt:

**If I Were a Leaf:** Imagine you're a leaf on a windy day. Where does the wind take you? Express your feelings and emotions e.g I was upset/afraid/shy, etc.

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**Example Start:**

"I floated high above the trees. I saw the school, the market, and even the sea..."

### **Bonus Exercise: Weather Reporter (Speaking + Writing Integration)**

#### **Instructions:**

Imagine you are a weather reporter on TV or radio! Your task is to describe the weather in your city or any place you choose. Think about what the sky looks like, how the air feels, and what people might be doing on that day. You can talk about sunshine, clouds, rain, snow, wind, or anything else related to the weather. Then, explain how the weather might make people feel. Would they be excited, sleepy, happy, or want to stay indoors?

You will first write your weather report in 3–5 sentences, and then practice speaking it aloud like a real weather reporter!



## Smart AI Corner

### Write any 3 adjectives:

Ask the AI tool to give the comparative and superlative degrees of the words.  
Then, use these new words in sentences of your own.



## Handwriting Hero

### Activity:

Copy this sentence in your notebooks. Focus on writing neatly using joining handwriting.

The sun rises and brings a new day full of opportunities.

### Bonus Exercise:

Write a sentence about Pakistan's heritage. Practice clean handwriting!

### Final Reflection

### Moral Value Activity:

*Draw or talk about one heritage site from the poem. Share why it is special and why we must take care of it.*

### Thinking Trigger:

*If you could build a new heritage site in Pakistan, what would it look like and what story would it tell?*

### Personal Reflection:

*Which place from the poem do you want to visit one day? Why does it interest you?*

### Class Discussion:

*Share how learning about Pakistan's heritage made you feel. What did you discover that you didn't know before?*



### TEACHER'S GUIDELINES

Explain the degrees of adjectives to the students.



**Students Learning Outcomes:**

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

- ▶ Speak confidently to a group to share an experience.
- ▶ Apply grade-level word analysis skills to a. Read common high-frequency words by sight stamp. Recognise and read Silent letters, (e.g., -e like cake, kite, home -b like comb, plumb, thumb, climb, plumber, limb.
- ▶ Identify common and complex silent letters in words e.g., almond, muscle, receipt, asthma etc.
- ▶ Answer questions with some reference to single points in a text using pre and while reading strategies.
- ▶ Provide the missing letter in simple two/three-syllable words.
- ▶ Understand and use different types of nouns i.e. common, proper (e.g., Pakistan, Ali), countable (e.g cup, pen), uncountable nouns (e.g., sugar, salt).
- ▶ Recognize and read compound words.

**Ex A Reading Ready**

**Answer these questions.**

- 1 Have you ever visited a village? What did you see or do there?
- 2 What do you think village life is like compared to city life?
- 3 What kind of things do you expect to read in a story about nature and family?

Last weekend, Ali and his family visited their grandparents in a peaceful village called Green Meadows. As they drove past golden fields and grazing animals, the noise and tall buildings of the city slowly disappeared behind them. The air grew fresher, and the sounds of birds and flowing water filled their ears. The village welcomed them with its calm surroundings, wide open spaces, and smiling faces.

Ali's grandparents lived in a large mud-brick house surrounded by fruit trees and flower beds. In the front yard, colourful hens clucked around while a gentle cow rested in the shade. Ali helped his grandfather milk the cow early in the morning and

### Bonus Exercise:

Use any 5 words from the unit and break them into syllable learn to pronounced them.

learned how to feed the chickens with grains from a cloth bag. He was excited to wear a straw hat and walk with his uncle through the green fields, learning the names of different crops like wheat, sugarcane, and maize.

In the afternoon, Ali and his cousins visited the nearby farmhouse where his uncle lived. They played hide and seek, picked wildflowers, and floated paper boats in a small stream that ran beside their home. The cool water splashed against their toes, and the boys laughed together under the sun.



**Think a While!**

**What will happen next in the story?**

At night, they all sat on a charpai under the starlit sky. Grandma told stories of her childhood, about when she would walk barefoot to school and climb mango trees with her sisters. Ali listened carefully, amazed at how different life was back then. A soft breeze passed through the trees, and the sky was so clear that he could spot the Milky Way.

Ali loved the slow, calm, and natural life of the village. He felt peaceful and free, far from the noisy roads and busy routines of the city. On the way home, he waved goodbye to the fields and animals. As their car drove away, he smiled, knowing he would return again to the lovely Green Meadows.



### TEACHER'S GUIDELINES

Encourage students to read the text confidently.

Talk about the compound words in the unit.

Ask students to underline them and make new sentences.

## Ex B Story Reflection:

Answer these questions.

- 1 What is the name of the village Ali visited?
- 2 List three compound words in the unit.
- 3 What did Grandma share with the children at night?
- 4 How did Ali feel about his time in the village?
- 5 What natural things did Ali see or interact with?



## Ex C Choose the Right One

- 1 What did Ali help his grandfather do?  
(a) Paint the house    (b) Milk the cow and feed chickens    (c) Plant trees
- 2 Where did the children float paper boats?  
(a) In a pond    (b) In the stream    (c) In the village well
- 3 What did Grandma talk about?  
(a) The weather    (b) Her childhood memories    (c) A new book
- 4 What made the sky look beautiful at night?  
(a) Fireworks    (b) Stars and the Milky Way    (c) Lanterns

## Ex D HOTS:

Answer these questions.

- 1 How was Ali's village trip different from a regular day in the city?
- 2 Why do you think Grandma's stories were important to Ali?
- 3 What does this story teach us about enjoying simple things?



## Vocabulary Vault

### New Words:

Peaceful	calm and quiet
Charpai	a traditional bed made with ropes



Grazing	animals eating grass
Stream	a small, flowing river
Milky Way	a group of stars seen in the night sky

### Bonus Exercise:

Sort the vocabulary vault words into nouns, verbs and adjectives



## Grammar Galaxy

### Topic: Types of Nouns

A noun is the name of a person, a place, a thing, or an idea.

- Common Noun: names general things (e.g., village, boy, cow)
- Proper Noun: names specific people or places (e.g., Ali, Pakistan)
- Countable Noun: things you can count (e.g., cow, tree)
- Uncountable Noun: things you can't count (e.g., milk, water)
- Quantifiers are used with countable and uncountable nouns to express quantity, e.g. many, several, much, some, etc.

#### Ex A Look around your classroom. Write:

1 Common nouns	
2 Proper noun	
3 Uncountable noun	
4 Countable noun	

#### Ex B Read the words and sort them into the correct boxes:

**Words:** milk, Sara, bus, rice, dog, Lahore, sugar, Erum, table

Common Noun	Proper Noun	Countable Noun	Uncountable noun

**Ex C** Read the short story below and follow these steps:

- **Proper Nouns** → Colour them green.
- **Common Nouns** → Colour them blue.
- **Countable Nouns** → Colour them purple.
- **Uncountable Nouns** → Colour them red.

**Short Story: The Busy Market Day**

Last Saturday, Sara and her family went to Karachi to visit a famous market. They saw many colourful stalls filled with fruits and vegetables. Sara's mom bought some apples and bananas while her dad picked up some rice and flour. Sara was excited to see a puppy at a nearby pet shop. She wanted to take it home, but her parents said no. They walked through the busy streets and enjoyed some fresh juice from a street vendor. After a long day, they went to the beach to relax. Sara collected some seashells and watched the waves crash onto the shore.



**Bonus Exercise : Add 2 quantifiers to the story**

Choose your name or your friend's name and try to make a fun anagram!



**Phonics Funland**

**Topic: Silent Letters**

Some words have letters that are not pronounced when we say them. These letters are called silent letters. Knowing them helps us improve our spelling and pronunciation.

**Examples:**

**Silent e:** cake, kite, home

**Silent b:** comb, thumb

**Complex silent letters:** almond, muscle, receipt, asthma

**Ex A** Look at each word and circle the silent letter:

1 Thumb

3 Kite

2 Climb

4 Receipt

**Ex B** Pick the word that is spelled correctly.

1 clim / climb

4 knead / nead

2 hom / home

5 island / iland

3 reciept / receipt

6 ruff / rough

**Ex C** Read these words carefully and then write the correct spelling of these words from memory. These words have silent letters, so be careful

1 Plumeb

2 asthama

3 amond

4 coomb



## Compound Words

Make compound words by adding new words to the following root words:

Words

farm

sea

class

time

foot



## Speaking Stars

**Topic:** Sharing an Experience

**Explanation:**

When sharing an experience, speak clearly, use expression, and share your feelings. Start by saying:

"I would like to tell you about..." or "Last weekend, I went to..."

## Ex A Draw a simple timeline of a personal experience

### Steps:

- 1 Draw a straight line across the page.
- 2 Add symbols or pictures to represent the beginning, middle, and end of your experience.
- 3 Label each picture with a brief sentence describing what happened.

Example: "First, we arrived at the zoo. Then, I saw a tiger. Finally, we ate ice cream."



## Ex B Pair up with a friend.

One plays the role of a storyteller and the other asks follow-up questions.

### Steps:

- 1 The storyteller shares a personal experience (e.g., a family trip).
- 2 The other student asks questions such as, "How did that make you feel?" or "What happened next?"
- 3 After a few minutes, switch roles so both students get a chance to tell their stories and ask questions.

**Ex C** **Picture Description:** Look at the following picture.

- Describe what you see. Ask yourself: "What do I see in the picture? What is happening?"
- Try to use words like "I feel..." or "I think..." to express how the picture makes you feel.



**Bonus Exercise: Diary Writing**

Find a small object that reminds you of a special memory. It could be a souvenir, a picture, or even a ticket from a fun event! Write a diary entry about that day. Use the process approach (brain storming→mindmapping→writing).

- Bring your special object to class and share it with everyone.
- Explain why this object is important to you and what memory it reminds you of.

**Example:** "Dear Diary,

This ticket is from a concert I went to. I loved the music and the excitement of being there."



**Writing Wizard**

**Topic: Descriptive Paragraph**

When writing a descriptive paragraph, begin with a clear topic sentence to introduce the idea. Then, describe your experience with lots of interesting details. End with a sentence that wraps up your thoughts.



**Ex A** Follow these steps to write a descriptive paragraph

**Step 1: Guided writing**

Use the following sentences as a guide to write your own paragraph:

I went to \_\_\_\_\_ (location).

I saw \_\_\_\_\_ (things you saw).

I helped \_\_\_\_\_ (activities you did).

It was \_\_\_\_\_ (how it felt).

**Step 2: Write your own sentences now.**

Write 5 sentences about the things you saw or did during your visit to the village. Be sure to describe each detail clearly. You can talk about the animals, nature, people, or anything else you experienced.

**Step 3: Write a full paragraph titled "A Day in the Village." Be sure to:**

- Begin with an interesting topic sentence.
- Use descriptive details to explain your experience (what you saw, felt, heard, and did). Use a mind map to brainstorm.
- End with a closing thought that sums up your experience.

**Ex B** Look at the picture of a village scene. Write multiple paragraphs describing what you see in the picture. Use proper punctuation and capitalization

- What is happening in the picture?
- What do you think it would feel like to be there?
- What details do you notice about the people, animals, or nature?





## Smart AI Corner

### Instructions:

Use an AI tool to help you generate rhyming strings  
It can be in jokes, riddles, or poems.  
Prepare a glossary of different, rhyming words.  
Arrange them in alphabetical order.



## Handwriting Hero

### Activity:

Copy this sentence neatly in your notebook:  
'One day Ali found a magic key.'

Practice consistency in the size and proportion of  
letters and spacing of words.



### Bonus Exercise:

Think about where the key could take Ali. Write a few  
sentences about his adventure!

### Final Reflection

### Moral Value Activity:

*Discuss: Why is village life important for our health and heart?*

### Thinking Trigger:

*If you could build your own village, what would you put in it?*

### Personal Reflection:

*Write a diary entry: "What I enjoyed the most about this unit."*



## Students Learning Outcomes:

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

- ▶ Recognize and read grade-appropriate irregularly spelled words.
- ▶ Recognize how paragraphs and chapters are used to organize ideas.
- ▶ Identify paragraph as a larger meaningful unit of expression representing the unity of thought.
- ▶ Answer questions with some reference to single points in a text using pre and while reading strategies.
- ▶ Recognize and use grade-level words that show feelings and emotions (e.g., loved, scared, shy, afraid, upset).
- ▶ Write spellings of days of the week, month and numbers.
- ▶ Make anagrams from simple one/two-syllable words in class.
- ▶ Provide the missing letter in simple two/three-syllable words.
- ▶ Identify and classify the grammatical gender of naming words from immediate environments (masculine/feminine).

