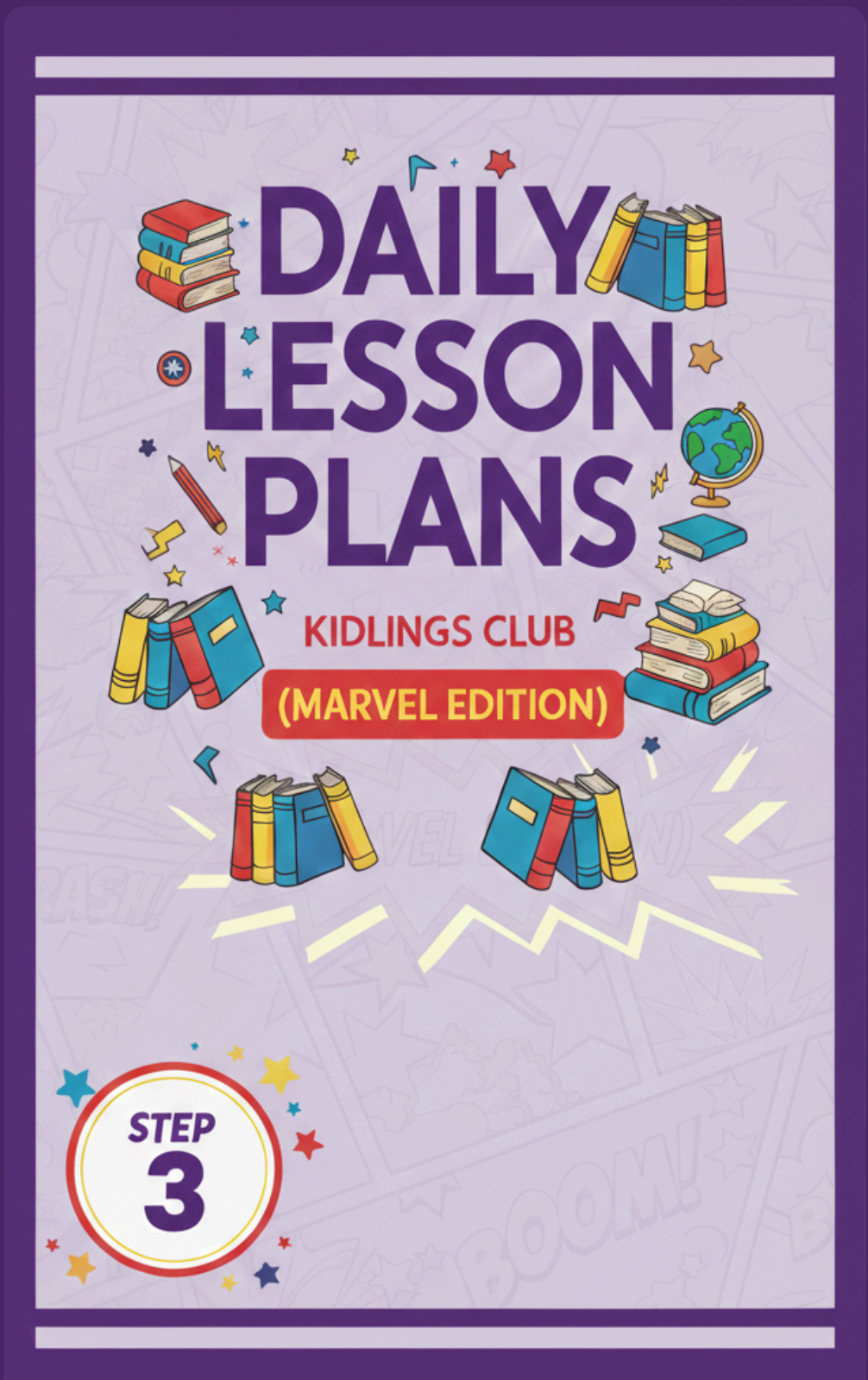


English · Step 3

Daily Lesson Plans for Teachers · Kidlings Club (Marvel Edition)

ALBAKIO INTERNATIONAL PUBLISHERS

KIDLINGS CLUB · MARVEL EDITION · ENGLISH STEP 3

Daily Lesson Plans

Ready-to-teach plans for every unit of the English Step 3 book. Each lesson is taught in two periods, and every activity matches the book page it names.

84
lessons

168
periods of teaching

1–110
book pages covered

How each period is planned

Opening A quick warm-up: song, picture talk or revision to get children ready.

Activity What children do in the book or in class.

Wrap up A short closing routine to recap the lesson.

Method How the teacher models and explains the new idea.

Check How the teacher checks that each child has understood.

Homework Light practice at home, shaded in yellow so it is easy to spot.

Teaching tips

- Open the book page before the lesson and read its **Teacher's Guidelines** box — the plans build on it.
- Say the letter **sound** (shown as **/a/**) as well as its name, and let children air-trace before they use crayons.
- Keep each step short and active; repeat songs and chants often and praise every effort.
- Scan the page's **QR code** where the plan mentions a story or video.

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LESSON 1

Initial Letter Sounds A–Z

Book pp. 1–2

YOU WILL NEED

Alphabet chart, picture cards (apple, ant, ball, bat, etc.), mirror for sound practice.

SKILLS

Language · Cognitive Development · Fine Motor Skills

PERIOD 1 — Letter Sound Recognition (A–Z)

- **OPENING** Sing the alphabet song while pointing to letters on pages 1–2.
- **METHOD** Introduce upper and lower case letters together (A /a/, B /b/, etc.). Teacher models the sound clearly and slowly.
- **ACTIVITY** Picture Talk: Show the two pictures for each letter (apple, ant). Students repeat the letter sound and name the pictures.
- **CHECK** Oral check: Teacher points to a picture and students say the beginning sound.
- **WRAP UP** Quick recap of favorite letter and sound.
- **HOMEWORK** Practice saying letter sounds A–Z at home.

PERIOD 2 — Sound–Picture Association

- **OPENING** Revise letters A–Z using flashcards.
- **METHOD** Explain that pictures help us hear the first sound of a word.
- **ACTIVITY** Students point to pictures and say the correct initial sound aloud.
- **CHECK** Individual check: Student identifies the sound of one picture.
- **WRAP UP** Alphabet chant together.
- **HOMEWORK** Trace any five letters in the notebook.

LESSON 2

Capital to Small Letters & Initial Sounds

Book p. 3

YOU WILL NEED

Board, letter cards, picture cards (elephant, dog, sun).

SKILLS

Language · Observation · Fine Motor Skills

PERIOD 1 — Capital to Small Letters

- **OPENING** Show capital letters A D G L P T V C on the board.
- **METHOD** Demonstrate how each capital letter changes into a small letter.
- **ACTIVITY** Students write small letters for the given capital letters on page 3.
- **CHECK** Check letter formation and correct matching.
- **WRAP UP** Chant capital–small letter pairs.
- **HOMEWORK** Write these letters once at home.

PERIOD 2 — Initial Sound Identification

- **OPENING** Name the pictures together (elephant, dog, sun).
- **METHOD** Say the word slowly and stretch the first sound.
- **ACTIVITY** Students tick the correct initial sound under each picture.
- **CHECK** Oral questioning: “What sound does elephant start with?”
- **WRAP UP** Sound repetition drill.
- **HOMEWORK** Find one object at home for each sound.

LESSON 3

Ending Sounds

Book p. 4

YOU WILL NEED
Picture cards, board, sound chips.

SKILLS
Phonics Awareness · Listening Skills

PERIOD 1 Ending Sound Awareness

- OPENING Name all pictures together.
- METHOD Teacher says each word slowly, stressing the ending sound.
- ACTIVITY Students circle the correct ending sound for each picture.
- CHECK Individual response for one picture.
- WRAP UP Clap on ending sounds.
- HOMEWORK Say names of objects and listen to their last sound.

PERIOD 2 Sound Reinforcement

- OPENING Quick recap of ending sounds.
- METHOD Compare beginning and ending sounds.
- ACTIVITY Students re-check and correct their answers if needed.
- CHECK Teacher observation.
- WRAP UP Thumbs up for correct sounds.
- HOMEWORK Practice with two objects at home.

LESSON 4

Letter Writing aa–zz

Book p. 5

YOU WILL NEED
Pencil grip support, board model.

SKILLS
Fine Motor Skills · Writing Readiness

PERIOD 1 Letter Writing Practice

- OPENING Finger tracing in the air (aa–zz).
- METHOD Demonstrate correct stroke formation.
- ACTIVITY Students write letters from aa to zz on page 5.
- CHECK Check letter shape and spacing.
- WRAP UP Praise neat writing.
- HOMEWORK Rewrite one line neatly.

PERIOD 2 Reinforcement

- OPENING Revise letter sounds with writing.
- METHOD Say sound while writing the letter.
- ACTIVITY Students read the letters they wrote.
- CHECK Oral reading of letters.
- WRAP UP Letter song.
- HOMEWORK Practice holding pencil correctly.

