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Rationale for the 'COVID-19 Accelerated Response for Education':

The world has faced an unprecedented grim situation (COVID-19) starting from the end of 2019, continuing in 2020, that has played havoc and has left bitter marks which will be etched on the memory of mankind for centuries to come.

The repercussions of this pandemic have been felt in all disciplines of life including economy, education, habits, cultural norms, health care services, etc. so severely that the world finds itself helpless. Institutes imparting education had to modify and adapt their educational services strategies to cope with the new challenges after the closure of these institutes for about 6 months in Pakistan. Under the directions of the Government of Punjab, the Curriculum & Textbook Board of the province decided to initiate an 'Accelerated Learning Program' to speed up the teaching and learning activities and to make up for the time lapse the education field has had to face due to (COVID-19).

Journey from ALP to the need-based and time-bound COVID-19 Accelerated Response for Education:

The first step in responding to the challenge of school closure due to COVID 19 was to devise an Accelerated Learning Programme for grades 1 to 8. It was deemed important to select three major subjects of study vis a vis English, Mathematics and Science and address all major and important skills and concepts within these areas of study in the most effective manner. Subsequently, it was the Herculean task to squeeze a nine-month syllabus of study into a five-month period, keeping in view skills development, conceptual understanding, horizontal and vertical alignment of the Student Learning Outcomes and a gradual but logical progression of concepts for all grade levels.

Lesson Plans as a manifestation of the Accelerated Learning Programme:

In the next step, SLOs were aligned with the material and exercises of the textbooks which ultimately culminated into the development of Lesson Plans. These lesson plans will be shared with you on a rolling basis. It is expected that these plans will act as a ready resource for teachers to achieve learning outcomes in an efficient and effective way. Along with the Lesson Plans, it was decided to develop age-appropriate and engaging worksheets that would benefit students and act as a reservoir for reinforcement of skills and concepts taught in class. Therefore, subject experts were engaged to undertake the daunting task of reshaping and reconfiguring the syllabuses for Mathematics, Science and English.

It has been ensured that the lesson plans are aligned with the level of students and the demand of the Student Learning Outcome. The focus, during this entire exercise, has also been to oversee that classroom instruction is aligned with the goals and objectives of curriculum. Every effort has been made to help foster positive attitudes among students towards learning. Yet another purpose of this exercise is to help teachers create a healthy learning environment in classrooms that is lacking due to the pandemic.

It is a known fact that proper and well thought out lesson planning serves as a checklist that guides teachers to be systematic in the effective delivery of their lessons. Equipping teachers with a systematic, cohesive and an organized breakdown of the syllabus and providing them with well-planned lessons is in a bid to help them be prepared to take on any unforeseen challenges during the process of teaching and learning. Notwithstanding, lesson plans serve as historical documents of teaching practices whereby teachers have a point of reference to look back, reorganize and update their lesson for future usage.

Moreover, well thought out lesson plans help teachers to address challenges during lessons and employ pedagogies that enhance and consolidate learning. Not only this, but a good lesson plan minimizes the negative effects of learning on students, in case of teacher absence, as a cover teacher can deliver the lesson using the guidelines elaborated upon in the plan. Just like every good game needs a plan to win, similarly, every teacher needs a good plan to achieve lesson objectives. Last but not the least lesson planning prevents the over-reliance on textbooks, as direct and the only material for teaching.
The newly developed lesson plans are a highly effective, contextualised and easy to use resource that will serve as a practical tool for public sector teachers. It is hoped that teachers find the lesson plans highly useful, productive and that they are able to experience visible outcome-oriented learning that is concrete and enduring. Also, these plans are based on collaborative, interactive, and inquiry-based methodologies and approaches to make the classroom learning more effective, vibrant and engaging. Based on low cost, no cost material, these lesson plans can be applied with little effort and gain a lot of benefit for both teachers and students in terms of learning and conceptual understanding.

The primary focus of the 'COVID-19 Accelerated Response for Education' has not only been on developing lesson plans that address Student Learning Outcomes and allow teachers to help students discover concepts, it has been ensured that plans are sequentially sub-divided in three major domains:
- Teaching
- Assessment
- Reinforcement

To ensure that the plan is executed in the best possible manner and that both teachers and learners get the most out of the plans, it is suggested that time to each domain is allocated in the following percentage while delivering them:
- Teaching 75%
- Assessment 15%
- Reinforcement 10%

**An emphasis on bolstering concepts and skills through Worksheets:**
Further to the above, worksheets have also been prepared to supplement and complement all SLOs mentioned in the textbook. Like the lesson plans, the worksheets will also be shared with you on a rolling basis. Each worksheet provides practice and strengthens conceptual clarity. Moreover, these worksheets are aimed at keeping the students engaged in positive and productive activities while at home.