## Ex A Reading Ready

**Answer these questions.**

- 1 Have you ever been scared of a loud noise at night?
- 2 What do you know about brave soldiers?
- 3 Do you feel safe when you are with your family?
- 4 What do you think this poem might be about?

One quiet night, I was fast asleep,  
 Dreaming of toys and valleys so deep.  
 Suddenly, BOOM! A sound so loud,  
 The sky lit up—no moon, no cloud.



## TEACHER'S GUIDELINES

Ask students to listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and be able to identify main ideas.





### Think a While!

#### Are our soldiers our heroes?

I jumped from bed, ran to the hall,  
Mama held me tight—I felt so small.

"What's that noise?" I asked in fear.

She whispered softly, "We're safe, my dear."

The ground shook once, then twice, then more,

Like thunder knocking on our door.

I peeked outside—bright lights in the sky,

"Why is the night flashing?" I asked with a sigh.

Papa came close and said with pride,

"Our soldiers are brave—they won't let harm slide.

The enemy sent missiles our way,

But Pakistan stood strong that day."

The next morning, we all heard the news,

Pakistan struck back with powerful views.

It was called Bunyan al Marsus, so grand,

A shield of courage across our land.

No more fear in my tiny chest,

I smiled again, knowing we're blessed.

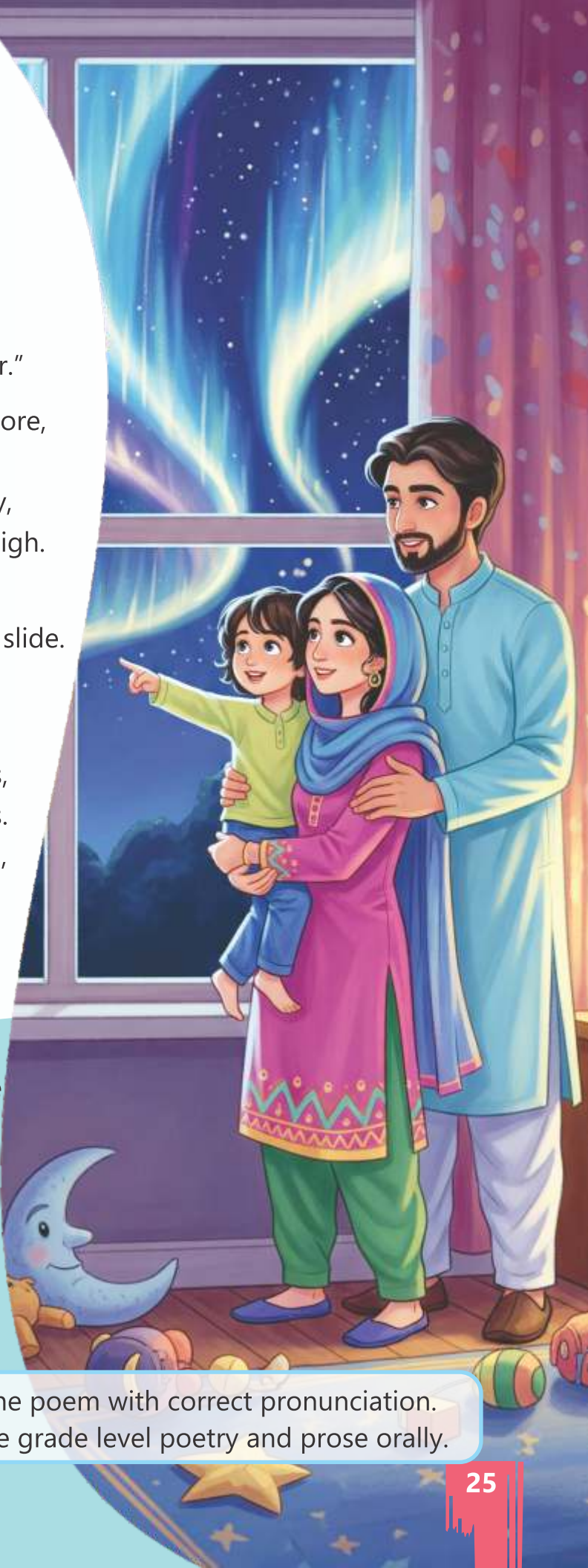
Because even when skies are dark and

wide, Our heroes stand firm, side by side

#### Bonus Exercise:

Find the opposites of these words.

- quiet
- dark
- strong
- tiny
- wide



#### TEACHER'S GUIDELINES

Help students read the poem with correct pronunciation.  
Have them read more grade level poetry and prose orally.

## Ex B Story Reflection:

Answer these questions.

- 1 What woke the boy up from his sleep?
- 2 How did his mother help him feel safe?
- 3 What did his father explain about the noise?
- 4 What was the name of Pakistan's military mission?
- 5 What do you understand from the poem?
- 6 What does "Bunyan al Marsus" mean to the boy?
- 7 How does the poem show the bravery of soldiers?



## Ex C Choose the Right One

- 1 What sound woke the boy up?  
(a) Laughter (b) A boom  
(c) A song (d) Rain
- 2 Who hugged the boy when he was scared?  
(a) His sister (b) His friend  
(c) His mother (d) His teacher
- 3 What was the name of the operation?  
(a) Night Watch (b) Bunyan al Marsus  
(c) Eagle Strike (d) Desert Storm
- 4 How did the boy feel at the end of the poem?  
(a) Angry (b) Sleepy  
(c) Happy and safe (d) Confused

## Ex D HOTS:

Answer these questions.

- 1 Why is it important for a country to defend itself during danger?
- 2 If you were the boy, what would you say to a soldier who kept you safe?
- 3 Identify main purpose of the text.





## Vocabulary Vault

### New Words:

Peeked	looked quickly
Thunder	a rumbling sound in the sky
Mission	a special job or task
Pride	a feeling of honor and happiness

**Bonus Exercise:** Use these words to make meaningful sentences.



## Grammar Galaxy

### Topic: Gender of Nouns

#### Explanation:

Some nouns tell us whether a person or animal is male or female. These are called gender nouns.

- Masculine nouns refer to males.

#### Example:

boy, king, father, uncle, rooster

- Feminine nouns refer to females.

#### Example:

girl, queen, mother, aunt, hen

Tip: We often use pairs to show masculine and feminine, like lion – lioness, actor – actress.



**Ex A** Draw a line to match each masculine noun with its feminine noun.

- 1 King
- 2 Brother
- 3 Man
- 4 Uncle
- 5 Prince
- 6 Nephew
- 7 Father

- Queen
- Mother
- Niece
- Princess
- Aunt
- Woman
- Sister

**Ex B** Can you guess the animal pair? You may take help from the jungle pair word bank below.

## WORD BANK

- |                                     |  |
|-------------------------------------|--|
| <input type="radio"/> Donkey, Jenny | <input type="radio"/> Lion, Lioness                |
| <input type="radio"/> Rooster, Hen  | <input type="radio"/> Male Penguin, Female Penguin |
| <input type="radio"/> Zebra, Mare   | <input type="radio"/> Fox, Vixen                   |

*"I carry heavy loads and say 'bray-bray!'  
I have a pretty partner who helps with hay!"*

&

*"I roar loudly and wear a mane,  
My partner is strong, but without the same!"*

&

*"I'm the one who crows at dawn,  
My partner lays eggs on the lawn!"*

&

**Draw your favourite animal pair in the jungle and name them!**



## Phonics Funland

### Topic: Irregular Spellings & Anagrams

#### Let's learn:

Some words don't follow the usual spelling rules — they are called irregular spellings. You can't sound them out easily, so you must remember them by sight. Also, anagrams are fun! They are new words made by mixing up the letters of another word.

#### Examples:

**Irregular Words:** said, come, some, friend, does

**Anagrams:**

stop → post

tea → eat



#### Ex A Rearrange the letters to make new words.

1 Bat →

2 Read →

3 Stop →

4 Eat →

5 Dear →

6 Part →


#### Bonus Exercise:

Choose your friend's name and try to make a fun anagram!

#### Ex B Circle the correct spelling of each word:

1 freind / friend

2 dose / does

3 cum / come

4 saed / said

5 sum / some



#### TEACHER'S GUIDELINES

Introduce common high frequency words to students. Identify words with inconsistency but common spelling sound correspondence.



## Speaking Stars

### Ex A Role-play Scenario: The Lost Puppy

Now, it's your turn to act out the story! In pairs, you will take on the roles of Sara and the Old Man. Use the dialogue below to bring the story to life. Remember to express your feelings with your voice and body – show how Sara feels about the puppy and how the Old Man feels when he finds his lost pet. Have fun with the role-play, and don't forget to switch characters after! This will help you practice your speaking and listening skills while also learning how to express emotions through acting.



#### Characters:

- Sara (the little girl who finds the puppy)
- Old Man (the man who lost the puppy)

#### Setting:

A sunny afternoon in a small park. Sara is sitting on a bench with the puppy she found earlier that day. The Old Man walks by, looking worried and searching for something.

#### Dialogue:

**Old Man: (walking towards Sara, looking worried)**

"Hello! Have you seen a little puppy around here? I've been looking everywhere for him!"

**Sara: (looking at the puppy in her lap, unsure)**

"Hmm, I think I found him... He's so small and fluffy! Is he yours?"

**Old Man: (eyes lighting up, excited)**

"Oh, thank you! Yes, that's my puppy! I've been looking for him all day! What's his name?"

**Sara: (petting the puppy)**

"His name is Max! He's so cute and friendly. But... he seems happy with me. Are you sure you want to take him back?"

**Old Man: (*sitting next to Sara, smiling kindly*)**

"I understand. Max is special to me. He's been with me for a long time. But he might miss me and want to go home."

**Sara: (*sad but understanding*)**

"I see... he's really cute. It's going to be hard to say goodbye."

**Old Man: (*putting a hand on Sara's shoulder*)**

"You're very kind to take care of him. How about we go get some ice cream after I take him home? You deserve a treat for helping Max."

**Sara: (*smiling, feeling happy*)**

"That sounds fun! I'll miss Max, but I'm happy he's going home. Thanks for the ice cream!"



**Ex B** Listen to the informational text about taking care of animals and share your opinion about it.



## Pollution in Pakistan

### What is Pollution?

Pollution means making our land, air, or water dirty. When people throw garbage on roads, or smoke comes from cars and factories, it causes pollution.

### Air Pollution

In big cities like Lahore and Karachi, there are many cars and factories. They give out smoke that makes the air dirty. Breathing dirty air can make people cough and feel sick.



### Water Pollution

Sometimes people throw waste into rivers and canals. This makes the water unsafe for fish and people. We should always keep our rivers clean.





## Land Pollution

When people throw plastic bags and garbage on the ground, the land becomes dirty. Animals can also get hurt by eating this waste. We should always throw rubbish in the dustbin.



### How Can We Help?

- We can help reduce pollution by:
- Using less plastic
- Using public transport or bicycles
- Planting trees
- Keeping our streets clean



## Writing Wizard

### Topic: Organizing Ideas and Themes in Paragraphs

#### Explanation:

A paragraph talks about one theme. It begins with an opening sentence to introduce the topic, followed by supporting sentences that explain or describe the idea in more detail. It ends with a closing sentence that wraps up the thought.

#### Model Paragraph:

Last Saturday, I went on a picnic with my family to the park. We packed sandwiches, juice, and a big blanket. When we arrived, we found a nice spot under a tree by the lake. My brother and I played soccer while my parents relaxed. After eating, we went for a boat ride on the lake, enjoying the calm water and beautiful scenery. It was the perfect day, and I couldn't wait to do it again.

### Ex A Read the paragraph and label each part:

- 1 Opening Sentence:
- 2 Supporting Sentences:
- 3 Concluding Sentences:


**Ex B** Write a paragraph on the topic "A Fun Day at the Park."

- 1 Start with an opening sentence to introduce the story.
- 2 Add 2-3 supporting sentences that describe what you did at the park.
- 3 End with a concluding sentence that sums up how you felt about the day.

**Ex C** Below are jumbled sentences. Put them in the correct order to form a proper paragraph. Underline the concluding sentence.

- 1 We ate delicious sandwiches and drank juice.
- 2 I played on the swings and went down the slide.
- 3 It was a bright and sunny day at the park.
- 4 My family and I went to the park for a fun day.
- 5 We had a picnic under a big tree.

**Correct Order:**



### Smart AI Corner

Use an AI tool to search a poem about war. Give it a prompts to identify and explain rhyme, rhythm, repetition, similes, and sensory image in the poem. Write your own poem and share it with the class. Observe that texts have different purposes and themes.