LESSON 5 — Sky, Grass, Root Letters

Book p. 6

YOU WILL NEED
Four-line writing chart, board.

SKILLS
Writing Skills · Visual Discrimination

PERIOD 1 — Letter Zones Introduction

- **OPENING** Introduce sky, grass, and root areas using visuals.
- **METHOD** Explain which letters go in each zone.
- **ACTIVITY** Trace displayed letters on the page.
- **CHECK** Oral questioning about letter zones.
- **WRAP UP** Identify one sky and one root letter.
- **HOMEWORK** Observe letters in books.

PERIOD 2 — Writing Practice

- **OPENING** Revise zones quickly.
- **METHOD** Model writing in four-line pattern.
- **ACTIVITY** Students write sky, grass, and root letters on the second half of the page.
- **CHECK** Teacher checks placement.
- **WRAP UP** Neat writing appreciation.
- **HOMEWORK** Practice two letters at home.

LESSON 6 — CVC Words – at, an

Book p. 7

YOU WILL NEED
Word cards, picture cards.

SKILLS
Reading · Blending Skills

PERIOD 1 — at Words

- **OPENING** Sound blending drill: a–t.
- **METHOD** Blend sounds to read at words.
- **ACTIVITY** Read at words with pictures.
- **CHECK** Individual word reading.
- **WRAP UP** Read together.
- **HOMEWORK** Practice reading at words.

PERIOD 2 — an Words

- **OPENING** Revise at words.
- **METHOD** Introduce an word family.
- **ACTIVITY** Match words with pictures.
- **CHECK** Oral reading.
- **WRAP UP** Word family chant.
- **HOMEWORK** Read words to parents.

LESSON 7 — CVC Words – et, in, ip

Book p. 8

YOU WILL NEED
Flashcards, pictures.

SKILLS
Early Reading · Phonics Fluency

PERIOD 1 — et Words

- **OPENING** Revise CVC pattern.
- **METHOD** Blend sounds slowly.
- **ACTIVITY** Read et words with pictures.
- **CHECK** Individual reading.
- **WRAP UP** Applause for effort.
- **HOMEWORK** Practice reading.

PERIOD 2 — in and ip Words

- **OPENING** Quick recap of et words.
- **METHOD** Introduce in and ip families.
- **ACTIVITY** Read and point to pictures.
- **CHECK** Teacher listening check.
- **WRAP UP** CVC word recap.
- **HOMEWORK** Read all CVC words again.

LESSON 8

CVC Words – ot, ug, un

Book p. 9

YOU WILL NEED
CVC word cards, picture cards, board, pointer.

SKILLS
Language · Reading Skills · Phonics Blending

PERIOD 1 Reading ot Words

- **OPENING** Revise CVC pattern by blending sounds orally (c–v–c).
- **METHOD** Teacher models blending sounds to read ot words.
- **ACTIVITY** Students read the given ot words with pictures aloud.
- **CHECK** Individual reading of one ot word.
- **WRAP UP** Read all ot words together.
- **HOMEWORK** Practice reading ot words at home.

PERIOD 2 Reading ug and un Words

- **OPENING** Quick recap of ot words.
- **METHOD** Introduce ug and un word families using pictures.
- **ACTIVITY** Students read ug and un words by pointing to pictures.
- **CHECK** Teacher listens for correct blending.
- **WRAP UP** CVC word family chant.
- **HOMEWORK** Read all CVC words once again.

LESSON 9

Naming Objects and Writing

Book p. 10

YOU WILL NEED
Picture cards, board, pencil.

SKILLS
Vocabulary Development · Writing Skills · Fine Motor Skills

PERIOD 1 Naming Objects

- **OPENING** Name a few classroom objects orally.
- **METHOD** Explain that every picture has a name.
- **ACTIVITY** Students name each of the 10 pictures aloud.
- **CHECK** Oral naming by individual students.
- **WRAP UP** Repeat names together.
- **HOMEWORK** Practice saying object names at home.

PERIOD 2 Writing Object Names

- **OPENING** Revise picture names again.
- **METHOD** Demonstrate writing on a four-line pattern.
- **ACTIVITY** Students write the name of each object on the four-line pattern given.
- **CHECK** Check correct spelling and letter placement.
- **WRAP UP** Praise neat and careful writing.
- **HOMEWORK** Rewrite any two object names in the notebook.

LESSON 10

Digraph /ch/ – Story and Emotions

Book p. 11

YOU WILL NEED
QR code audio, picture page, board.

SKILLS
Language · Listening Skills · Emotional Intelligence

PERIOD 1 Sound Recognition and Story

- OPENING Scan the QR code and listen to the /ch/ story.
- METHOD Explain the /ch/ sound clearly. Say words like lunch, munch, chain, chips, bench.
- ACTIVITY Students point to labelled /ch/ words in the picture.
- CHECK Identify the /ch/ sound in given words.
- WRAP UP Say one /ch/ word aloud.
- HOMEWORK Practice saying /ch/ words at home.

PERIOD 2 Emotional Intelligence Questions

- OPENING Recall the story briefly.
- METHOD Discuss feelings and actions shown in the story.
- ACTIVITY Students answer the two emotional intelligence questions orally.
- CHECK Teacher observes responses and participation.
- WRAP UP Emphasise kind behaviour shown in the story.
- HOMEWORK Share the story with parents.

LESSON 11

Digraph /ch/ – Practice

Book p. 12

YOU WILL NEED
Pencil, board, picture cards.

SKILLS
Phonics Awareness · Reading and Writing Skills

PERIOD 1 Identifying /ch/ Sound

- OPENING Revise the /ch/ sound.
- METHOD Read words together and listen for the /ch/ sound.
- ACTIVITY Students read the words and circle the /ch/ sound.
- CHECK Check correct circling.
- WRAP UP Say /ch/ sound together.
- HOMEWORK Find one /ch/ word at home.

PERIOD 2 Completing Words

- OPENING Name the pictures together.
- METHOD Explain choosing the correct sound to complete the word.
- ACTIVITY Students complete picture names (chips, chin, bunch).
- CHECK Written check.
- WRAP UP Read completed words aloud.
- HOMEWORK Rewrite completed words once.

LESSON 12

Digraph /sh/ – Story and Emotions

Book p. 13

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Listening Skills · Emotional Intelligence

PERIOD 1 Sound Recognition and Story

- OPENING Scan the QR code and listen to the /sh/ story.
- METHOD Demonstrate the /sh/ sound softly. Introduce words like splash, cash, fish, dish, ship.
- ACTIVITY Students point to labelled /sh/ words in the picture.
- CHECK Identify /sh/ sound in words.
- WRAP UP Whisper the /sh/ sound together.
- HOMEWORK Practice /sh/ words orally.

PERIOD 2 Emotional Intelligence Questions

- OPENING Recall events from the story.
- METHOD Discuss feelings and choices in the story.
- ACTIVITY Students answer the two emotional intelligence questions.
- CHECK Teacher observation.
- WRAP UP Encourage sharing feelings politely.
- HOMEWORK Retell the story at home.

LESSON 13

Digraph /sh/ – Practice

Book p. 14

YOU WILL NEED
Crayons, pencil, board.

SKILLS
Reading Skills · Phonics Blending · Fine Motor Skills

PERIOD 1 Identifying /sh/ Sound

- OPENING Revise /sh/ sound with actions.
- METHOD Read words and listen for the /sh/ sound.
- ACTIVITY Students read the words and circle the /sh/ sound.
- CHECK Teacher checks responses.
- WRAP UP Read words together.
- HOMEWORK Practice reading /sh/ words.

PERIOD 2 Word and Sound Completion

- OPENING Name the pictures together.
- METHOD Explain matching pictures with correct words.
- ACTIVITY • Color the correct word for each picture.
  • Color the sounds and join them to name the object.
- CHECK Completed page work.
- WRAP UP Celebrate effort and neat work.
- HOMEWORK Revise /sh/ words orally.

LESSON 14

Digraph /th/ – Story and Sound

Book p. 15

YOU WILL NEED
QR code audio, picture page, board.

SKILLS
Language · Listening Skills · Emotional Intelligence

PERIOD 1 Sound Recognition and Story

- OPENING Scan the QR code to listen to the /th/ story.
- METHOD Explain the /th/ sound (tongue between teeth). Model words slowly.
- ACTIVITY Students point to /th/ words in the picture while listening.
- CHECK Identify /th/ sound in spoken words.
- WRAP UP Say one /th/ word aloud.
- HOMEWORK Practice /th/ sound in the mirror.

PERIOD 2 Story Recall

- OPENING Recall the story characters.
- METHOD Discuss actions and feelings in the story.
- ACTIVITY Oral discussion guided by teacher.
- CHECK Participation check.
- WRAP UP Reinforce good behaviour shown.
- HOMEWORK Retell the story at home.