**Gaining the most out of the Worksheets:**
As mentioned above, the purpose of the worksheets is to consolidate and clarify concepts, but they can also be used as:
- Assessment for learning
- Additional resource to be used in class
- Sample activities for teachers to replicate and devise their own worksheets on similar line.

**Tips for Teachers:**
To optimize these developed lesson plans, it is advisable for teachers to:
- go through and comprehend the relevant lesson plan well (Read and understand the text at least twice)
- keep the relevant textbook with you when going through the plan
- read and comprehend the relevant chapter
- make notes if required
- ensure the availability of mentioned resources
- highlight the SLO’s, progression of activities, stages, transitions, and key points
- visualize your actual classroom, space, seating plan and challenges
- foresee the organization of group, pair or individual work
- play the role of facilitator, leader and manager
- try your best to execute the lesson plan in its true spirit
- ensure proper time management
- adapt activity, if it is unavoidable
Use teacher's discretion in implementation of the lesson i.e. if you feel that a concept needs more time, you may extend the lesson to the next period.

Wrap up the lesson with good spirit leaving a positive message.

**Components of Lesson Plans:**
Common elements in plans for lessons or units of study are a title/topic/problem, identification of Student Learning Outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, a list of materials to be used and assessment strategies.

**Choosing the Topic:** You can choose a topic from the textbook, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environment.

**Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The national curriculum has identified the Student Learning Outcomes to be achieved for each topic (if you do not have access to the National Curriculum document for the subject you are teaching you could develop SLOs yourself). Identifying the Student Learning Outcomes helps you to clarify the knowledge, skills and attitudes/values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).

**Development: Learning Activities:**

**Introductory Activities:**
Introductory activities are designed to introduce the topic, a sub-topic or to establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/theme/problem to be studied. Introductory activities can include and arrangement of pictures and other times that stimulate interest and questions. It may be based on the teacher posing questions, stating a problem or a dilemma, reading a poem or story, or inviting a guest speaker.

**Developmental Activities:**
Developmental activities should grow out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to realize the Student Learning Outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. They should flow from data gathering or intake activities to data organizing activities, to demonstrative or applicative activities, and move on to creative and expressive activities. Data gathering or intake activities provide the needed input to handle questions and hypotheses. Organizing activities helps structure and summarize information. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.

**Concluding Activities:**
Concluding activities are activities that serve to consolidate, summarize, or facilitate students' application of knowledge and skills to a new situation. They are generally related to the main idea of the lesson.

**Material Resources:**
A key part of planning is to ensure the resources required to impart the lesson effectively. Resources are planned, identified, developed, or adapted for both teachers and students.

**Assessment of Learning:** Assessment strategies tell us how well or to what extent the student learning outcomes have been achieved. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen Learning Outcomes. Some of these will be prepared as part of the learning activities, for example, the drawing and labelling of a map, the checklist for evaluating a discussion, the final written report. Other tools such as tests can be prepared ahead of time as well.
Assessment/Evaluation:

This section focuses on ensuring that your students have arrived at their intended destination. Teachers need to gather some evidence that they did.

A teacher, at this stage, should ask herself/himself:

- 'How will I evaluate Student Learning Outcomes that were identified?'
- 'What mode of assessment will give me the most accurate and clear picture of my students' learning and progress?'
- 'What gaps have I identified in learning that need to be rethought, and reassessed?'
- 'How can I make my assessment of students reliable and valid?'
LESSON

1

Naming Words

40 Minutes/Period 1

Students’ Learning Outcomes

- Point out/name some common objects in a picture or a photograph.
- Say one or more sentences about them.
- Recall and match common naming words with pictures from immediate environment.

Information for Teachers

- A lot of English words are used in Urdu and other languages. Many languages ‘borrow words” from English. Urdu and our local languages also borrow words from English. Some such words are in the word bank below:

  - glass, light, line, cup, pin, table, TV (television), radio, brush, paste, boots, book, copy, pen, pencil, colour pencil, type, bulb, cup, cake, chocolate, shirt, frock, coat, pants, cap, hat, mat, plate, computer, fridge, air conditioner (AC), burger, cycle, tyre, chalk, stool, horn, rubber, sharpener, basket, bat, ball, toffee, bun, jam, jelly, chips, biscuits

- You can make the lesson interesting by bringing real objects to the class to show to the students. You can also show them pictures but the students will be more engaged if you bring real objects in the class such as toys, fruits and vegetables etc.

- Remember that the students are learning a new language and do not know new words or the correct pronunciation. Gently correct them if they make a mistake. Do not snub them. Gently repeat the correct word so that student may learn without feeling embarrassed.

- Remember that English pronunciation is tricky. Help students with pronunciation when you teach diagraphs and trigraphs and vowel/consonant sounds. Remind them about these when you teach new words.
Board, charts with different activities, flashcards, pictures (from old magazines / newspapers, storybooks or textbook) real objects such as plastic animals, cars and other toys, fruits, vegetables, etc.