### Handwriting Hero

**Practice writing neatly.** Paragraph for Practice:

"Sara helped the lost puppy by feeding him and making a soft bed. She felt happy and kind."



**Bonus Exercise:**

Motivational Quotes for Handwriting Practice.

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

- Write with love, not just your pen.
- A neat page is a proud page.

**Final Reflection****Moral Value Activity:****Draw and Share:**

Draw a picture of a soldier protecting your country. Talk about how they make you feel safe. Share with your class why being brave is important.

**Thinking Trigger:**

What do you think would happen if our heroes didn't stand guard at night? Talk about how their presence helps us sleep peacefully.

**Personal Reflection:**

Have you ever felt scared and then felt safe again?

Write or talk about that moment. What helped you feel better?

**Class Discussion:**

What did you learn about Operation Bunyan al Marsus?

Why is it important to stay strong and united during tough times?





### Students Learning Outcomes:

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

- ▶ Use punctuation cues to aid reading (e.g., capitalization, apostrophe for possession and contraction, commas used in a series, quotation marks) and also read common word endings.
- ▶ Use a dictionary or electronic means to find the spelling and meaning of words.
- ▶ Answer questions with some reference to single points in a text using pre and while reading strategies.
- ▶ Identify rhyme and rhythm, repetition, similes, and sensory images in poems.
- ▶ Recognise and use grade-level words that show feelings and emotions (e.g., terrified, disgruntled, and embarrassed).
- ▶ Use of contractions with verbs (e.g., I'm, I've, she's, it's).
- ▶ Recognise that sentences comprise of Subject + Predicate
- ▶ Make simple sentences by using SV (subject and verb) and SVO (subject, verb, and object) pattern e.g., Alla cooks food.
- ▶ Write concluding remarks in the form of two sentences environments (masculine/feminine).

### Ex A Reading Ready

**Answer these questions.**

- 1 What are some ways we use water every day?
- 2 Have you ever seen a river or a stream? What was it like?
- 3 Why do you think water is called "a gift"?

From rivers wide and mountains high,  
Flow streams of life that never lie.  
The Indus runs with all its might,  
Giving crops and homes their right.



The Jhelum sings a watery song,  
 While Chenab carries food along.  
 But still, our taps can sometimes dry,  
 And people sadly wonder why.

We share our rivers with our friend,  
 But water use must wisely bend.  
 A treaty made, a fair old rule,  
 So each land keeps its rivers full.

We waste it more than we should do—  
 Leaving taps that drip right through.  
 Washing cars with floods of spray,  
 Or long, long showers every day.

But saving water is not hard,  
 Just turn off taps or guard your yard.  
 Catch the rain in tubs so wide,  
 And let the plants enjoy that tide.

Brush your teeth—don't let it flow,  
 Small acts help the rivers grow.  
 Every drop, a gift so true,  
 To keep the land and people too.

So let us save with heart and hand,  
 To help our crops and bless the land.  
 Water's a gift, so clean and bright—  
 Let's use it with care and do what's  
 right.

### Moral:

Using water wisely protects our country, farms, and future.

### Bonus Exercise:

Make a poem using these rhyming words, 'hard, yard', blue, true'.



### TEACHER'S GUIDELINE

Encourage students to use punctuation marks as cues to improve their reading.



## Ex B Story Reflection:

Answer these questions.

- 1 Which three rivers are mentioned in the poem?
- 2 What is the Indus Waters Treaty?
- 3 Name two reasons why water can run low in Pakistan.
- 4 List three ways people waste water.
- 5 What are some actions we can take to save water?
- 6 How does catching rainwater help the Earth?



## Ex C Choose the Right One

- 1 Which of these is a river in Pakistan?  
(a) Amazon (b) Thames  
(c) Indus (d) Yangtze
- 2 What does the Indus Waters Treaty do?  
(a) Teaches about water safety (b) Shares river water in countries  
(c) Stores water in lakes (d) Builds new dams
- 3 Which action wastes water?  
(a) Collecting rainwater (b) Turning off the tap  
(c) Letting the tap run while brushing (d) Watering plants at night
- 4 A good way to save water is:  
(a) Taking longer showers (b) Cleaning roads with hosepipes  
(c) Turning off the tap (d) Wasting leftover water
- 5 Water is described in the poem as:  
(a) A toy (b) A secret  
(c) A gift (d) A trick

## Ex D HOTS

Answer these questions.

- 1 What do you think would happen if people everywhere stopped saving water? Share personal opinions.
- 2 Why is it important to share water fairly between countries? Give reasons.



## Vocabulary Vault

### New Words:

Treaty	An agreement between two countries
Scarcity	When something is in short supply
Precious	Very special or valuable
Collect	To gather or save something
Thrive	To grow strong and healthy

### Bonus Exercise:

Arrange these words in alphabetical order and find them in the dictionary.



## Grammar Galaxy

### Topic: Punctuation & Sentence Structure

#### Part A: Punctuation Cues

##### 1. Capitalization:

- Always start a sentence with a capital letter.
- Example: Sara likes to play outside.

##### 2. Apostrophes:

For contractions: An apostrophe shows when letters are left out.

Examples:

- I'm (I am)
- It's (It is)

For possession: An apostrophe shows ownership.

Examples:

- Ali's book
- Sara's umbrella

##### 3. Commas in a Series:

Use commas to separate items in a list.

Example: I like apples, bananas, and grapes.



#### 4. Quotation Marks:

Use quotation marks to show what someone is saying.

Example: "Let's play in the rain," said Sara.

### Practice

#### 1. Rewrite these with correct punctuation:

- I dont know where my keys are let me check the drawer
- Tom said i cant wait to see the movie tonight
- I went to buy candies cake cap and balloons

#### 2. Underline the contractions, Write their full form.

- We're excited for the trip. She's going to the store. I'll call you later.
- They're planning to visit their grandparents. I'd love to help. You've been amazing!
- I'm looking forward to the weekend. We've been working hard. It's time to relax.
- He's going to finish the project soon. I'm sure she'll do great!

### Sentence Pattern

#### Sentence Patterns

A sentence is made up of two main parts:

1. **Subject:** This tells us who or what the sentence is about.
2. **Predicate:** This tells us what the subject does or is.

There are different sentence patterns. Let's look at the two basic types:

#### 1. Subject + Verb (SV):

This pattern consists of just a subject and a verb.

##### Example:

- The rain fell.
- Subject: The rain
- Verb: fell

#### 2. Subject + Verb + Object (SVO):

This pattern has a subject, verb, and object. The object is the person or thing that the action is done to.

### Example:

- Sara wore boots.
- Subject: Sara
- Verb: wore
- Object: boots



### Ex A Underline the subject once and the verb twice.

- 1 The cat sleeps on the mat.
- 2 Ali kicks the ball.
- 3 The baby laughs.
- 4 Sara reads a storybook.
- 5 The stars twinkle at night.



## Grammar Galaxy

### Topic: WH- Questions

### Explanation:

WH- questions are questions that start with words like who, what, when, where, why, and how. These questions ask for information.

### Examples:

- What is your name?
- Where are you going?
- Why are you sad?

### Practice Exercise:

### Ex B Match the WH-word to the correct question:

- 1 Who \_\_\_\_\_ is your favourite colour?
- 2 What \_\_\_\_\_ are you going to the park?
- 3 Where \_\_\_\_\_ is your best friend?
- 4 Why \_\_\_\_\_ is the sky blue?

**Ex C** Complete the questions with the correct WH-word:

- 1  is your favourite food?
- 2  are you going to the store?
- 3  is your best friend?
- 4  do you like to play?

**Ex D** Create 5 of your own WH-questions and ask a friend to answer them.

**Topic: What Are Modal Verbs?**

Modal verbs are special helping words that come before a verb (action word) to show what someone can do, should do, must do, or may do.

Let's learn some common modal verbs with simple meanings and examples!

**1. Should / Should Not**

**Use:** To give advice or make a suggestion.

- **Should** = It is a good idea
- **Should not** = It is not a **good idea**

**Examples:**

- **Should:**  
You should come.
- **Should not:**  
You should not travel at night.

**2. Must / Must Not**

**Use:** To talk about something that is very **important** or a **rule**.

- **Must** = You **have to** do it
- **Must not** = You are **not allowed** to do it



### Examples:

- You **must** do your homework.
- You **must not** run in the classroom.

### 3. Can / Cannot

**Use:** To show **ability** or **permission**

- **Can** = You know how to do something or you **are allowed**
- **Cannot (can't)** = You **don't know how** or you **are not allowed**

### Examples:

- I **can** tie my shoes. (ability)
- You **can** go to the playground. (permission)
- We **cannot** talk during the test. (not allowed)

### 4. Could / Could Not

**Use:** To talk about **ability in the past** or to make a **polite request**

- **Could** = Past ability or polite way to ask
- **Could not (couldn't)** = Past inability

### Examples:

- When I was a baby, I **could not** walk.
- **Could** you help me with this puzzle?

### 4. May / May Not

**Use:** To give or ask for **permission** (formal/polite)

- **May** = You **are allowed**
- **May not** = You **are not allowed**

### Examples:

- **May** I go to the washroom?
- You **may not** leave your seat without asking.

**Ex E** Read each sentence and circle the modal verb, then underline the rule or permission.

**Examples:**

- You must wear your ID badge at all times.  
**Circle:** must,      **Underline:** wear your ID badge at all times.
- 1 You should be kind to all animals.
- 2 May I visit the gift shop?
- 3 We must throw trash in the bin.
- 4 I can speak to the talking parrot.
- 5 You could ask the lion a riddle!

**Ex G** Help Ali find his way through the zoo by correcting the wrong modal verbs.

- 1 You **can** not litter in the zoo.  
(Correct it: You \_\_\_\_\_ not litter in the zoo.)
- 2 You **should** fly without wings.  
(Correct it: You \_\_\_\_\_ fly without wings.)
- 3 **May** I eat inside the animal cage?  
(Correct it: You \_\_\_\_\_ eat inside the animal cage.)
- 4 You **must** wear funny shoes to enter.  
(Keep or Change? Why? \_\_\_\_\_)

**Ex H** Pretend you are the zookeeper. Use at least 3 different modal verbs to make announcements to the visitors. Example starters:

- You must...
- You may...
- You can...
- You should...

**Examples:**

"Welcome to the Magical Zoo! You must not feed the unicorns. You may take photos. You should wash your hands after petting the baby dragons."

Now You Try:



## Phonic Funland

### Topic: Double Consonants

When two identical consonants appear together in a word, they are called double consonants.

#### Examples:

- tt in "butter"
- ss in "grass"
- ll in "small"

**Ex A** Circle the double consonants in the following words:

butter - grass - happy - letter - small - funny

**Ex B** Read the poem carefully. Colour all the rhyming pairs in the same colour.

### My Little Cat

I have a cat, her name is Snow,  
She runs around, so fast, so low.  
She hides in boxes, climbs up high,  
Then takes a nap with a gentle sigh.  
She purrs and meows when it's time to eat,  
She curls up softly near my feet.  
She chases strings and little bugs,  
And gives me soft and cozy hugs.



At night she jumps upon my bed,  
And gently rests her furry head.  
She's not just cute, she's smart and fun,  
My little cat is number one!

### Bonus Exercise:

Use any 2 rhyming pairs to make you own poem.

### Ex C Match rhyming words

Draw lines to match rhyming words:

Sun	•	•	Last
Cold	•	•	Run
Fast	•	•	Bold
Tree	•	•	Light
Bright	•	•	Bee
Book	•	•	Look

Learn these words for dictation.



## Speaking Stars

**Topic:** "If I could be any animal, what would I be and why?"

### Brainstorming Session:

Think about different animals and what makes them special.

For example:

- The strength of an elephant
- The speed of a cheetah
- The ability to fly like a bird
- Write down a few ideas about which animal you would like to be and why.
- Think about what makes that animal cool or interesting!

### Role Play Activity:

Choose one animal and pretend to be that animal.

- Act out its movements (like walking, jumping, or flying).
- Try to make the sounds the animal makes.
- After you perform, explain to your classmates why you picked that animal and how its traits are helpful or fun!



### Create an Animal Presentation:

Choose one animal to learn more about.

Create a short presentation about your animal:

- Where does it live?
- What does it eat?
- What special skills or features does it have (like camouflage, night vision, etc.)?
- After preparing, present your findings to the class and share what makes your animal unique!

### Animal Guessing Game:

- Think of your favourite animal and give 3 clues to help your friends guess what it is.

**For example:** "I live in the jungle, I have a long neck, and I eat leaves."

Your classmates will try to guess which animal you're talking about.