LESSON 15

Digraph /th/ – Practice and Word Building

Book p. 16

YOU WILL NEED
Word bank, pencil, board.

SKILLS
Phonics Awareness · Speaking Skills · Writing Skills

PERIOD 1 Group Talk and Sound Identification

- OPENING Sit students in groups.
- METHOD Guide discussion: "Which character did you like most and why?"
- ACTIVITY Group talk based on the /th/ story.
- CHECK Oral responses.
- WRAP UP Appreciate sharing opinions.
- HOMEWORK Talk about the story at home.

PERIOD 2 Word Work

- OPENING Revise /th/ sound.
- METHOD Read words together and listen for /th/.
- ACTIVITY • Circle the /th/ sound in words.
  • Complete object names using the word bank (sloth, thin, bath).
  • Match from first box to second box to make new /th/ words and write them on four-line space.
- CHECK Written work check.
- WRAP UP Read newly formed words aloud.
- HOMEWORK Rewrite two /th/ words.

LESSON 16

Digraph /ll/ – Story and Sound

Book p. 17

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Listening Skills

PERIOD 1 Sound Recognition and Story

- OPENING Scan the QR code to listen to the /ll/ story.
- METHOD Explain the /ll/ sound clearly.
- ACTIVITY Students point to labelled /ll/ words in the picture.
- CHECK Identify /ll/ sound in words.
- WRAP UP Say /ll/ sound together.
- HOMEWORK Practice /ll/ words orally.

PERIOD 2 Story Interaction

- OPENING Recall the story briefly.
- METHOD Ask simple questions about the story.
- ACTIVITY Oral responses from students.
- CHECK Participation.
- WRAP UP Encourage attentive listening.
- HOMEWORK Share story with parents.

LESSON 17

Digraph /ll/ – Practice

Book p. 18

YOU WILL NEED
Pencil, board.

SKILLS
Reading Skills · Phonics Awareness

PERIOD 1 Identifying /ll/ Sound

- OPENING Revise /ll/ sound.
- METHOD Read words slowly and clearly.
- ACTIVITY Students read words and circle the /ll/ sound.
- CHECK Teacher check.
- WRAP UP Read words together.
- HOMEWORK Practice reading.

PERIOD 2 Matching Pictures with Words

- OPENING Name pictures together (bull, well, wall, shell).
- METHOD Explain matching pictures with correct names.
- ACTIVITY Students match pictures to words.
- CHECK Completed matching.
- WRAP UP Say each word aloud.
- HOMEWORK Rewrite any one word.

LESSON 18

Digraph /ck/ – Story and Sound

Book p. 19

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Listening Skills

PERIOD 1 Sound Recognition and Story

- OPENING Scan the QR code to listen to the /ck/ story.
- METHOD Explain /ck/ sound clearly.
- ACTIVITY Students identify /ck/ words in the picture.
- CHECK Oral identification.
- WRAP UP Say /ck/ sound together.
- HOMEWORK Practice /ck/ words.

PERIOD 2 Story Recall

- OPENING Recall events from the story.
- METHOD Ask simple story-based questions.
- ACTIVITY Students respond orally.
- CHECK Participation.
- WRAP UP Encourage listening skills.
- HOMEWORK Retell story at home.

LESSON 19

Digraph /ck/ – Practice

Book p. 20

YOU WILL NEED
Crayons, pencil.

SKILLS
Reading Skills · Fine Motor Skills

PERIOD 1 Sound Identification

- OPENING Revise /ck/ sound.
- METHOD Read words together.
- ACTIVITY Students underline the /ck/ sound.
- CHECK Teacher observation.
- WRAP UP Say /ck/ words together.
- HOMEWORK Practice reading words.

PERIOD 2 Picture Naming and Coloring

- OPENING Name pictures orally.
- METHOD Explain choosing the correct word.
- ACTIVITY Students color the correct name for each picture.
- CHECK Completed work.
- WRAP UP Praise effort.
- HOMEWORK Revise words orally.

LESSON 20

Picture Naming with Word Bank

Book p. 21

YOU WILL NEED
Word bank, pencil.

SKILLS
Vocabulary · Writing Skills

PERIOD 1 Naming Pictures

- OPENING Name pictures together.
- METHOD Use word bank to identify correct names.
- ACTIVITY Students write picture names.
- CHECK Correct spelling check.
- WRAP UP Read names aloud.
- HOMEWORK Rewrite two words.

PERIOD 2 Writing Practice

- OPENING Revise written words.
- METHOD Emphasise neat writing.
- ACTIVITY Students recheck their spellings.
- CHECK Teacher check.
- WRAP UP Neat writing appreciation.
- HOMEWORK Practice writing at home.

LESSON 21

Sight Words

Book p. 22

YOU WILL NEED
QR code audio, board.

SKILLS
Reading Fluency · Word Recognition

PERIOD 1 — Listening and Repeating

- **OPENING** Scan QR code and listen to sight words.
- **METHOD** Teacher repeats words clearly.
- **ACTIVITY** Students repeat sight words aloud (I, the, is, a, to, like, am).
- **CHECK** Oral repetition.
- **WRAP UP** Read together.
- **HOMEWORK** Practice sight words orally.

PERIOD 2 — Matching Sight Words

- **OPENING** Revise sight words.
- **METHOD** Explain matching same words.
- **ACTIVITY** Match and write sight words in boxes.
- **CHECK** Written check.
- **WRAP UP** Read matched words.
- **HOMEWORK** Read sight words again.

LESSON 22

Read It – Simple Sentences

Book p. 23

YOU WILL NEED
Book, pointer.

SKILLS
Reading Comprehension · Fluency

PERIOD 1 — Guided Reading

- **OPENING** Look at pictures and predict sentences.
- **METHOD** Teacher reads sentences aloud.
- **ACTIVITY** Students repeat reading after teacher.
- **CHECK** Individual sentence reading.
- **WRAP UP** Read all sentences together.
- **HOMEWORK** Read sentences to parents.

PERIOD 2 — Independent Reading

- **OPENING** Revise sentences.
- **METHOD** Encourage independent reading.
- **ACTIVITY** Students read quietly.
- **CHECK** Teacher listening check.
- **WRAP UP** Praise effort.
- **HOMEWORK** Practice reading again.

LESSON 23

Reading Comprehension – My Cat

Book p. 24

YOU WILL NEED
Book, board.

SKILLS
Reading · Comprehension Skills

PERIOD 1 — Reading the Passage

- **OPENING** Talk about pets.
- **METHOD** Teacher reads the passage aloud.
- **ACTIVITY** Students listen and follow.
- **CHECK** Oral questioning.
- **WRAP UP** Summarise the story.
- **HOMEWORK** Read passage again.

PERIOD 2 — Comprehension Questions

- **OPENING** Recall key points.
- **METHOD** Explain MCQs.
- **ACTIVITY** Students answer three MCQs.
- **CHECK** Checked responses.
- **WRAP UP** Discuss correct answers.
- **HOMEWORK** Revise answers.

LESSON 24 — Vowels and Consonants

Book p. 25

YOU WILL NEED
Board, chart.

SKILLS
Phonics Awareness

PERIOD 1 — Introduction

- **OPENING** Sing vowel song.
- **METHOD** Explain vowels a e i o u and consonants.
- **ACTIVITY** Identify vowels and consonants on the page.
- **CHECK** Oral identification.
- **WRAP UP** Recap vowels.
- **HOMEWORK** Say vowels at home.

PERIOD 2 — Recognition

- **OPENING** Revise letters.
- **METHOD** Compare vowels and consonants.
- **ACTIVITY** Students point to vowels.
- **CHECK** Teacher observation.
- **WRAP UP** Letter chant.
- **HOMEWORK** Practice orally.

LESSON 25 — Vowel and Consonant Practice

Book p. 26

YOU WILL NEED
Crayons, pencil.

SKILLS
Reading Skills · Fine Motor Skills

PERIOD 1 — Coloring

- **OPENING** Revise vowels and consonants.
- **METHOD** Explain coloring rules.
- **ACTIVITY** Color vowels blue and consonants yellow.
- **CHECK** Completed work.
- **WRAP UP** Check colors together.
- **HOMEWORK** Revise vowels.

PERIOD 2 — Reading Words

- **OPENING** Read words together.
- **METHOD** Identify consonants in words.
- **ACTIVITY** Underline consonants.
- **CHECK** Teacher check.
- **WRAP UP** Read words aloud.
- **HOMEWORK** Practice reading.

LESSON 26 — Use of a / an – Introduction

Book p. 27

YOU WILL NEED
Board, pictures.

SKILLS
Grammar Awareness

PERIOD 1 — Use of an

- **OPENING** Name vowel sounds.
- **METHOD** Explain use of an with vowel sounds.
- **ACTIVITY** Read examples together.
- **CHECK** Oral questioning.
- **WRAP UP** Repeat rule.
- **HOMEWORK** Find one an word.

PERIOD 2 — Use of a

- **OPENING** Revise an rule.
- **METHOD** Explain use of a with consonant sounds.
- **ACTIVITY** Read examples.
- **CHECK** Oral responses.
- **WRAP UP** Recap both rules.
- **HOMEWORK** Practice orally.

LESSON 27

a / an – Reading Examples

Book p. 28

YOU WILL NEED
Book, board.

SKILLS
Reading | Grammar Application

PERIOD 1 Reading Practice

- OPENING Revise a/an rule.
- METHOD Read examples aloud.
- ACTIVITY Students read phrases together.
- CHECK Individual reading.
- WRAP UP Correct usage recap.
- HOMEWORK Read again.

PERIOD 2 Reinforcement

- OPENING Oral practice.
- METHOD Ask students to say a/an with words.
- ACTIVITY Oral responses.
- CHECK Participation.
- WRAP UP Encourage confidence.
- HOMEWORK Practice at home.

LESSON 28

a / an – Picture Selection

Book p. 29

YOU WILL NEED
Picture cards, pencil.

SKILLS
Grammar Application | Vocabulary

PERIOD 1 Picture Naming

- OPENING Name pictures together.
- METHOD Identify beginning sound.
- ACTIVITY Students select a or an under each picture.
- CHECK Checked responses.
- WRAP UP Revise rule.
- HOMEWORK Practice orally.

PERIOD 2 Writing a / an

- OPENING Revise words.
- METHOD Explain sentence completion.
- ACTIVITY Write a or an before given words.
- CHECK Written check.
- WRAP UP Read answers.
- HOMEWORK Rewrite once.

LESSON 29

a / an – Sentence Completion

Book p. 30

YOU WILL NEED
Board, pencil.

SKILLS
Grammar | Sentence Construction

PERIOD 1 Word Completion

- OPENING Revise a/an rule.
- METHOD Identify vowel or consonant sound.
- ACTIVITY Write a or an before given words.
- CHECK Checked responses.
- WRAP UP Read together.
- HOMEWORK Practice orally.

PERIOD 2 Sentence Completion

- OPENING Read sentences aloud.
- METHOD Choose correct article.
- ACTIVITY Complete sentences using a or an.
- CHECK Teacher check.
- WRAP UP Final recap of a/an usage.
- HOMEWORK Revise all examples.

LESSON 30

This / That – Introduction

Book p. 31

YOU WILL NEED
Real objects in class, board.

SKILLS
Grammar Awareness · Speaking Skills

PERIOD 1 Concept Introduction

- OPENING Place one object near and one far.
- METHOD Explain the use of this (near) and that (far).
- ACTIVITY Read given definition and examples together. – this is a ball – this is a chick – that is a ship – that is a fish
- CHECK Oral questioning using classroom objects.
- WRAP UP Repeat this/that with actions.
- HOMEWORK Point to objects at home and say this or that.

PERIOD 2 Oral Practice

- OPENING Revise the rule quickly.
- METHOD Teacher points to objects near and far.
- ACTIVITY Students say complete sentences using this or that.
- CHECK Individual oral response.
- WRAP UP Recap rule together.
- HOMEWORK Practice orally.

LESSON 31

This / That – Practice

Book p. 32

YOU WILL NEED
Book, pencil.

SKILLS
Grammar Application · Writing Skills

PERIOD 1 Sentence Completion

- OPENING Revise this/that rule.
- METHOD Explain looking at distance in pictures.
- ACTIVITY Students fill in the blanks with this or that in five sentences.
- CHECK Written check.
- WRAP UP Read completed sentences aloud.
- HOMEWORK Rewrite any two sentences.

PERIOD 2 Reinforcement

- OPENING Read sentences together.
- METHOD Ask why this or that was used.
- ACTIVITY Oral explanation by students.
- CHECK Participation.
- WRAP UP Encourage full sentences.
- HOMEWORK Practice orally.

LESSON 32

Vowel Digraph /ai/ – Story and Sound

Book p. 33

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Listening Skills

PERIOD 1 Sound Recognition and Story

- OPENING Scan the QR code and listen to the /ai/ story.
- METHOD Explain the /ai/ sound clearly.
- ACTIVITY Students point to labelled /ai/ words in the picture.
- CHECK Identify /ai/ sound in spoken words.
- WRAP UP Say /ai/ sound together.
- HOMEWORK Practice /ai/ words orally.

PERIOD 2 Story Interaction

- OPENING Recall the story.
- METHOD Ask simple story-based questions.
- ACTIVITY Students respond orally.
- CHECK Participation.
- WRAP UP Reinforce attentive listening.
- HOMEWORK Retell story at home.

LESSON 33

Vowel Digraph /ai/ – Practice

Book p. 34

YOU WILL NEED
Pencil, board.

SKILLS
Phonics Awareness · Sentence Building

PERIOD 1 Identifying /ai/ Sound

- OPENING Revise /ai/ sound.
- METHOD Read words slowly.
- ACTIVITY Students name pictures and circle the /ai/ sound.
- CHECK Teacher check.
- WRAP UP Read words together.
- HOMEWORK Practice reading words.

PERIOD 2 Alternative Spellings

- OPENING Introduce ay sound.
- METHOD Explain that /ai/ can also be spelled as ay.
- ACTIVITY • Read examples: day, hay, ray, play
  • Look at pictures and complete sentences using correct words
- CHECK Completed sentences.
- WRAP UP Say ai and ay words aloud.
- HOMEWORK Say two ai or ay words at home.

LESSON 34

Vowel Digraph /ee/ – Story and Sound

Book p. 35

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Listening Skills

PERIOD 1 Sound Recognition and Story

- OPENING Scan the QR code and listen to the /ee/ story.
- METHOD Explain the long /ee/ sound.
- ACTIVITY Students point to labelled /ee/ words in the picture.
- CHECK Identify /ee/ sound in words.
- WRAP UP Stretch the /ee/ sound together.
- HOMEWORK Practice /ee/ words orally.

PERIOD 2 Story Recall

- OPENING Recall story events.
- METHOD Ask simple questions.
- ACTIVITY Students respond orally.
- CHECK Participation.
- WRAP UP Encourage listening skills.
- HOMEWORK Retell story at home.

LESSON 35

Vowel Digraph /ee/ – Practice

Book p. 36

YOU WILL NEED
Pencil, board.

SKILLS
Reading · Writing · Phonics Awareness

PERIOD 1 Identifying /ee/ Sound

- OPENING Revise /ee/ sound.
- METHOD Read words together.
- ACTIVITY Students name pictures and circle the /ee/ sound.
- CHECK Teacher check.
- WRAP UP Read words aloud.
- HOMEWORK Practice reading.

PERIOD 2 Sentence Use and Alternative Spelling

- OPENING Introduce ea spelling.
- METHOD Explain that /ee/ can also be spelled as ea.
- ACTIVITY • Read examples: tea, pea, sea, leaf
  • Use the words tree and seed in sentences
- CHECK Sentence completion check.
- WRAP UP Recap ee and ea sounds.
- HOMEWORK Say two ee or ea words at home.

LESSON 36

Vowel Digraph /ie/ – Story and Sound

Book p. 37

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language | Listening Skills

PERIOD 1 Sound Recognition and Story

- OPENING Scan the QR code and listen to the /ie/ story.
- METHOD Explain the /ie/ sound clearly.
- ACTIVITY Students point to labelled /ie/ words in the picture.
- CHECK Identify /ie/ sound in spoken words.
- WRAP UP Say /ie/ sound together.
- HOMEWORK Practice /ie/ words orally.

PERIOD 2 Story Interaction

- OPENING Recall the story.
- METHOD Ask simple story-based questions.
- ACTIVITY Oral responses from students.
- CHECK Participation.
- WRAP UP Encourage attentive listening.
- HOMEWORK Retell the story at home.

LESSON 37

Vowel Digraph /ie/ – Practice

Book p. 38

YOU WILL NEED
Pencil, board.

SKILLS
Speaking Skills | Phonics Awareness

PERIOD 1 Opinion and Sound Identification

- OPENING Ask: "Do you like the /ie/ story?"
- METHOD Encourage students to give reasons.
- ACTIVITY Students share their opinion orally.
- CHECK Oral responses.
- WRAP UP Appreciate sharing thoughts.
- HOMEWORK Talk about the story at home.

PERIOD 2 Sound Practice and Alternative Spelling

- OPENING Revise /ie/ sound.
- METHOD Read words and sentences slowly.
- ACTIVITY • Read words and circle the /ie/ sound (tie, pie, lie, die).
  • Read sentences and underline the /ie/ sound.
  • Introduce igh spelling and read examples (night, light, fight, sight).
- CHECK Written work check.
- WRAP UP Read all /ie/ and igh words aloud.
- HOMEWORK Say two /ie/ or igh words.