### Writing & Speaking Combo:

After deciding which animal you would like to be, write a short paragraph explaining your choice.

- Why would you want to be this animal?
- What makes it special?

Once you've written it, share your paragraph with the class and explain why you chose that animal!





## Writing Wizard

### Topic: Writing with a Concluding Sentence

**Mini Lesson:** A strong paragraph not only introduces an idea and supports it with details, but it also ends with a clear concluding sentence. The concluding sentence wraps up the paragraph and restates the main idea in a fresh way.

#### Example:

- The rain came quickly and made the day exciting. We all loved it!

**Ex A** Read the paragraph below and add a concluding sentence that sums up the main idea.

The rain was falling. The children played. They wore boots.

**Concluding remark:**

---

**Ex B** Write a short paragraph about My Birthday Party.

Start with a clear topic sentence.

Add 3 detailed sentences that explain what made the day special.

End with 1 concluding sentence that restates the main idea in a different way.

**Ex C** Write a paragraph about your family, making sure to use the following contractions:

- 1 I'm, it's, we've, she's

**Ex D** Read the following paragraph and identify the concluding sentence. Then, rewrite the paragraph with a new concluding sentence.

It was a windy afternoon. The trees were shaking and leaves were blowing everywhere. We decided to stay inside and play board games. We even made some hot chocolate.



## Smart AI Corner

Use an AI tool to design a calendar, Mark special holidays.

Learn the name of days of the week, months and even numbers.

Make a word wall and add these words to it.



## Handwriting Hero

### Activity:

Copy this sentence neatly and think of something you are grateful for.  
Write about it! I am thankful for \_\_\_\_\_ because \_\_\_\_\_.

### Bonus Exercise:

Ask your family members to write down something they are thankful for too!

### Final Reflection

#### Thinking Trigger:

If you were the Prime Minister of Pakistan, what rule would you make to help save water?

#### Personal Reflection:

Write a few sentences or talk about how you can save water at home or school.

#### Class Discussion:

Why is it important for Pakistan to share water fairly with its neighbour, India?



### Introducing the Zoomy Brush!

Are you tired of brushing your teeth every morning and night? Do you wish your toothbrush could be more fun? Now it can be!

Zoomy Brush is not just any toothbrush—it's a magic toothbrush that sings, glows, and spins while you brush! It plays a happy song for two minutes to make brushing

fun and easy. It lights up in bright colours and gently spins to clean every corner of your teeth.

Dentists love Zoomy Brush because it helps children keep their teeth shiny and clean. Parents love it because kids brush happily without being told!

Zoomy Brush comes in three cool designs:

- Super Space Rocket
- Dancing Unicorn
- Dino Roar

**Bonus Exercises :** Every Zoomy Brush comes with free sparkle toothpaste and a brush timer!

Buy yours today at

[www.zoomybrush.pk](http://www.zoomybrush.pk) or your nearest toy store.

- Design your ad for any product.





### Students Learning Outcomes:

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

- Identify rhetorical patterns and make simple inferences while listening. (e.g., following commands, instructions, procedures etc)
- Engage in role play to perform a character from a story/play script.
- Recognise and match contractions to words (e.g., couldn't – could not).
- Final consonant blends (e.g., nd, nk, nt, mp).
- Use pre-reading strategies to predict some words that might occur in a text by looking at the picture/title (identify the type of text, purpose and intended audience)
- Read with fluency and expression using age-appropriate books
- Answer questions with some reference to single points in a text using pre and while reading strategies
- Recognise and generate rhyming strings in writing (e.g., jokes, riddles, poems).
- Write multi-syllable words to express the tone of the characters in a setting according to the title. (For example Mary goes to school with a big smile on his face every day.)
- Write a guided first draft and edit it.

### Ex A Reading Ready

**Answer these questions.**

- 1 What do you think the story is about by looking at the title? Predict some words that might occur in the text.
- 2 What kind of text is this—story, poem, or play? Scan to see
- 3 Who do you think the audience is?

### The Riddle in the Forest

**Characters:**

- |                       |                         |
|-----------------------|-------------------------|
| 1 Narrator            | 2 Lina (a curious girl) |
| 3 Owl (a wise animal) | 4 Fox (a tricky friend) |



### TEACHER'S GUIDELINES

Help students to identify rhetorical patterns and make simple inferences while listening. Have them read with fluency and expression using age appropriate books.





### **Bonus Exercise:**

Colour the Unfamiliar words in the story blue. Find their meaning using a dictionary

#### **Scene/Setting:**

In the heart of Green bell Forest, Lina stumbles upon a glowing scroll that reads, "Only the honest shall find the way."

#### **Narrator:**

Lina walked deeper into the forest, holding a map that promised treasure. She paused as a shadow swooped down.

#### **Owl:**

"Welcome, seeker. I speak in rhymes. Solve my riddle to test your mind."

#### **Lina:**

"I love riddles! Go ahead."

#### **Owl:**

"I shine but I'm not a star,  
I come at night and go afar.  
I'm full or thin, high or low,  
Tell me now, do you know?"

#### **Lina:**

"That's easy—it's the moon!"



### **Think a While!**

**Anticipate  
what  
happens  
next in  
the story.**

#### **Owl:**

"Wise and true. But beware—  
The next one may not play fair."

#### **Narrator:**

Just then, the Fox appeared, smiling slyly.

#### **Fox:**

"You passed the first. Now listen well:  
Say you saw a dragon's spell,  
Or speak the truth and choose the  
road—One path is lies, the other  
holds gold."

#### **Lina:**

"I didn't see a dragon—I won't lie. I  
choose the truth, even if I walk by."

#### **Narrator:**

A glowing path opened before her. The treasure wasn't gold, but a glowing book that read, "Truth is the greatest treasure." Lina smiled, knowing she had chosen wisely.



## Ex B Story Reflection:

Answer these questions.

- 1 Who does Lina meet first in the forest?
- 2 What does the Owl challenge her with?
- 3 How does Lina respond to the Fox's tricky challenge?
- 4 What does Lina discover at the end of the story?
- 5 Identify the main points of the story.



## Ex C Choose the Right One

- 1 Who is the main character of the play?  
(a) Fox (b) Owl (c) Lina (d) Narrator
- 2 What does Lina carry with her?  
(a) A bag (b) A map (c) A compass (d) A scroll
- 3 What does the Owl speak in?  
(a) Questions (b) Poems (c) Songs (d) Riddles

## Ex D HOTS

Answer these questions.

- 1 What might have happened if Lina had lied to the Fox?
- 2 Why do you think was Lina's personality like? What were her motives?



## Vocabulary Vault

### New Words:

star	afar
low	know
spell	well
road	gold

Use a dictionary to find the meanings of these words.

### Bonus Exercise:

Read simple books about animals, from a range of story, poetry or information books.

Find 5 common sight words.



## Grammar Galaxy

### 1. Contractions

Contractions are short forms made by combining two words. We use an apostrophe (') to show where letters are left out.

#### Examples:

do not → don't

could not → couldn't

I am → I'm

Match each contraction to its full form by drawing a line. Then, use three of the contractions in your own sentences.

Contraction	Full Form
didn't	we will
I'm	cannot
we'll	did not
can't	she is
she's	I am

### Ex B Write your own sentences.

1 I'm

---

2 she's

---

3 can't

---

## Prepositions

Prepositions are used to describe the position of different nouns. They can define place, possession or direction.

### 1. Prepositions of Place:

Prepositions of place tell us **where** something is.

- in, on, under, behind, next to, between

**Preposition of Possession: Indicates ownership e.g**

**2. Preposition of Direction: Indicates movement e.g to, from, up**

**Ex A** Sort these words as Prepositions of Place, Possession, and Direction.

Words

near

out of

up

of

under

**Ex B** Make sentences with any four prepositions.

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

4

\_\_\_\_\_

## 3. Types of Sentences

### Explanation:

There are four kinds of sentences:

- **Statement:** tells something (I like riddles.)
- **Question:** asks something (Do you like riddles?)
- **Command:** gives an order (Open the scroll.)
- **Exclamation:** shows strong feeling (Wow! That's clever!)



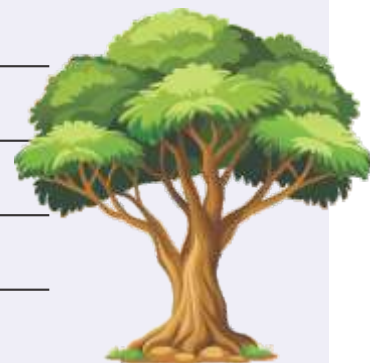
### TEACHER'S GUIDELINE

Teach students how to respond to each type of sentences verbally and physically.

## Ex A Sort the Scrolls!

Label each sentence: Statement, Question, Command, or Exclamation

- 1 Look behind the tree. → \_\_\_\_\_
- 2 That riddle was tricky! → \_\_\_\_\_
- 3 What is your answer? → \_\_\_\_\_
- 4 Lina solved the riddle. → \_\_\_\_\_



Now, write one sentence of each type on your own.

S

Q

C

E



## Phonics Funland

### 1. Final Consonant Blends

Some words end with blends, which are two consonants said together.

#### Examples:

- nd – hand
- nk – pink
- nt – tent
- mp – jump

## Ex A The Forest Sound Hunt!

Fill in the missing final blend (**nd**, **nk**, **nt**, **mp**) using the picture clue. Then use **two words** in your own sentences.

1 ha\_\_



3 ba\_\_



2 ju\_\_

4 te\_\_



## 2. Rhyming Words

### Explanation:

Rhyming words sound the same at the end.

### Examples:

- moon – soon
- cat – hat

Rhyming is fun and helps us write poems and riddles!



## Ex A Riddle Rhyme Time!

Complete the riddles with a rhyming word. Then make your own funny rhyme.

- 1 I come at night and glow so bright,  
I light your sky, I am the \_\_\_\_\_.
- 2 I like to hop and make a sound,  
I jump up high and land on the \_\_\_\_\_.

Your turn! Make your own riddle using a rhyme.



## Writing Wizard

### 1. Adjectives (Describing Mood and Setting)

### Explanation:

Adjectives describe how something looks, feels, or sounds.



### Examples:

- *The wise owl*
- *The spooky forest*
- *The bright treasure*

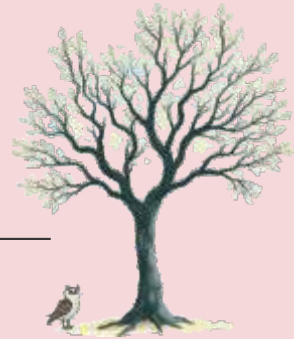
### Ex A Mood Match-Up!

Match each setting with a mood word. Then write your own sentence using adjectives.

Setting	Mood
Forest	Exciting
Treasure Room	Calm
Owl's Tree	Mysterious

### Examples:

- 1 The mysterious forest was \_\_\_\_\_
- 2 The exciting treasure room had \_\_\_\_\_
- 3 The calm owl's tree was \_\_\_\_\_



### 1. Multi-syllable Words and Character Tone

#### Explanation:

We can show what a character is feeling by using strong words. Multi-syllable words help express emotion.

#### Examples:

- *Lina happily skipped through the forest with excitement.*
- *She courageously answered the riddle.*

### Ex A Tone Builder!

Circle the words that show Lina's feelings. Then write your own sentence

using a feeling word.

*Lina walked carefully into the dark forest. She bravely faced the tricky riddle.*

**My sentence:**

## 2. Describe a Place Using Senses

Choose one place: a forest, a beach, a classroom, or a market.

Use your senses to describe it. Fill in the blanks:

- I see \_\_\_\_\_.
- I hear \_\_\_\_\_.
- I smell \_\_\_\_\_.
- I feel \_\_\_\_\_.
- I taste \_\_\_\_\_ (if possible).



## Creative Paragraph Writing – First Draft

### Title: "A Day at the Market"

Use your five senses to describe a busy day at the market.

Include at least 3 sensory details and 2 multi-syllable words.

**Start like this:**

Today, I visited the market with my mother. I saw \_\_\_\_\_. The sound of \_\_\_\_\_ filled the air. I could smell \_\_\_\_\_.

Now continue your paragraph:



## Speaking Stars

### 1. Listening to and Following Instructions

When we listen carefully, we can follow directions correctly. We must pay attention to what, where, and how.

#### Ex A Map It Out!

Listen to your teacher's instructions and follow the map clues on your paper. Then give a friend two instructions using position words.

#### Examples:

- Put the moon above the tree.
- Draw a fox behind the rock

### 2. Role Play and Character Performance

Role play means **acting like a character**. You use your voice and face to show feelings.