LESSON 38

Vowel Digraph /oa/ – Story and Sound

Book p. 39

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Listening Skills

PERIOD 1 Sound Recognition and Story

- OPENING Scan the QR code and listen to the /oa/ story.
- METHOD Explain the /oa/ sound clearly.
- ACTIVITY Students point to labelled /oa/ words.
- CHECK Identify /oa/ sound.
- WRAP UP Say /oa/ sound together.
- HOMEWORK Practice /oa/ words orally.

PERIOD 2 Story Recall

- OPENING Recall the story briefly.
- METHOD Ask simple questions.
- ACTIVITY Students respond orally.
- CHECK Participation.
- WRAP UP Encourage listening.
- HOMEWORK Retell story at home.

LESSON 39

Vowel Digraph /oa/ – Practice

Book p. 40

YOU WILL NEED
Pencil, board.

SKILLS
Phonics Awareness · Sentence Building

PERIOD 1 Sound Identification

- OPENING Name the pictures (toad, boat, oat, throat).
- METHOD Read words slowly.
- ACTIVITY Students read words and circle the /oa/ sound.
- CHECK Teacher check.
- WRAP UP Read words together.
- HOMEWORK Practice reading.

PERIOD 2 Alternative Spelling and Sentence Use

- OPENING Introduce ow spelling.
- METHOD Explain /oa/ can also be spelled as ow.
- ACTIVITY • Read examples: bow, snow, blow, grow
  • Name the object goat and use it in a sentence
- CHECK Sentence check.
- WRAP UP Recap oa and ow sounds.
- HOMEWORK Say two oa or ow words.

LESSON 40 — Vowel Digraph /ue/ – Story and Thinking Cap

Book p. 41

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Thinking Skills

PERIOD 1 — Sound Recognition and Story

- **OPENING** Scan the QR code and listen to the /ue/ story.
- **METHOD** Explain the /ue/ sound.
- **ACTIVITY** Students point to /ue/ words in the picture.
- **CHECK** Oral identification.
- **WRAP UP** Say /ue/ sound together.
- **HOMEWORK** Practice /ue/ words orally.

PERIOD 2 — Thinking Cap

- **OPENING** Recall story events.
- **METHOD** Ask thinking-based questions from the page.
- **ACTIVITY** Students share ideas.
- **CHECK** Participation.
- **WRAP UP** Encourage thoughtful answers.
- **HOMEWORK** Discuss at home.

LESSON 41 — Vowel Digraph /ue/ – Picture Naming

Book p. 42

YOU WILL NEED
Pencil.

SKILLS
Vocabulary · Speaking Skills

PERIOD 1 — Naming Pictures

- **OPENING** Name pictures together.
- **METHOD** Say words slowly.
- **ACTIVITY** Students name pictures aloud.
- **CHECK** Oral check.
- **WRAP UP** Repeat words together.
- **HOMEWORK** Practice naming objects.

PERIOD 2 — Reinforcement

- **OPENING** Revise /ue/ sound.
- **METHOD** Read words again.
- **ACTIVITY** Oral repetition.
- **CHECK** Participation.
- **WRAP UP** Sound recap.
- **HOMEWORK** Practice orally.

LESSON 42 — Digraph /qu/ – Story and Thinking Cap

Book p. 43

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Thinking Skills

PERIOD 1 — Sound Recognition and Story

- **OPENING** Scan the QR code and listen to the /qu/ story.
- **METHOD** Explain /qu/ sound clearly.
- **ACTIVITY** Students point to /qu/ words.
- **CHECK** Oral identification.
- **WRAP UP** Say /qu/ sound together.
- **HOMEWORK** Practice /qu/ words.

PERIOD 2 — Thinking Cap

- **OPENING** Recall story.
- **METHOD** Ask thinking-based questions.
- **ACTIVITY** Students share ideas.
- **CHECK** Participation.
- **WRAP UP** Encourage expression.
- **HOMEWORK** Retell story.

LESSON 43 — Digraph /qu/ – Practice

Book p. 44

YOU WILL NEED
Pencil, board.

SKILLS
Speaking Skills · Phonics Awareness

PERIOD 1 — Picture Talk and Sound Identification

- **OPENING** Look at pictures and talk about them.
- **METHOD** Read words slowly.
- **ACTIVITY** Students read words and circle the **/qu/** sound.
- **CHECK** Teacher check.
- **WRAP UP** Read words together.
- **HOMEWORK** Practice reading.

PERIOD 2 — Sentence Completion

- **OPENING** Name pictures together.
- **METHOD** Explain sentence completion.
- **ACTIVITY** Students complete sentences using pictures.
- **CHECK** Written check.
- **WRAP UP** Read sentences aloud.
- **HOMEWORK** Rewrite one sentence.

LESSON 44 — Double Consonants zz / ff

Book p. 45

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Listening Skills

PERIOD 1 — Sound Recognition and Story

- **OPENING** Scan QR code and listen to the story.
- **METHOD** Explain zz and ff sounds.
- **ACTIVITY** Students identify sounds in picture words.
- **CHECK** Oral identification.
- **WRAP UP** Say sounds together.
- **HOMEWORK** Practice orally.

PERIOD 2 — Story Recall

- **OPENING** Recall story.
- **METHOD** Ask simple questions.
- **ACTIVITY** Oral responses.
- **CHECK** Participation.
- **WRAP UP** Encourage listening.
- **HOMEWORK** Retell story.

LESSON 45 — Double Consonants – Practice

Book p. 46

YOU WILL NEED
Pencil.

SKILLS
Phonics Awareness · Writing Skills

PERIOD 1 — Sound Identification

- **OPENING** Name pictures together.
- **METHOD** Read words slowly.
- **ACTIVITY** Underline zz, ff, and ss sounds.
- **CHECK** Teacher check.
- **WRAP UP** Read words aloud.
- **HOMEWORK** Practice reading.

PERIOD 2 — Word Completion

- **OPENING** Revise sounds.
- **METHOD** Explain completing words.
- **ACTIVITY** Students complete names of objects.
- **CHECK** Written work check.
- **WRAP UP** Read completed words.
- **HOMEWORK** Rewrite two words.

LESSON 46

Sight Words – Listening and Reading

Book p. 47

YOU WILL NEED
QR code audio.

SKILLS
Reading Fluency

PERIOD 1 Listen and Repeat

- OPENING Scan QR code and listen to sight words.
- METHOD Teacher repeats clearly.
- ACTIVITY Students repeat sentences aloud.
- CHECK Oral repetition.
- WRAP UP Read together.
- HOMEWORK Practice orally.

PERIOD 2 Reading Practice

- OPENING Revise sentences.
- METHOD Choral reading.
- ACTIVITY Students read sentences together.
- CHECK Participation.
- WRAP UP Encourage confidence.
- HOMEWORK Read to parents.

LESSON 47

Sentence Completion with Word Bank

Book p. 48

YOU WILL NEED
Word bank, pencil.

SKILLS
Vocabulary, Sentence Building

PERIOD 1 Word Bank Reading

- OPENING Read word bank together.
- METHOD Explain sentence completion.
- ACTIVITY Students complete sentences using word bank.
- CHECK Written check.
- WRAP UP Read completed sentences.
- HOMEWORK Rewrite one sentence.

PERIOD 2 Reinforcement

- OPENING Revise words.
- METHOD Oral sentence making.
- ACTIVITY Students say sentences orally.
- CHECK Participation.
- WRAP UP Encourage speaking.
- HOMEWORK Practice orally.

LESSON 48

Digraph /ng/ – Story and Lead to Succeed

Book p. 49

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language, Leadership Skills

PERIOD 1 Sound Recognition and Story

- OPENING Scan the QR code and listen to the /ng/ story.
- METHOD Explain the /ng/ sound.
- ACTIVITY Students point to /ng/ words.
- CHECK Oral identification.
- WRAP UP Say /ng/ sound together.
- HOMEWORK Practice /ng/ words.

PERIOD 2 Lead to Succeed

- OPENING Recall story message.
- METHOD Discuss positive behaviour.
- ACTIVITY Students share ideas.
- CHECK Participation.
- WRAP UP Encourage good habits.
- HOMEWORK Discuss at home.

LESSON 49 — Digraph /ng/ – Practice

Book p. 50

YOU WILL NEED
Pencil.

SKILLS
Phonics Awareness · Sentence Writing

PERIOD 1 — Opinion and Sound Identification

- **OPENING** Ask if students liked the story.
- **METHOD** Encourage reasons.
- **ACTIVITY** Read words and circle /ng/ sound.
- **CHECK** Teacher check.
- **WRAP UP** Read words together.
- **HOMEWORK** Practice reading.

PERIOD 2 — Sentence Use

- **OPENING** Revise /ng/ words.
- **METHOD** Explain sentence making.
- **ACTIVITY** Use /ng/ words in sentences.
- **CHECK** Sentence check.
- **WRAP UP** Read sentences aloud.
- **HOMEWORK** Rewrite one sentence.

LESSON 50 — Digraph /ar/ – Story and Lead to Succeed

Book p. 51

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Leadership Skills

PERIOD 1 — Sound Recognition and Story

- **OPENING** Scan QR code and listen to /ar/ story.
- **METHOD** Explain /ar/ sound.
- **ACTIVITY** Identify /ar/ words.
- **CHECK** Oral responses.
- **WRAP UP** Say /ar/ sound together.
- **HOMEWORK** Practice /ar/ words.

PERIOD 2 — Lead to Succeed

- **OPENING** Recall story lesson.
- **METHOD** Discuss positive values.
- **ACTIVITY** Students share thoughts.
- **CHECK** Participation.
- **WRAP UP** Encourage honesty.
- **HOMEWORK** Discuss at home.

LESSON 51 — Digraph /ar/ – Practice

Book p. 52

YOU WILL NEED
Pencil, crayons.

SKILLS
Phonics Awareness · Thinking Skills

PERIOD 1 — Concept Discussion and Sound Identification

- **OPENING** Ask: “What does honesty bring to us?”
- **METHOD** Guide discussion.
- **ACTIVITY** Read words and circle the /ar/ sound.
- **CHECK** Oral responses.
- **WRAP UP** Read words together.
- **HOMEWORK** Practice reading.

PERIOD 2 — Sentence and Coloring

- **OPENING** Revise /ar/ sound.
- **METHOD** Read sentences slowly.
- **ACTIVITY** • Underline /ar/ sound in sentences
  • Color the /ar/ words
- **CHECK** Completed work.
- **WRAP UP** Sound recap.
- **HOMEWORK** Revise words orally.

LESSON 52

Digraph /or/ – Story and Sound

Book p. 53

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Listening Skills

PERIOD 1 Sound Recognition and Story

- OPENING Scan QR code and listen to /or/ story.
- METHOD Explain /or/ sound.
- ACTIVITY Identify /or/ words.
- CHECK Oral check.
- WRAP UP Say /or/ sound together.
- HOMEWORK Practice /or/ words.

PERIOD 2 Story Recall

- OPENING Recall story.
- METHOD Ask simple questions.
- ACTIVITY Oral responses.
- CHECK Participation.
- WRAP UP Encourage listening.
- HOMEWORK Retell story.

LESSON 53

Digraph /or/ – Practice

Book p. 54

YOU WILL NEED
Pencil.

SKILLS
Vocabulary · Sentence Writing

PERIOD 1 Sound Identification

- OPENING Name pictures together.
- METHOD Read words slowly.
- ACTIVITY Circle the /or/ sound.
- CHECK Teacher check.
- WRAP UP Read words aloud.
- HOMEWORK Practice reading.

PERIOD 2 Writing and Sentence Making

- OPENING Name the picture.
- METHOD Write its name correctly.
- ACTIVITY Write picture names and make sentences.
- CHECK Sentence check.
- WRAP UP Read sentences aloud.
- HOMEWORK Rewrite one sentence.

LESSON 54

Digraph /er/ – Story and Sound

Book p. 55

YOU WILL NEED
QR code audio, picture page.

SKILLS
Language · Listening Skills

PERIOD 1 Sound Recognition and Story

- OPENING Scan QR code and listen to /er/ story.
- METHOD Explain /er/ sound.
- ACTIVITY Identify /er/ words in picture.
- CHECK Oral responses.
- WRAP UP Say /er/ sound together.
- HOMEWORK Practice /er/ words.

PERIOD 2 Story Recall

- OPENING Recall story.
- METHOD Ask simple questions.
- ACTIVITY Oral responses.
- CHECK Participation.
- WRAP UP Encourage listening.
- HOMEWORK Retell story.

LESSON 55

Digraph /er/ – Practice

Book p. 56

YOU WILL NEED
Pencil.

SKILLS
Speaking Skills · Sentence Completion

PERIOD 1 Picture Talk

- **OPENING** Look at pictures and talk about them.
- **METHOD** Encourage describing pictures.
- **ACTIVITY** Oral discussion.
- **CHECK** Participation.
- **WRAP UP** Vocabulary recap.
- **HOMEWORK** Talk about pictures at home.

PERIOD 2 Sentence Completion

- **OPENING** Revise **/er/** words.
- **METHOD** Explain using given words.
- **ACTIVITY** Complete sentences using the given words.
- **CHECK** Written check.
- **WRAP UP** Read completed sentences aloud.
- **HOMEWORK** Rewrite one sentence.

LESSON 56

Diphthong /oi/

Book pp. 57–58

YOU WILL NEED
QR code audio, word cards (oil, coin, toy, boy), board, pencils.

SKILLS
Language · Lead to Succeed

PERIOD 1 Sound Recognition & Story

- **OPENING** Scan the QR code and listen to the **/oi/** sound story.
- **METHOD** Introduce the **/oi/** sound. Model pronunciation slowly and clearly. Write sample words on the board.
- **ACTIVITY** Students repeat **/oi/** words aloud and identify the sound in the story picture.
- **CHECK** Oral check – students say one **/oi/** word from the picture.
- **WRAP UP** Revise the **/oi/** sound together.
- **HOMEWORK** Practice saying **/oi/** words at home.

PERIOD 2 Reading, Writing & Reflection

- **OPENING** Recall the **/oi/** sound using flashcards.
- **METHOD** Explain that **/oi/** can also be spelled as oy. Show examples (boy, toy, enjoy).
- **ACTIVITY** • Read the given words and circle the **/oi/** sound.
  • Use the given **/oi/** words in sentences.
- **CHECK** Check sentence formation orally.
- **WRAP UP** Students share one sentence.
- **HOMEWORK** Write two **/oi/** or oy words in the notebook.

LESSON 57

Diphthong /ou/

Book pp. 59–60

YOU WILL NEED
QR code audio, picture cards, word bank.

SKILLS
Language · Lead to Succeed

PERIOD 1 Sound Recognition & Story

- OPENING Listen to the **/ou/** sound story using the QR code.
- METHOD Demonstrate correct **/ou/** pronunciation with examples.
- ACTIVITY Identify **/ou/** words from the story picture.
- CHECK Students repeat **/ou/** words correctly.
- WRAP UP Review the sound.
- HOMEWORK Practice **/ou/** sound aloud.

PERIOD 2 Reading & Writing

- OPENING Review **/ou/** words on the board.
- METHOD Explain that **/ou/** can also be spelled as ow.
- ACTIVITY • Read the words and underline the **/ou/** sound.
  • Use **/ou/** words in sentences.
- CHECK Sentence reading check.
- WRAP UP Quick recap of **/ou/** and ow.
- HOMEWORK Write two **/ou/** words.

LESSON 58

Short /oo/ Sound

Book pp. 61–62

YOU WILL NEED
QR code audio, pictures, word cards.

SKILLS
Language · Lead to Succeed

PERIOD 1 Sound Recognition & Story

- OPENING Scan the QR code and listen to the short **/oo/** story.
- METHOD Model the short **/oo/** sound with examples.
- ACTIVITY Students repeat words and point to matching pictures.
- CHECK Oral identification of the sound.
- WRAP UP Revise sound together.
- HOMEWORK Practice short **/oo/** sound.

PERIOD 2 Reading & Sentence Building

- OPENING Review pictures from the story.
- METHOD Guide students to read words independently.
- ACTIVITY • Name the pictures.
  • Read words and circle the **/oo/** sound.
  • Use words in sentences.
- CHECK Sentence reading.
- WRAP UP Praise effort.
- HOMEWORK Write one **/oo/** sentence.

LESSON 59 — Long /oo/ Sound

Book pp. 63–64

YOU WILL NEED
QR code audio, picture cards, board.

SKILLS
Language · Lead to Succeed

PERIOD 1 — Sound Recognition & Story

- **OPENING** Listen to the long /oo/ sound story.
- **METHOD** Contrast short /oo/ and long /oo/ sounds.
- **ACTIVITY** Identify long /oo/ words in the picture.
- **CHECK** Sound discrimination check.
- **WRAP UP** Review long /oo/.
- **HOMEWORK** Practice pronunciation.

PERIOD 2 — Word Completion & Sentences

- **OPENING** Revise long /oo/ words.
- **METHOD** Explain word completion using /oo/.
- **ACTIVITY** • Circle the long /oo/ sound.
  • Complete words using /oo/.
  • Make sentences: "This is a ___."
- **CHECK** Written check.
- **WRAP UP** Student sharing.
- **HOMEWORK** Write two long /oo/ words.

LESSON 60 — Reading Comprehension – "The Cow"

Book p. 65

YOU WILL NEED
Text page, pencils.

SKILLS
Reading

PERIOD 1 — Guided Reading

- **OPENING** Discuss picture clues.
- **METHOD** Teacher reads aloud with expression.
- **ACTIVITY** Students follow and read aloud.
- **CHECK** Oral questioning.
- **WRAP UP** Recap story.
- **HOMEWORK** Re-read at home.