Try to use the right tone, speed, and emotion while speaking.

#### Ex A Play the Part!

Choose a character from the script: Lina, Owl, or Fox. Act out their lines. Now fill this chart:

Character	How did I sound?	How did I feel?
Lina	Curious	
Owl	Wise	
Fox	Tricky	

### 3. Follow the Command!

#### Instructions:

Your teacher will give you action commands. Listen and do them quickly!

#### Example Commands:

- Stand up
- Spin around
- Touch your toes
- Clap your hands
- Sit down

#### Now it's your turn!

Give a command to your partner. Use polite words.

#### Write your command here:

#### What did your friend do?

#### A Forest.

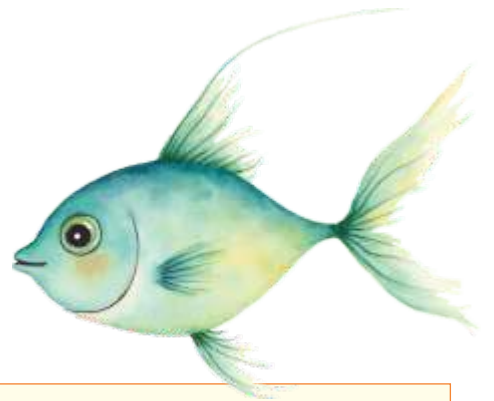
Write your own riddle.

Use rhyming or describing words.

#### Example Riddle:

I live in the sea, I swim with a fin,  
I have shiny scales and a wide little grin.

#### Now write your riddle below:



Practice saying it aloud. Perform your riddle with expression!

Let your friends guess who you are!



## Smart AI Corner

### Jumbled Jungle

#### Become a Word Detective!

**Ask AI:** "Give me 5 jumbled words about animals."

#### Example:

**pahnetle (elephant), itgre (tiger)**

Unscramble them and write each in a sentence.

Now try this: Create your own jumbled words and ask your partner to solve them!



## Handwriting Hero

### Sentences to Practice:

- 1 Lina couldn't believe the riddle.
- 2 The owl looked wise and proud.
- 3 "Let's find the treasure!" she said.

### Activities:

- 1 Trace, copy, and write in joining handwriting.
- 2 Understand the use of capital letters and punctuation marks.



## Final Reflection

### Reflect:

What did you enjoy more—reading or roleplaying?

### Moral Value:

Wisdom comes with patience. Listen, think, and learn from everyone—just like Lina did.





### Students Learning Outcomes:

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

- ▶ Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.
- ▶ Learn to use initial consonant blends (e.g., sw, sn, sk, bl.br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, si, sm, sp, st, th, tr, tw, wh).
- ▶ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.
- ▶ Answer questions in multiple-choice form.
- ▶ Answer questions with some reference to single points in a text using pre and while reading strategies.
- ▶ Identify rhyme and rhythm, repetition, similes, and sensory images in poems.
- ▶ Express understanding of the text in your own words.
- ▶ Recognise and generate rhyming strings in writing (e.g., jokes, riddles, poems).
- ▶ Recognise the function of joining words in sentences. Use simple connectors i.e. for addition (e.g., and, as well as) for reason (e.g., because) for sequence (e.g., first, second).
- ▶ Use simple present verbs to show habitual actions e.g., He walks daily.
- ▶ Use past simple for completed actions/ever its and regular actions int the past sentences.
- ▶ Use of future tense willy shall/ be going to (e.g., I will go to the library tomorrow/ My parents are going to attend the concert.)
- ▶ Write a guided first draft and edit it.
- ▶ Write a process/procedure paragraph in which they introduce a topic, use facts and definitions to develop points, use linking words (first, second, etc.), and provide a concluding statement or section.
- ▶ Write a simple acrostic poem using a given structure.

### Ex A Reading Ready

**Answer these questions.**

- 1 What do you think the word entrepreneur means? What do you think the story is about?
- 2 Have you ever created something at home to share or sell?
- 3 What qualities help a person become successful in life?



### TEACHER'S GUIDELINE

Help students deduce meaning from context in short, supported talk on a limited range of general and curricular.



## Think a While!

### What do you think 'growing success' means?

Shamim Akhtar is a hardworking woman from Pakistan who became a successful entrepreneur. She didn't have a big office or lots of money, but she had a bold idea and a brave heart.

Shamim loved making homemade ice cream. On sunny afternoons, her sweet, creamy treats made everyone in the neighborhood smile. The smell of vanilla and mango would swirl through the air. Her friends would say, "This is the best ice cream in the whole street!"

One day, Shamim thought, "Why not sell my ice cream and earn money?" So she cleaned up a small cart and placed it right outside her home. Her cart was neat, with shiny jars and colourful flavors.

At first, only a few people stopped by. But Shamim didn't

give up. She worked hard, smiled at everyone, and made her ice cream better each day. Slowly, word spread. People came from other streets, parks, and even nearby towns.

With her growing success, she bought a second cart, and later, she opened a small shop. She hired women from her neighborhood—mothers, sisters, and daughters who needed work. Together, they mixed, scooped, and served with love.

Today, Shamim's ice cream is sold in many parts of the city. People recognize her name. She is not just a business owner; she is a helper, a dreamer, and a role model. Her story teaches us that even small steps, taken with courage and care, can lead to big success.

### Bonus Exercise:

Change the story by replacing some important words. e.g

- Shamim was a hardworking woman.
- Shamim was a lazy woman.



## Ex B Story Reflection:

Answer these questions.

- 1 Who is Shamim Akhtar, and what is she known for?
- 2 What inspired her to start selling ice cream?
- 3 How did her business begin and grow?
- 4 In what ways did Shamim support other women?
- 5 What lesson does her story teach us?



## Ex C Choose the Right One (MCQs)

- 1 What did Shamim Akhtar sell?  
(a) Books (b) Ice cream  
(c) Toys (d) Clothes
- 2 Where did she first sell her ice cream?  
(a) In a big shop (b) In a market  
(c) Outside her home (d) In a school
- 3 What is one quality that helped Shamim succeed?  
(a) Laziness (b) Bravery  
(c) Complaining (d) Being lucky
- 4 What did Shamim do as her business grew?  
(a) Stopped working (b) Moved to another country  
(c) Hired other women to help (d) Opened a clothing store

## Ex D HOTS

Answer these questions.

- 1 What would you sell if you started a small business? Why?
- 2 If you were in Shamim's place, what would you do when only a few people came to your cart?
- 3 How do you think Shamim felt the first time someone from a different town came to buy her ice cream?



## Vocabulary Vault

### New Words:

Word	Meaning
Entrepreneur	A person who starts a new business
Homemade	Made at home, not in a factory
Bravery	Showing courage and not giving up
Cart	A small vehicle used to carry and sell things
Successful	Doing well in what you try to achieve

### Ex E Bonus Activity – My Dream Business

#### Instructions:

Imagine you are an entrepreneur like Shamim.  
Draw or write about a small business you would start.

- What would you sell?
- Who would help you?
- What would your business name be?

Use any graphic organizer to present your ideas.



## Grammar Galaxy

### 1. Habitual Actions with Simple Present Tense

We use the simple present tense to talk about things we do regularly.

#### Examples:

She drinks milk every morning.

Now write two sentences about what you do every day:

1

\_\_\_\_\_

2

\_\_\_\_\_



## 2. Simple Past Tense for Completed Actions

### Let's Learn:

The past tense tells us about things that already happened.

### Examples:

I watched a movie yesterday.

## Ex A Time Travel Tales

Change the verb to the past tense and complete the story.

Yesterday, I (wake) \_\_\_\_\_ up early. I (brush) \_\_\_\_\_ my teeth and (pack) \_\_\_\_\_ my bag. I (walk) \_\_\_\_\_ to school and (meet) \_\_\_\_\_ my friends.

## 3. Future Tense (will/shall/be going to)

We use will or going to when we talk about the future.

### Examples:

I will visit Grandma tomorrow.

We are going to play football.

## Ex A Future Fun Planner

**Instructions:** Fill in the blanks using will or going to.

- 1 I \_\_\_\_\_ eat pizza tonight.
- 2 My parents \_\_\_\_\_ go to the market.
- 3 We \_\_\_\_\_ watch a movie this weekend.
- 4 He \_\_\_\_\_ play with his friends.



## 4. Using Joining Words (Connectors)

We use joining words to connect ideas.

### Examples:

- **For addition:** and, as well as
- **For reason:** because
- **For sequence:** first, next, then, finally



## Ex A Join the Dots!

Match the sentence halves using the correct joining word.

- |                               |                            |
|-------------------------------|----------------------------|
| 1 I love mangoes ____         | a. because it was raining. |
| 2 He stayed inside ____       | b. as well as apples.      |
| 3 First, wash your hands ____ | c. then eat your meal.     |

Now write one sentence using each joining word:

- **and:** \_\_\_\_\_
- **because:** \_\_\_\_\_
- **first:** \_\_\_\_\_

## Ex B Fill in the missing letters in these two and three syllable words.

- |                |              |
|----------------|--------------|
| 1 Re__ ul __ r | 2 can__ le   |
| 3 F__ rs __    | 4 A __ t__ r |
| 5 F__ rs __    | 6 Par__ ot   |



## Grammar Galaxy

## Topic: Prepositions

### What are Prepositions?

Prepositions of position and direction tell us **where** something is or **where** it is going.

#### Position Words:

- in, on, under, behind, next to, in front of
- Example:** The cat is **under** the chair.

#### Direction Words:

- into, onto, out of,
- Example:** He jumped **into** the pool.



## What are Possessive Forms?

- Possessive forms show that **something belongs to someone**.

### Examples:

- This is **Sara's** pencil.
- The **boys'** shoes are new.
- That is **Ali's** bag.
- This is **their** school.

### Ex B Use these words to fill in the blanks. (in, under, behind, onto, next to)

- 1 The bag is \_\_\_\_\_ the chair. .
- 2 She jumped \_\_\_\_\_ the couch and laughed.
- 3 The ball rolled \_\_\_\_\_ the table.
- 4 His shoes are \_\_\_\_\_ the shelf.
- 5 I sat \_\_\_\_\_ my best friend during assembly.



### Ex C Rewrite each phrase using a possessive form.

- 1 The toy of Ali \_\_\_\_\_
- 2 The dress of Sara \_\_\_\_\_
- 3 The pencil case of the girls \_\_\_\_\_
- 4 The books of the students \_\_\_\_\_
- 5 The house of my grandparents \_\_\_\_\_



## Phonics Funland

### 1. Initial Consonant Blends (e.g., sw, sn, bl, fl)

Blends are two letters that come together but keep their sounds.

#### Examples:

swim



blue



fly

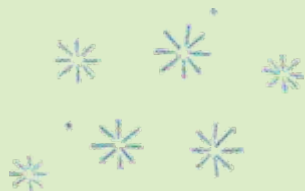


## Ex A Blend and Build!

Look at the pictures and complete the words using blends from the box.

**Box:** sw, sn, bl, fl

1 \_\_\_\_ow



2 \_\_\_\_ue



3 \_\_\_\_ower



4 \_\_\_\_ing



Now, write **2** new words that begin with these blends.

1 **sw** \_\_\_\_\_

2 **bl** \_\_\_\_\_

### Bonus Exercise:

Use these new words to write your own sentences.

## 2. Rhyming Words and Strings

Words that sound the same at the end are **rhyming words**.

### Examples:

Write two rhyming words for each word.

1 **Sun:** \_\_\_\_\_, \_\_\_\_\_

3 **Play:** \_\_\_\_\_, \_\_\_\_\_

2 **Jump:** \_\_\_\_\_, \_\_\_\_\_

4 **Night:** \_\_\_\_\_, \_\_\_\_\_

Now, use one pair in a fun sentence:

## Rhyming Riddles!

- 1 I wear a crown, but I'm not a king,  
I shine so bright, I'm a golden thing.

**What am I?**

(Answer: The Sun)



- 2 I have a tail and like to chase,  
I purr and nap in a cozy place.

**What am I?**

(Answer: Cat)



- 3 You use me to eat, but I'm not a plate,  
I help with soup, and I feel great!

**What am I?**

(Answer: Spoon)



- 4 I come in pairs, I'm worn on feet,  
I make your walking feel so neat.

**What am I?**

(Answer: Shoes)



- 5 I fall from the sky but I'm not snow,  
I make things wet wherever I go.

**What am I?**

(Answer: Rain)



## Speaking Stars

### 1. Listening and Identifying Main Ideas

Listen carefully to stories and talks to understand what they are mostly about.  
Read the talk and write the main idea in your own words.