PERIOD 2 — Comprehension

- **OPENING** Recall main ideas.
- **METHOD** Explain how to answer questions.
- **ACTIVITY** Students answer MCQs.
- **CHECK** Worksheet check.
- **WRAP UP** Review answers.
- **HOMEWORK** Read passage again.

LESSON 61 — Naming Words

Book pp. 66–68

YOU WILL NEED
Picture chart, word cards.

SKILLS
Language

PERIOD 1 — Concept Introduction

- **OPENING** Name objects in the picture.
- **METHOD** Explain naming words and categories.
- **ACTIVITY** Read table (people, place, things, animals).
- **CHECK** Oral sorting.
- **WRAP UP** Review categories.
- **HOMEWORK** Name five objects at home.

PERIOD 2 — Practice & Writing

- **OPENING** Review categories.
- **METHOD** Model sorting activity.
- **ACTIVITY** • Tick correct naming words.
  • Sort words into columns.
  • Write "this is / that is" sentences.
- **CHECK** Notebook check.
- **WRAP UP** Student sharing.
- **HOMEWORK** Write two sentences.

LESSON 62 — Singular and Plural

Book pp. 69–71

YOU WILL NEED
Pictures, word cards.

SKILLS
Language

PERIOD 1 — Concept Introduction

- **OPENING** Show one and many objects.
- **METHOD** Explain adding s.
- **ACTIVITY** Read examples.
- **CHECK** Oral responses.
- **WRAP UP** Review rule.
- **HOMEWORK** Find plurals at home.

PERIOD 2 — Practice

- **OPENING** Recall rule.
- **METHOD** Model matching.
- **ACTIVITY** • Match singular to plural.
  • Make plurals in notebook.
- **CHECK** Written work check.
- **WRAP UP** Recap.
- **HOMEWORK** Write four plurals.

LESSON 63 — This, These, Those

Book pp. 72–74

YOU WILL NEED
Pictures, word bank.

SKILLS
Language

PERIOD 1 — This / These

- **OPENING** Show near objects.
- **METHOD** Explain usage.
- **ACTIVITY** Write sentences using pictures.
- **CHECK** Oral reading.
- **WRAP UP** Review.
- **HOMEWORK** Write two sentences.

PERIOD 2 — These / Those

- **OPENING** Show far objects.
- **METHOD** Explain difference.
- **ACTIVITY** Answer “What are these/those?”
- **CHECK** Worksheet check.
- **WRAP UP** Quick recap.
- **HOMEWORK** Practice orally.

LESSON 64 — Doing Words

Book pp. 75–77

YOU WILL NEED
Picture cards.

SKILLS
Language

PERIOD 1 — Concept Introduction

- **OPENING** Act out actions.
- **METHOD** Explain doing words.
- **ACTIVITY** Select correct doing words from pictures.
- **CHECK** Oral check.
- **WRAP UP** Revise actions.
- **HOMEWORK** Think of actions you do.

PERIOD 2 — Sentence Practice

- **OPENING** Recall actions.
- **METHOD** Model sentence writing.
- **ACTIVITY** • Underline doing words.
  • Write “I can ___” sentences.
- **CHECK** Notebook check.
- **WRAP UP** Student sharing.
- **HOMEWORK** Write two sentences.

LESSON 65

Colours

Book pp. 78–79

YOU WILL NEED
Crayons, pictures.

SKILLS
Language · Social

PERIOD 1 Colours

- OPENING Name colours.
- METHOD Explain colour-word matching.
- ACTIVITY Draw and colour objects.
- CHECK Oral identification.
- WRAP UP Review colours.
- HOMEWORK Colour one object at home. Pg. 80: Feelings

PERIOD 2 Feelings

- OPENING Show facial expressions.
- METHOD Explain feelings vocabulary.
- ACTIVITY Read expressions and write sentences.
- CHECK Oral responses.
- WRAP UP Discuss feelings.
- HOMEWORK Draw a feeling face.

LESSON 66

Feelings

Book p. 81

YOU WILL NEED
Facial expression pictures, pencils.

SKILLS
Social/Emotional · Language

PERIOD 1 Identifying Feelings

- OPENING Teacher shows facial expression pictures and names the feelings.
- METHOD Explain different feelings such as happy, sad, angry, worried, sleepy.
- ACTIVITY Students identify each facial expression orally.
- CHECK Students name the feeling shown by the teacher.
- WRAP UP Review names of feelings together.
- HOMEWORK Observe and name feelings at home.

PERIOD 2 Sentence Writing

- OPENING Recall feelings learned.
- METHOD Model a sentence about a feeling.
- ACTIVITY Students write one sentence about each given facial expression.
- CHECK Check written sentences.
- WRAP UP Students read one sentence aloud.
- HOMEWORK Write one sentence about how you feel today.

LESSON 67

Opposites

Book pp. 82–83

YOU WILL NEED
Word cards, pictures.

SKILLS
Language

PERIOD 1 Concept Introduction

- OPENING Read opposite word pairs aloud.
- METHOD Explain opposites using examples.
- ACTIVITY Students read given opposite pairs.
- CHECK Oral questioning.
- WRAP UP Revise opposite pairs.
- HOMEWORK Find two opposite words at home.

PERIOD 2 Reading and Writing

- OPENING Recall opposite words.
- METHOD Explain sentence-based opposites.
- ACTIVITY • Write opposites of given words.
  • Read and understand sentences like “Shahid is tall.”
- CHECK Written responses.
- WRAP UP Review answers together.
- HOMEWORK Write one sentence using opposites.

LESSON 68

Describing Words

Book pp. 84–87

YOU WILL NEED
Story text, word bank, pictures.

SKILLS
Language

PERIOD 1 Listening and Identification

- OPENING Teacher reads the story aloud.
- METHOD Explain describing words using examples from the story.
- ACTIVITY Students listen carefully and read given sentences.
- CHECK Oral identification of describing words.
- WRAP UP Revise describing words.
- HOMEWORK Listen to describing words at home.

PERIOD 2 Practice and Writing

- OPENING Recall describing words.
- METHOD Model sentence writing using word bank.
- ACTIVITY • Underline describing words.
  • Use given words in sentences.
  • Describe objects using pictures and word bank.
- CHECK Notebook check.
- WRAP UP Students share descriptions.
- HOMEWORK Describe any two objects at home.

LESSON 69

Animal Words

Book p. 88

YOU WILL NEED
Animal pictures, letter cards.

SKILLS
Language

PERIOD 1 Initial Sound Identification

- OPENING Name animals shown in pictures.
- METHOD Explain initial letter sounds of animal names.
- ACTIVITY Students choose the correct letter sound to complete animal names.
- CHECK Oral sound identification.
- WRAP UP Revise letter sounds.
- HOMEWORK Name two animals and their starting sounds.

PERIOD 2 Sound Practice

- OPENING Review bee and bat pictures.
- METHOD Compare initial sounds.
- ACTIVITY Students identify beginning sounds of animals.
- CHECK Worksheet check.
- WRAP UP Recap learning.
- HOMEWORK Practice sounds aloud.

LESSON 70

Magic of Letter e

Book pp. 89–91

YOU WILL NEED
Picture cards, word list.

SKILLS
Language

PERIOD 1 Concept Introduction

- OPENING Read short and long vowel words.
- METHOD Explain magic e with examples and pictures.
- ACTIVITY Students observe word changes.
- CHECK Oral responses.
- WRAP UP Revise magic e rule.
- HOMEWORK Read magic e words.

PERIOD 2 Word Practice

- OPENING Recall magic e.
- METHOD Explain i-e, o-e, u-e patterns.
- ACTIVITY • Add e to change words.
  • Match pictures with i-e, o-e, u-e words.
- CHECK Written work check.
- WRAP UP Review patterns.
- HOMEWORK Write two magic e words.

LESSON 71

Genders

Book pp. 92–95

YOU WILL NEED
Family and animal pictures, word cards.

SKILLS
Language

PERIOD 1 Concept Introduction

- OPENING Look at family pictures and name members.
- METHOD Explain gender words.
- ACTIVITY Students read genders from pictures.
- CHECK Oral questioning.
- WRAP UP Revise gender words.
- HOMEWORK Name family members.

PERIOD 2 Practice

- OPENING Recall genders.
- METHOD Explain opposite genders.
- ACTIVITY • Match genders.
  • Write opposite genders for people and animals.
- CHECK Notebook check.
- WRAP UP Review answers.
- HOMEWORK Write two gender pairs.

LESSON 72

Sight Words

Book p. 96

YOU WILL NEED
Sight word cards.

SKILLS
Language

PERIOD 1 Listening

- OPENING Listen and repeat sight words.
- METHOD Pronounce sight words clearly.
- ACTIVITY Students repeat after teacher.
- CHECK Oral repetition.
- WRAP UP Review words.
- HOMEWORK Read sight words at home.

PERIOD 2 Matching

- OPENING Recall sight words.
- METHOD Explain matching task.
- ACTIVITY Match the same sight words.
- CHECK Worksheet check.
- WRAP UP Praise effort.
- HOMEWORK Practice reading.

LESSON 73

Subject Pronouns (he, she, it)

Book pp. 97–98

YOU WILL NEED
Picture cards.

SKILLS
Language

PERIOD 1 Identification

- OPENING Name people and objects in pictures.
- METHOD Explain subject pronouns.
- ACTIVITY Circle correct pronouns based on pictures.
- CHECK Oral questioning.
- WRAP UP Revise pronouns.
- HOMEWORK Say pronouns aloud.

PERIOD 2 Filling Blanks

- OPENING Recall he, she, it.
- METHOD Model sentence completion.
- ACTIVITY Fill in the blanks using correct pronouns.
- CHECK Written check.
- WRAP UP Review sentences.
- HOMEWORK Write one pronoun sentence.

LESSON 74

Am, Is, Are

Book p. 99

YOU WILL NEED
Sentence cards.

SKILLS
Language

PERIOD 1 Concept Introduction

- OPENING Read example sentences.
- METHOD Explain use of am, is, are.
- ACTIVITY Students identify correct helping verbs.
- CHECK Oral responses.
- WRAP UP Revise rules.
- HOMEWORK Read sentences.

PERIOD 2 Practice

- OPENING Recall rules.
- METHOD Guide filling blanks.
- ACTIVITY Fill in the blanks with am, is, are.
- CHECK Notebook check.
- WRAP UP Review answers.
- HOMEWORK Write two sentences.

LESSON 75

Has / Have

Book p. 100

YOU WILL NEED
Sentence cards, pictures.

SKILLS
Language

PERIOD 1 Concept Introduction

- OPENING Read example sentences.
- METHOD Explain has and have with examples.
- ACTIVITY Students repeat example sentences.
- CHECK Oral questioning.
- WRAP UP Revise usage.
- HOMEWORK Read has/have sentences.

PERIOD 2 Practice

- OPENING Recall has and have.
- METHOD Explain sentence completion.
- ACTIVITY Students complete sentences using has or have.
- CHECK Written work check.
- WRAP UP Final review.
- HOMEWORK Write one has and one have sentence.

LESSON 76

Has and Have

Book p. 101

YOU WILL NEED
Sentence cards, pencils.

SKILLS
Language

PERIOD 1 Concept Revision

- OPENING Revise has and have using oral examples.
- METHOD Explain when to use has and have with simple sentences.
- ACTIVITY Students read given sentences aloud.
- CHECK Oral questioning.
- WRAP UP Review rules together.
- HOMEWORK Practice reading sentences at home.

PERIOD 2 Sentence Completion

- OPENING Recall has and have rules.
- METHOD Demonstrate sentence completion on the board.
- ACTIVITY Students complete the sentences using the correct verb (has / have).
- CHECK Written work check.
- WRAP UP Review answers.
- HOMEWORK Write two sentences using has or have.

LESSON 77

In, On, Under

Book p. 102

YOU WILL NEED
Picture cards.

SKILLS
Language, Spatial Awareness

PERIOD 1 Concept Introduction

- OPENING Show pictures and ask where the object is.
- METHOD Explain the meaning of in, on, and under.
- ACTIVITY Students identify positions orally.
- CHECK Oral responses.
- WRAP UP Revise position words.
- HOMEWORK Observe objects at home.

PERIOD 2 Picture-Based Practice

- OPENING Recall in, on, under.
- METHOD Model one example.
- ACTIVITY Look at the pictures and circle the correct word to show where the object is.
- CHECK Worksheet check.
- WRAP UP Quick recap.
- HOMEWORK Say one sentence using in, on, or under.

LESSON 78

Punctuation Marks

Book pp. 103–104

YOU WILL NEED
Sentence strips, picture cues.

SKILLS
Language

PERIOD 1 Introduction to Punctuation

- OPENING Read sentences with different tones.
- METHOD Explain full stop, comma, question mark, and exclamation mark.
- ACTIVITY Students identify punctuation orally.
- CHECK Oral questioning.
- WRAP UP Review symbols.
- HOMEWORK Observe punctuation in books.

PERIOD 2 Listening and Identification

- OPENING Recall punctuation marks.
- METHOD Teacher reads sentences aloud with expression.
- ACTIVITY • Check the correct punctuation mark after each sentence.
  • Listen to the sentence, look at the picture, and circle the correct punctuation mark.
- CHECK Worksheet check.
- WRAP UP Review answers together.
- HOMEWORK Practice reading sentences aloud.

LESSON 79

Capital Letters

Book p. 105

YOU WILL NEED
Sentence cards.

SKILLS
Language

PERIOD 1 Concept Introduction

- OPENING Read sentences without capital letters.
- METHOD Explain use of capital letters for names of people, pets, places, and the word I.
- ACTIVITY Students identify words that need capital letters.
- CHECK Oral questioning.
- WRAP UP Revise rules.
- HOMEWORK Find capital letters in a book.

PERIOD 2 Sentence Rewriting

- OPENING Recall capital letter rules.
- METHOD Model sentence rewriting.
- ACTIVITY Students rewrite sentences using correct capital letters.
- CHECK Notebook check.
- WRAP UP Review answers.
- HOMEWORK Rewrite one sentence at home.

LESSON 80

Initial Blends

Book p. 106

YOU WILL NEED
Blend cards.

SKILLS
Language

PERIOD 1 Sound Recognition

- OPENING Read blends aloud together.
- METHOD Explain how two consonants blend together.
- ACTIVITY Students repeat blends: bl, cl, fl, cr, dr, tr, sp, st, sm, scr, str, thr.
- CHECK Oral repetition.
- WRAP UP Revise blends.
- HOMEWORK Practice reading blends.

PERIOD 2 Reading Practice

- OPENING Recall blends.
- METHOD Model slow blending of sounds.
- ACTIVITY Students read the initial blends independently.
- CHECK Individual reading check.
- WRAP UP Praise effort.
- HOMEWORK Read blends at home.

LESSON 81

Reading Comprehension – “See the Bug”

Book p. 107

YOU WILL NEED
Text page.

SKILLS
Reading

PERIOD 1 Guided Reading

- OPENING Discuss picture clues.
- METHOD Teacher reads the passage aloud.
- ACTIVITY Students follow and read aloud.
- CHECK Oral questions.
- WRAP UP Summarize the story.
- HOMEWORK Re-read the passage.

PERIOD 2 Comprehension Practice

- OPENING Recall story details.
- METHOD Explain how to choose correct answers.
- ACTIVITY Students read and select the correct answers.
- CHECK Worksheet check.
- WRAP UP Review answers.
- HOMEWORK Read again at home.

LESSON 82

Myself

Book p. 108

YOU WILL NEED
Worksheet, personal photograph.

SKILLS
Social Language

PERIOD 1 Self Introduction

- OPENING Teacher talks about self.
- METHOD Explain how to talk about oneself.
- ACTIVITY Students complete sentences starting with “This is me”.
- CHECK Oral sharing.
- WRAP UP Encourage confidence.
- HOMEWORK Bring a photograph.

PERIOD 2 Personal Writing

- OPENING Recall sentence patterns.
- METHOD Model sentence completion.
- ACTIVITY Students complete sentences about themselves and paste their picture.
- CHECK Notebook check.
- WRAP UP Students share one fact.
- HOMEWORK Read sentences to family.

LESSON 83

More About Me

Book p. 109

YOU WILL NEED
Word bank, worksheet.

SKILLS
Social · Language

PERIOD 1 Question Understanding

- OPENING Read questions aloud.
- METHOD Explain how to answer using the word bank.
- ACTIVITY Students answer questions about themselves.
- CHECK Oral responses.
- WRAP UP Review answers.
- HOMEWORK Talk about yourself at home.

PERIOD 2 Writing Practice

- OPENING Recall answers.
- METHOD Model correct sentence structure.
- ACTIVITY Students complete all questions in writing.
- CHECK Notebook check.
- WRAP UP Student sharing.
- HOMEWORK Practice reading answers.

LESSON 84

My Class

Book p. 110

YOU WILL NEED
Worksheet.

SKILLS
Social · Language

PERIOD 1 Discussion

- OPENING Talk about classroom environment.
- METHOD Explain sentence patterns for describing class.
- ACTIVITY Students complete sentences about their class.
- CHECK Oral responses.
- WRAP UP Appreciate classroom roles.
- HOMEWORK Talk about your class at home.

PERIOD 2 Writing

- OPENING Recall sentence structure.
- METHOD Model one sentence on the board.
- ACTIVITY Students complete all sentences about their class.
- CHECK Written work check.
- WRAP UP Review answers.
- HOMEWORK Read sentences aloud.