#### Short Talk:

Today, I visited the zoo. I saw lions, elephants, and zebras. My favourite animal was the monkey. It made funny faces and jumped around.

**Main Idea:** \_\_\_\_\_

## 2. Role Play – Character Performance

Role play means acting like someone from a story or real life.

**Title: "Be the Star!"**

Read the dialogue and choose a character. Practice saying the lines with a partner using actions and expressions.

**Dialogue Excerpt:**

**Grandpa:** Good morning, Zohan!

**Zohan:** Good morning, Grandpa! Where are you going?

**Grandpa:** I'm going to the garden to water the plants. Would you like to come along?

**Zohan:** Yes! I love helping you.

**Bonus Exercise:**

Continue the dialogue.



## Writing Wizard

### Topic 1: Acrostic Poem

An acrostic poem is a fun way to write a poem where each line begins with the letters of a word, forming a vertical poem. The theme of the poem relates to the word, and the letters of the word spell out a message, description, or idea.

### Example Acrostic Poem:

**Word: MORNING**

- **M**y eyes open wide
- **O**ver the sunlit tide
- **R**eady to start my day
- **N**o time to delay
- **I** take a happy bite
- **N**othing feels quite right
- **G**ood morning, world so bright!





## Ex A Create Your Own Acrostic Poem

**Word:** LIFE

Follow these steps to create your acrostic poem:

- 1 Write each letter of the word "LIFE" vertically on a piece of paper.
- 2 Use each letter to start a line of the poem that describes your thoughts, feelings, or experiences about the word. Use rhyming words.
- 2 Write a guided first draft and then edit it.

## Topic 2: Writing a Process Paragraph

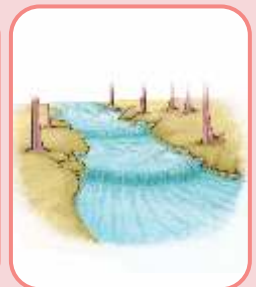
### Explanation:

A process paragraph tells how to do something in steps using time words like first, next, then, finally.

**Title:** "Let's Make Lemonade!"

### Instructions:

Use the pictures to write a paragraph on how to make lemonade. Include the steps in order.



## Topic 3: Guided Draft and Editing

### Explanation:

Start with writing a simple paragraph. Then, check and fix spelling, punctuation, and sentence structure.

**Title:** My Favourite Toy

## Instructions:

Write a paragraph about your favourite toy. Then use the checklist below to edit your writing.

### Checklist:

- I used capital letters.
- I ended sentences with full stops.
- I checked spellings.
- I used at least 5 sentences.

☐  
☐  
☐  
☐

## Smart AI Corner

### Magic Descriptions

Use an AI tool to identify interrogative pronouns. Use them in your sentences.



## Handwriting Hero

### Sentences to Practice:

- 1 First, I stretch my arms and yawn.
- 2 Second, I eat breakfast with my brother.
- 3 Third, I pack my books and water bottle.



### Activities:

- 1 Trace, copy, and write the steps.
- 2 Underline any connector used in the sentence.
- 3 Change verbs into past tense.

## Final Reflection

### Moral Value :

Shamim Akhtar showed kindness and courage by helping others through her small business.

**Think:** How can a small idea or act of kindness grow into something big? Write or discuss how you could help your family or community through a simple idea.

### Thinking Trigger:

Imagine Shamim had given up when no one bought her ice cream at first.

**What would have happened?** Write a short paragraph on how trying again after failing can lead to success.

### Personal Reflection:

Have you ever tried doing something new—like starting a project or selling something?

**Write about your experience.** What did you learn from it? How did it make you feel?

Write a conversation between you and your friend in speech bubbles.





## Students Learning Outcomes:

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

- ▶ Speak clearly and confidently in a range of contexts, including longer speaking turns.
- ▶ Use initial consonant blends (e.g., sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh).
- ▶ Apply inflectional suffixes (e.g., -s, -es, -ing, -ed).
- ▶ Identify the main purpose of a text.
- ▶ Distinguish between different types of fiction and non-fiction texts and recognize their key features.
- ▶ Answer questions referencing specific points in a text using pre- and while-reading strategies.
- ▶ Combine prefixes with base words and understand the change in meaning (e.g., love/pre-loved, agreeable/disagreeable, comfortable/uncomfortable, care/careless).
- ▶ Recognize and use opposite words (antonyms) and similar words (synonyms) in texts.
- ▶ Utilize transitional words in simple procedures (e.g., writing a recipe, following directions).
- ▶ Write opinion pieces introducing a topic or book, stating an opinion, supplying reasons, and providing a sense of closure.

## Ex A Reading Ready

**Answer these questions.**

- 1 Have you ever written a letter to someone from another country?
- 2 What do you know about Gaza or Palestine?
- 3 Why do you think children should write letters to each other from different countries?
- 4 Scan the text to predict what it is about.

## A Letter from Gaza

Dear Friend in Pakistan

Assalamu Alaikum. My name is Yousef, and I am 11 years old. I live in Gaza, a small place by the sea. My teacher told me that you are a student in Pakistan. I wanted to write to you so you can know what life is like here and also hear about my dreams.



**Think a While!**

**Identify the main theme of the letter.**

Every morning, I wake up before the sun because the electricity comes and goes. We don't know when the lights will work, so my mother cooks quickly when the power is on. Sometimes we use candles or a small torch at night. My little sister is afraid of the dark, so I tell her stories to make her smile. Water is precious here. We stand in long lines to fill our bottles, and we must be careful not to waste a single drop. My father says clean water is like a treasure. When we wash our hands or faces, we do it slowly, thanking Allah for each cup we have. School is my favourite place, but it is not always open. Some days, it is too dangerous to walk outside because we hear loud sounds in the sky and far away. Once, my school building was damaged, and our classes moved to a different room in a shelter. Our teachers are brave; they teach us even when they are tired. They say, "Books are our light," and I believe them. I want to become an engineer so I can help rebuild homes and make safe water systems for everyone. Many families live together in small spaces now. In our shelter, we share blankets, bread, and stories. My mother makes warm tea when she can, and we pass the cups around. We try to keep our spirits strong. We say "Alhamdulillah" for what we have. Still, life is hard: food is limited, medicine is difficult to find, and people worry about their loved ones all the time. Sometimes I miss simple things—playing football in the street without fear, visiting my grandmother's olive trees, or flying my kite on the beach. Even with these struggles, Gaza is full of courage. When the baker opens his shop, we form a line and share the fresh bread fairly. When a new baby is born, we all smile because that means hope has arrived again. On quiet evenings, we watch the sea. The waves keep coming, and they remind us that after every dark night, Fajr (dawn) returns. I have heard that Pakistan is a place of mountains and rivers, of poets and cricketers, and of people who say "Khuda Hafiz" like we do. My teacher told us about your kindness to those who are suffering. I want to say thank you to the children of Pakistan for your prayers, your duas, and your friendship. It feels like we are neighbors, even though many countries lie between us. I dream of a



better future one where our schools are safe, our streets are clean, and our windows open to the sound of birds instead of sirens. I dream of playing football without looking at the sky, and of sitting in a classroom with bright lights and new books. I dream of welcoming friends from faraway places and showing them the orange sunsets over our sea. Please keep praying for us. Tell your classmates that the children of Gaza want peace, learning, and a chance to grow. Maybe one day, when there is safety, you can visit, and I will share dates and tea with you and show you where my grandmother's olive trees used to stand. Until then, I will study hard and take care of my sister. I will help my mother with water and bread. And I will keep my kite ready for the day the wind is gentle and the sky is clear . May Allah keep you safe and give peace to all children here, in Pakistan, and everywhere. With hope and salaam.

Yousef  
Gaza, Palestine

### **Bonus Exercise:**

Observe how the letter I is always written capital in the sentence. Find more capitalization examples in the letter.



### **TEACHER'S GUIDELINES**

Help students understand the deeper meaning of the text and think about what the writer wants to say.

### Ex B Story Reflection:

**Answer these questions.**

- 1 Why does Yousef's family use candles or a torch at night?
- 2 What does Yousef dream of doing when he grows up?
- 3 How do the people in Gaza help and support each other during hard times?
- 4 What do you understand from the letter. Write in your own words.

### Ex C Choose the Right One (MCQs)

1. Where does Yousef live?

- (a) Karachi                      (b) Gaza                      (c) Islamabad                      (d) Cairo

2. Why is clean water very important for Yousef's family?

- (a) Because it is easy to get  
(b) Because it is used for games  
(c) Because water is hard to find and must not be wasted  
(d) Because it is only for plants

3. What does Yousef want to become in the future?

- (a) A teacher                      (b) An engineer                      (c) A doctor                      (d) A football player

4. How do the children of Gaza feel about the future?

- (a) Angry    (b) Hopeless  
(c) Hopeful and brave    (d) Tired and quiet

5. What message does Yousef give to Pakistani students?

- (a) To stop studying    (b) To play more games  
(c) To pray and hope for peace for all children  
(d) To visit Gaza for shopping

### Ex D HOTS

**Answer these questions.**

- 1 What would happen if Yousef's school had everything he needed?
- 2 If you were Ayaan, how would you try to help Omar feel better?
- 3 What lessons can we learn from Yousef's positive attitude?



## Vocabulary Vault

Word	Meaning
Gaza	A region where Yousef lives
Electricity	Power used to run lights and fans
Kindness	Being nice and caring
Dream	A goal or hope for the future

**Bonus Exercise:** Arrange these words in alphabetical order



## Grammar Galaxy

### 1. Inflectional Suffixes

Suffixes are word parts added at the end to change the meaning or form of a word.

- **-s / -es** = shows plural
- **-ing** = shows something happening now
- **-ed** = shows something already happened

**Examples:**

**cat** → **cats**

| **run** → **running**

| **jump** → **jumped**

**Ex A** Choose the correct form of the word.

- 1 She (jump / jumps / jumped) over the puddle yesterday.
- 2 He is (run / running / ran) to school.
- 3 I have three (book / books / bookes) in my bag.



### TEACHER'S GUIDELINES

Talk about irregular plurals.

Give examples; child→children, woman→women.

- 4 The baby (cry / crying / cried) last night.
- 5 We are (paint / painting / painted) a picture right now.

## 2. Prefix

A prefix is added to the beginning of a word to change its meaning.

- **un-** = **not**
- **pre-** = **before**
- **dis-** = **opposite of**
- **re-** = **again**

### Examples:

happy → **un**happy | heat → **pre**heat | agree → **dis**agree | write → **re**write

### Ex B Match the word with its new meaning.

- |              |                               |
|--------------|-------------------------------|
| 1 unhappy •  | • <b>a.</b> heat before using |
| 2 preheat •  | • <b>b.</b> open a lock       |
| 3 disagree • | • <b>c.</b> write again       |
| 4 rewrite •  | • <b>d.</b> not happy         |
| 5 unlock •   | • <b>e.</b> not agree         |

## 3. Synonyms and Antonyms

- Synonyms are words that mean the same (e.g., big/large)
- Antonyms are words that mean the opposite (e.g., hot/cold)

### Ex A Choose the correct form of the word.

- 1 Synonym of fast is:  
(a) slow                                      (b) quick                                      (c) run

2 Antonym of happy is:

(a) sad

(b) joy

(c) smile

3 Synonym of cold is:

(a) hot

(b) warm

(c) chilly

4 Antonym of begin is:

(a) start

(b) stop

(c) go

5 Synonym of small is:

(a) tiny

(b) tall

(c) huge



## Writing Wizard

Let's become real writers! You'll learn to write recipes, share your opinion, and organize your ideas step by step — like a true Writing Wizard!

### Topic 1: Write Like a Chef: My Magical Recipe

**Title:** My Magical Milkshake

**Task:** Write a simple recipe for a snack, drink, or craft project. Use transitional words like:

- First
- Next
- Then
- After that
- Finally

### Example Recipe: Magical Banana Shake

**First**, I peeled one banana and sliced it into small pieces.

**Next**, I poured one cup of milk into the blender.

**Then**, I added the banana slices and two spoons of honey.

**After that**, I blended everything for one minute.

**Finally**, I poured the shake into a glass and added a paper umbrella. Yum!

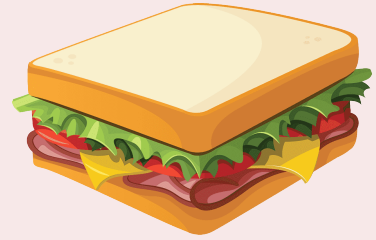


## Your Turn:

**Write your own recipe or instruction steps. It could be for:**

- A sandwich
- A smoothie
- A fun paper craft
- A fruit salad

Make it magical and fun!



## Topic 2: Share Your Thoughts: My Favourite Book!

**Title:** The Book I Love the Most

**Task:** Write about a book you really enjoy. Share your opinion and support it with reasons!

**Use these steps:**

- 1 Introduce the book – Write the title and author. Skim through chapters.
- 2 State your opinion – Why do you love it?
- 3 Support with 2–3 reasons – What makes it fun, exciting, or special?
- 4 Wrap it up – End with a strong, happy sentence!

**Helpful Words to Use:**

First,	Next,	Then,	Also,	After that,	Finally,	I think,	I believe
--------	-------	-------	-------	-------------	----------	----------	-----------

My favourite book is Geronimo Stilton: The Karate Mouse by Geronimo Stilton.

I think it is a super fun and exciting book!

First, I love how Geronimo tries something new and keeps going even when it's hard.

Next, the pictures and funny words make me laugh.

Also, the story teaches me to be brave and never

give up. I believe this is a book that everyone should read because it's full of fun and courage!



## Your Turn:

Pick your favourite story or comic. Follow the steps above and write your opinion in a short paragraph. Identify how text is organized into chapters of paragraphs.

### Topic 3: Sequence Challenge: What Comes First?

Let's get your ideas in the right order!

#### Instructions:

Read the mixed-up steps and **reorder them** using time-order words.

#### Ex A Fix the Morning Steps

Put these in the correct order using these:

**First, Next, Then, After that, Finally**

- I brushed my teeth.
- I ate breakfast.
- I got dressed.
- I packed my bag.
- left for school.

#### Your Answer

---

---

---

### Topic 4: Write About your night routine!

Now it's your turn!

**Task:** Write about what you do at the night in 4–5 steps using time-order words.

#### Helpful Words:

First, Next, Then, Also, After that, Finally

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## Speaking Stars

### Listen & Learn – Story Detective

#### Story 1:

**Title:** The Talking Umbrella

One rainy morning, Ali found an umbrella outside his door. When he opened it, he heard a small voice say, "Good morning!"

Startled, Ali looked around. "Who said that?"

"It's me, your umbrella! I talk but only on rainy days!"

Ali laughed and took the umbrella to school. On the way, it told him jokes and even sang songs.

Ali couldn't wait for the next rainy day.

#### Questions:

- 1 Is this story fiction or non-fiction? Why?
- 2 What is the main purpose of the story? (To entertain, to inform, or to teach something?)
- 3 What did you enjoy most?

#### Story 2:

**Title:** Why We Brush Our Teeth?

Brushing your teeth twice a day helps keep your mouth clean and healthy. Food can leave sugar on your teeth, which can cause cavities.

When you brush with toothpaste, it removes food and protects your teeth.

Dentists recommend brushing for two minutes each time.

Remember to brush after breakfast and before going to bed for a bright smile!

#### Questions:

- 1 Is this story fiction or non-fiction? How do you know?
- 2 What is the main purpose of the text? (To entertain, to inform, or to teach something?)
- 3 What did you learn?



#### TEACHER'S GUIDELINES

Explain the difference between fiction and non-fiction text and their key features.

## Let's Speak Up! – Opinion Sharing Practice

### Example Opinion Piece (for Modeling Speaking)

#### **Title:** I Love the Book “The Magic Treehouse”

My favourite book is “The Magic Treehouse” by Mary Pope Osborne. I love it because it is full of adventure. First, I enjoy how Jack and Annie travel through time using a magical treehouse. Next, I like how they explore places like the dinosaurs' world or ancient Egypt. Finally, I think it's a great book because I learn fun facts while reading a fun story. I would tell all my friends to read this book!

#### **Instructions for Students:**

- Prepare your opinion piece using your writing.
- Practice reading it aloud at home.
- Then, share it with a partner or group.

#### **Listening Partner Tasks:**

- Give one compliment.
- Ask one follow-up question (e.g., “What part of the book did you like best?”).



## Phonics Funland

### **Topic:** Initial Consonant Blends

#### **Blends Focused in This Unit:**

bl, cr, sp, dr, sh, tr

#### **Explanation:**

Consonant blends are two consonants that come together, and you can hear both sounds. For example, in the word “**drum**,” you can hear **d** and **r** clearly. Let's learn to read and write words with some common blends.

#### **Examples:**

- |                           |                           |                           |
|---------------------------|---------------------------|---------------------------|
| • <b>bl</b> – black, blue | • <b>sp</b> – spoon, spin | • <b>sh</b> – ship, shell |
| • <b>cr</b> – crab, cry   | • <b>dr</b> – drop, dress | • <b>tr</b> – tree, train |

**Ex A** Look at the pictures and circle the correct starting blend. Write a sentence using each word

1 \_\_\_\_ack (bl / cr / dr)



2 \_\_\_\_ab (cr / sp / sh)



3 \_\_\_\_ain (tr / dr / bl)



4 \_\_\_\_ip (sh / cr / sp)



5 \_\_\_\_oon (sp / bl / tr)





**Ex B** Fill in the blank with a word from the box.

**Words:**

**tree, blue, drop, crab, shell**

- 1 The sky looks so \_\_\_\_\_ today.
- 2 I picked up a shiny \_\_\_\_\_ from the beach.
- 3 That \_\_\_\_\_ has big red claws!
- 4 Don't \_\_\_\_\_ the glass, it might break!
- 5 A bird sat on the \_\_\_\_\_ branch.



**Ex C** Choose the Odd One Out

Tick the word that does not start with the same blend.

- |                               |                               |
|-------------------------------|-------------------------------|
| 1 crab – cry – tree – cross   | 3 spoon – spin – sport – blue |
| 2 ship – shell – shirt – drop | 4 drum – drop – dress – crab  |



## Smart AI Corner

### Silly Sentence Race!

Make your friends laugh with wild sentences!

Choose 3 words like "monkey," "sofa," and "ice cream."

**Ask AI:** "Make a silly sentence with these."

Then you try one too!

**Now vote:** Whose sentence is the funniest?



## Handwriting Hero

### Activity:

- 1 Copy and finish the story. What happens next?
- 2 Once upon a time, a little bird named Lilly wanted to fly to the moon.

## Final Reflection

### Moral Value Activity:

Write about a time when you showed kindness to someone who was going through a hard time. What did you do, and how did it make you feel?

### Thinking Trigger:

If you could send a gift or message to a child living in a difficult place like Gaza, what would it be and why?

### Personal Reflection:

How do you feel after reading Yousef's letter? What did it make you think about your own life and the things you sometimes take for granted?

### Discussion Prompt:

Why is it important to learn about children living in other parts of the world? How can understanding their lives help us become better human beings?



## Students Learning Outcomes:

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

- ▶ Engage in simple conversations about everyday tasks, including introducing themselves and others, giving directions, making requests.
- ▶ Recognize and use initial consonant blends in words.
- ▶ Identify how texts are organized into sections or chapters.
- ▶ Answer comprehension questions using pre-reading strategies.
- ▶ Use correct articles ('a', 'an', 'the') in sentences.
- ▶ Identify and use adjectives in sentences, including comparative and superlative forms.
- ▶ Use present continuous and past continuous tenses.

## Ex A Reading Ready

**Answer these questions.**

- 1 Have you ever worked in a team?
- 2 Are you able to solve problems?

It was a hot summer day, and the sun was shining bright. Ruby, a small white rabbit, was hopping through the forest. Her throat was dry, and she was very thirsty.

"Oh dear," Ruby whispered, "I need to find water."

She looked here and there but couldn't find any. Just then, she spotted a tall tree with a crow sitting on a branch. The crow looked clever and kind.

Ruby hopped closer and called politely, "Hello, Mr. Crow! My name is Ruby. I'm so thirsty. Can you help me, please?"

The crow looked down and said, "Hello, Ruby! I'm Carl. I was just trying to drink water from this pot, but the water is too low. Maybe we can solve this problem together."

Ruby nodded. "Yes, I'd love to help. What can we do?"

Carl replied, "Let's put some pebbles in the pot. That will make the water rise."



### Think a While!

#### What will happen next in the story?

Ruby and Carl began picking up small stones and dropping them into the pot. One by one, the pebbles made the water rise higher and higher.

At last, the water reached the top. Carl smiled and said, "Ladies first."

Ruby took a sip and said, "Thank you, Carl! You are so kind."

Carl smiled. "And you were so polite and helpful. We make a great team!"

From that day on, Ruby and Carl became good friends. They would often meet at the tree and help each other with little forest tasks.

### Moral:

Kind words and teamwork can solve big problems.

## Ex A Story Reflection:

Answer these questions.

- 1 Why can't penguins fly?
- 2 What do penguins use their wings for?
- 3 Where do penguins live?
- 4 What do penguins eat?
- 5 What is a baby penguin called?
- 6 How do penguins walk?
- 7 Why do penguins live in groups?

## Ex B Choose the Right One

- 1 Penguins are a kind of:  
(a) Reptile                      (b) Bird                      (c) Fish                      (d) Bear
- 2 Penguins swim using their:  
(a) Legs                      (b) Tails                      (c) Wings                      (d) Beaks
- 3 Penguins live near:  
(a) Deserts                      (b) Mountains                      (c) Oceans                      (d) Cities
- 4 Penguins eat:  
(a) Grass and leaves                      (b) Cakes and sweets  
(c) Fish and krill                      (d) Bananas and apples
- 5 Baby penguins are called:  
(a) Cubs                      (b) Chicks                      (c) Pups                      (d) Calves

## Ex C HOTS

Answer these questions.

- 1 If you were a penguin, what would you enjoy more swimming or waddling? Why?
- 2 Why do you think penguins live together in colonies? How does that help them?
- 3 Penguins can't fly, but they are still special. What makes them special to you?



## Ex D Story Reflection:

Answer these questions.

- 1 Who are the characters in the story, and how do they meet?
- 2 What problem did Carl and Ruby face?
- 3 How did they solve the problem?
- 4 What qualities did Ruby show in the story?
- 5 What is the lesson we learn from this fable?

## Ex E Choose the Right One (MCQs)

- 1 What did Ruby want when she met Carl?  
(a) Food (b) A place to hide  
(c) Water (d) A pebble
- 2 Why couldn't Carl drink the water from the pot?  
(a) It was too hot (b) The water was too low  
(c) There was no pot (d) The pot was broken
- 3 What did Carl suggest they do to solve the problem?  
(a) Shake the tree (b) Pour water from a bottle  
(c) Add pebbles to the pot (d) Ask a lion for help
- 4 How did Ruby ask Carl for help?  
(a) By shouting (b) By being rude  
(c) Politely and kindly (d) She didn't ask
- 5 What happened after the water reached the top of the pot?  
(a) The pot broke (b) Carl drank all the water  
(c) Ruby took a sip first (d) They spilled the water

## Ex F HOTS

Answer these questions.

- 1 What if Ruby had been rude to Carl? How would the story be different?
- 2 Why is it important to say kind words when asking for help?







## Vocabulary Vault

### New Words:

Thirsty	Feeling the need to drink something
Politely	In a nice and respectful way
Pebbles	Small round stones
Clever	Smart and quick-thinking
Teamwork	Working together to solve a problem



## Grammar Galaxy

**Topic:** Using a, an, and the

### Explanation:

**A'** is used before words that begin with a consonant sound.

**Examples:** a cat, a pencil, a house.

**An'** is used before words that begin with a vowel sound (a, e, i, o, u).

**Examples:** an apple, an igloo, an umbrella.

**The'** is used to talk about something specific or already known.

**Examples:** the sun, the moon, the book on the table.

### Ex A Fill in the blanks with 'a', 'an', or 'the':

- 1  owl is sitting on the tree.
- 2 I have  orange in my lunch box.
- 3 He saw  car parked outside.
- 4 She opened  window to let in fresh air.
- 5  moon looks beautiful tonight.



### Bonus Exercise:

Fun Challenge – Article Detective!

Look around your room or classroom. List 3 things you see.

Now, write a sentence for each using a, an, or the correctly.

#### Example:

- I see a chair.
- I found an eraser under the table.



## Grammar Galaxy

### What Are Pronouns?

Pronouns take the place of nouns to avoid repeating the same words.

### Types of Pronouns:

- 1 Subjective Pronouns – used as the subject of a sentence.  
(**I, you, he, she, it, we, they**)
- 2 Objective Pronouns – receive the action in a sentence.  
(**me, you, him, her, it, us, them**)

### Examples:

- **Zara** plays football. → **She** plays football. (subjective)
- Ali helped **Zara**. → Ali helped **her**. (objective)

### Ex A Circle the pronouns in these sentences.

- 1 He is playing with a toy.
- 2 I gave her the pencil.
- 3 They are drawing pictures.
- 4 Can you help me?

### Ex B Fill in the blanks with the correct pronoun.

- 1 This is my book. Give it to \_\_\_\_\_.

- ② My friends are kind. I like \_\_\_\_\_.
- ③ Sara is my sister. \_\_\_\_\_ loves painting.
- ④ Mom and I are baking. \_\_\_\_\_ are making cookies!
- ④ Look at that puppy! \_\_\_\_\_ is so cute.

## Interrogative Pronouns

They are special words we use to ask questions. Each one has a different job!

### 1. Who

The word **who** is used when we want to ask about a person who is doing something. It helps us find out the name or identity of someone. We use "who" when the person is the subject of the action — that means the one who is doing it.

**Example:** Who is playing the piano?

### 2. Whom

We use **whom** to ask about a person who receives the action. It is a little more formal and is used when someone else is doing something to or for that person. If you can replace the answer with "him" or "her," you can usually use "whom."

**Example:** Whom did she call?

### 3. Whose

The word "**whose**" helps us ask about ownership. We use it when we want to know who something belongs to. It is always followed by a noun (like bag, pencil, or shoes).

**Example:** Whose bag is this?

### 4. What

We use "**what**" to ask about things, ideas, or information. It helps us ask for general facts or choices when we don't have a limited number of options.

**Example:** What is your favourite animal?

## 5. Which

The word "**which**" is used when there is a choice between a few known options. It helps us pick or choose from a specific group of people or things.

**Example:** Which fruit do you like more — apples or oranges?

**Ex A** Choose the correct interrogative pronoun.

**Who, Whom, Whose, What, Which**

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1 _____ is knocking on the door? | 4 _____ of the books is yours? |
| 2 _____ bag is this?             | 5 _____ did you call?          |
| 3 _____ do you want for lunch?   |                                |

**Ex B** Write your own questions using these words:

- |               |                |
|---------------|----------------|
| 1 Who: _____  | 3 Whose: _____ |
| 2 What: _____ | 4 Which: _____ |



## Phonics Funland

### Final Consonant Blends

**-nd** as in hand

**-st** as in fast

**-mp** as in lamp

**-lt** as in belt

**-nk** as in bank

**-sk** as in desk

We hear both sounds, but they are blended smoothly at the end of the word.

**Ex A** Fill in the blanks with the correct final consonant blend:

Choose from: **-nd, -st, -mp, -lt, -nk, -sk**

- 1 I hurt my ha  while playing.

2 The cat runs very fa

3 He put the money in the ba

4 She wore a be

5 I turned off the la

6 My books are on the de



## Speaking Stars

### Topic: Introducing Yourself and Others

#### Explanation:

When we introduce ourselves, we can say:

- "Hi, I am Sami."

When we introduce others, we can say:

- "This is Zara. She is my sister."



### Ex A Activities:

- 1 Practice introducing yourself:

"Hi, I am

- 2 **Role-play:** One student introduces themselves, and another introduces a friend.

- 3 **Question/Answer:**

- "What is your name?"
- "How old are you?"





## Writing Wizard

### Topic: Descriptive Paragraph

To write a descriptive paragraph, we need to use adjectives to describe things in detail.



### Example:

"The beautiful, tall tree stood in the park."

- 1 Write a sentence using the adjectives big, yellow, and happy.
- 2 Write a short paragraph describing your favourite toy or pet.
- 3 **Peer feedback:** Exchange your descriptive paragraph with a friend and give each other feedback on using adjectives.

### Pick any Topic:

- Describe your school.
- Describe your favourite meal.



## Smart AI Corner

Design and invitation card for your birthday using an Ai Tool.





## Handwriting Hero

### Activity:

Copy this sentence and underline the adjectives. Then, write your own sentence using two adjectives.

The fluffy white clouds drifted across the clear blue sky.

### Bonus Exercise:

Try to describe your favourite animal using at least three adjectives!



## Writing Wizard

### What Is a Story?

A **story** is something we tell or read that has characters and events. It can be funny, exciting, magical, or even real. Stories are everywhere — in books,

### Parts of a Story:

#### 1 Beginning

This is where the story starts. We meet the **characters** (the people or animals in the story) and find out **where** and **when** it happens (the setting).

Example: One morning, Sara and Ali went to the park.

#### 2 Middle

This is where something **interesting happens**. Maybe there's a problem, a funny moment, or something surprising.

Example: They saw a balloon stuck in a tree!

#### 3 End

This is how the story **finishes**. The problem is solved or the adventure ends.

Example: A tall man helped get the balloon, and everyone cheered.

## Why Details Matter?

Details help the reader **see** the story like a movie in their head.

### If we don't know:

- Who is in the story
- Where it's happening
- What the characters are doing
- Then the story feels **empty or confusing!**

## Exercise A:

Write a story about a boy who was kind to plants and animals.

## Exercise B:

Read a story about our Holy Prophet Hazrat Muhammad ﷺ and share it with the class.

## Final Reflection

### Moral value activity:

*Write about a time when you worked with a friend to solve a problem. What did you do together, and how did teamwork help?*

### Thinking Trigger:

*Write about a time when you worked with a friend to solve a problem. What did you do together, and how did teamwork help?*

### Personal Reflection:

*How do you feel when someone uses kind words with you? How do you speak to others when they need help?*

### Discussion Prompt:

*Why is teamwork important in solving everyday problems? What are some ways students can practice teamwork in school or at home?*

# Why Penguins Can't Fly But That's Okay!

(For Reading)



## Ex A Reading Ready

Answer these questions.

- 1 What do you know about penguins?
- 2 Can all birds fly? What do you think?
- 3 Have you ever seen a penguin in real life or on TV? What did it look like?

## A Special Field Day

Penguins are amazing birds, but they are different from most birds you know. While sparrows, parrots, and eagles can fly high in the sky, penguins cannot fly at all. Isn't that surprising?

Even though penguins have wings, they do not use them for flying. Their wings are short and stiff—like paddles! Penguins use their wings to swim in the water. In fact, penguins are some of the best swimmers in the world. They flap their wings underwater and zoom through the ocean just like fish. Some penguins can swim as fast as a car driving slowly!

Penguins live in very cold places like Antarctica, where everything is covered in ice and snow. But some penguins also live in warmer places, like the coasts of South Africa and South America. No matter where they live, penguins love being near the ocean because that's where they find their food. They eat fish, small shrimp called krill, and sometimes squid. They catch their food while swimming.

Penguins have black and white feathers that look like a little suit! These feathers are not just for looking fancy—they keep the penguins warm and dry. Penguins also waddle when they walk. That means they move side to side in a funny way, which makes many people smile.

Penguins live in groups called colonies. They help each other stay safe and warm. Baby penguins are called chicks.

When chicks are born, they stay close to their parents who feed and protect them.

So, even though penguins can't fly, they are still strong, clever, and full of surprises. They may not fly in the sky, but they sure fly through the sea!



**Think a While!**  
**Is the text interesting?**



## Ex A Reading Ready

Answer these questions.

- 1 What do you think Insa and her mother want to buy?
- 2 What do you know about prices in shops?
- 3 Have you ever seen something cost more than before?

## Insa's Expensive Day

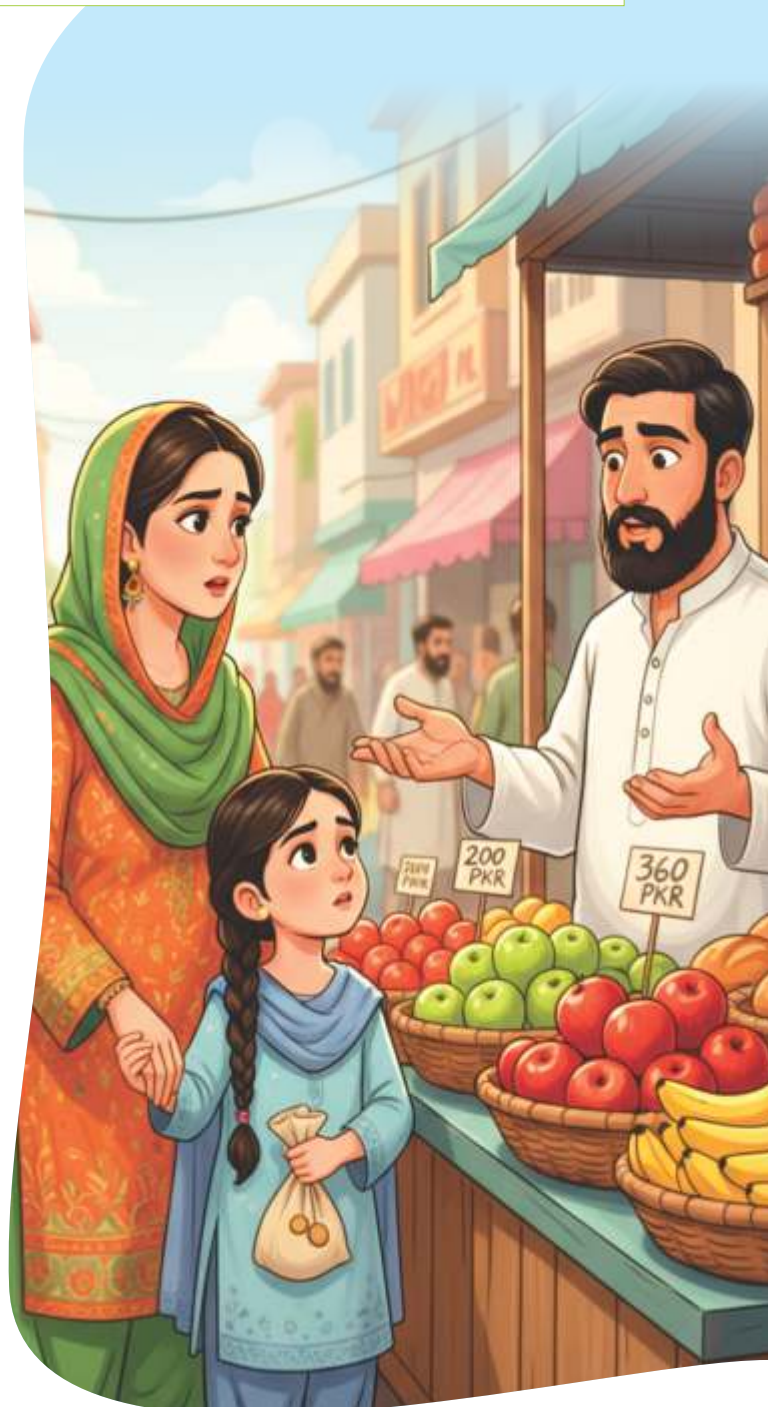
One bright morning, skies so blue,  
Insa held coins, just a few.  
With Mama, off to the shop they went,  
To buy some fruit and money spent.  
But something felt a little strange  
The prices showed a sudden change!  
Apples cost more, even bread was high,  
Insa gave a puzzled sigh.

"Mama," she said, "it cost less before!  
Now we pay double, even more!"  
Mama nodded, eyes full of care,  
"Things have become pricey everywhere."



**Think a While!**  
**Is the text interesting?**

The shopkeeper smiled, kind but shy,  
"It's called inflation—that's the why."  
Insa blinked, her head a-spin,  
She wondered why it had to begin.  
On their way home, with less than planned,  
Insa still held her mother's hand.  
She whispered low, "We'll save, you'll see  
And share with others, just like me."





## Ex B Story Reflection:

Answer these questions.

- 1 What did Insa notice about the prices?
- 2 What word did the shopkeeper use to explain the price rise?
- 3 How did Insa feel about things being expensive?
- 4 What did Mama say about prices everywhere?
- 5 What did Insa say she would do at the end?

## Ex C Choose the Right One

- 1 What did Insa and Mama go to buy?  
(a) Toys (b) Fruit and bread (c) Clothes
- 2 What was the reason for high prices?  
(a) Sale day (b) Rainy weather (c) Inflation
- 3 How did Insa feel about the price change?  
(a) Excited (b) Confused (c) Angry
- 4 What did Insa say on the way home?  
(a) Let's not shop again (b) I will save and share (c) I don't like shopping

## Ex D HOTS

Answer these questions.

- 1 Why do you think prices of things can go up sometimes?
- 2 If you were Insa, what would you do to help your family during high prices?
- 3 What can children do to use money wisely?



## Vocabulary Vault

Inflation	When prices of things go up and money buys less
Coins	Small round money
Shopkeeper	A person who sells things in a shop
Puzzled	Confused or unsure
Share	To give part of what you have to others