**Introduction**

- Tell the class they will be naming some things in English. Tell them not to worry as they already know and use a lot of English words without knowing it.
- Write ‘common English words’ on the board and ask the students to add some more examples.
- Help the students by giving a few examples if needed.
- You can show them some objects (common objects such as pen, pencil, copy, rubber, table, or point to common objects such as light etc.) or write the names of common English words used daily on the board such as book, pen, cake, line, glass, car etc. (take help from the word bank given in ‘information for teachers’).
- Take ideas from students and help them where needed.

**Development**

**Activity 1**

- Bring some pictures to class from an old magazine or newspaper (you can make flashcards or a cart with the pictures). You can also show them some pictures from the textbook. You can also ask students to bring pictures (if they can).
- Ask them to name some objects from the picture. Point at some objects in the picture and ask the students: What is this?
- Encourage students to answer in complete sentences. For example: This is a cup. This is a cat.
- Gently correct students if they give the wrong answer. Correct their pronunciation errors, if and when required.
- Show the things in the surroundings to the students in the classroom or in the school. Ask the students to look around and tell the name of things they see from their surroundings such as tree, bird, chair, shirt, sky, etc.

**Activity 2**
Activity 3

- Ask the names of these things. Students may tell the names in their mother tongue. Do not correct them first. Then tell the names in English. Repeat the names many times.
- Write the names of the things on the board.
- Ask the students to read them out loud. Correct the pronunciation of students, if required.
- This activity can also be done with the help of flashcards. Prepare the picture flashcards of things whose names you want to teach to your students.
- Show a picture flashcard to the students and ask its name. If the students answer in their mother tongue, do not correct them first. Then tell the names in English. Repeat the names many times.
- Help the students where required.

Activity 4

- Prepare a worksheet with names of objects in one column and pictures in the other column. Ask the students to say the name of the object in the picture aloud and join the picture with the word. Sample worksheet is given. You can draw it on the board or give copies of the worksheet to the students.

Flashcards with names of the objects

<table>
<thead>
<tr>
<th>pencil</th>
<th>glass</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>table</td>
<td>car</td>
<td></td>
</tr>
</tbody>
</table>

Flash cards with pictures of the objects

Nouns

<table>
<thead>
<tr>
<th>flower</th>
<th>leaf</th>
<th>door</th>
</tr>
</thead>
</table>

Sample worksheet:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>flower</td>
<td><img src="image" alt="Flower" /></td>
</tr>
<tr>
<td>leaf</td>
<td><img src="image" alt="Leaf" /></td>
</tr>
<tr>
<td>door</td>
<td><img src="image" alt="Door" /></td>
</tr>
</tbody>
</table>
Dictation. Remind them about vowel sounds, (digraphs and trigraphs) when learning spelling.

Assess the students on their oral responses in different activities.

Ask the students to read aloud the words.
Correct them if they pronounce the word wrong.

Divide the class into groups of five. Give each group a picture showing different objects (taken from an old newspaper, children’s magazine or a storybook. If no picture is available, use pictures from the textbook).

Ask the students to name some objects in the picture (at least three to four).
Ask them to describe the picture or give their opinion (ناراحتی) on the things in the picture.
Move around in the class to see if the students need help.
Ask the group to come up one by one and show the picture to the class and point out the objects in the picture. Tell them to say some sentences about the objects.
All students in the group should take turns to speak.

Sum up / Conclusion

- Conclude the lesson by asking students some common naming words from English language that are used in Urdu.
- Write a few naming words on the board and ask 4-5 students to make sentences using these words.

Assessment

- Give students dictation of new words learnt during this lesson. Help them learn the spelling before you take the dictation. Remind them about vowel sounds, (digraphs and trigraphs) when learning spelling.
- Assess the students on their oral responses (ناراحتی) in different activities.
LESSON

2

Naming Words (Singular/Plural)

160 Minutes/Period 4

Students’ Learning Outcomes

- Recognize and change the number of simple naming words by adding or removing s (singular/plural).
- Differentiate between words ending with /s/ and /z/ sounds in the plural form of a word.

Information for Teachers

- Words (which in their singular form) end in the letters ‘p’, ‘t’, ‘k’, ‘f’, end with ‘s’ sound in the plural form (e.g. books, bats, walks, lips).
- Words (which in their singular form) end in the letters /b/, /d/, /g/, /v/, the voiced /th/, /l/, /m/, /n/, /ng/, /r/ or end in vowel sounds become plural end with ‘z’ sound in the plural form - regardless of English spelling (e.g. boys is pronounced as ‘boyz’, girls as ‘girlz’, legs as ‘legz’, tables as ‘tablez’, eggs as ‘eggz’).

Material / Resources

board, chalk, pencils/pens, textbook, pieces of paper with singular and plural words written on them

Introduction

- Revise the concept of naming words. Ask them to name a few single objects/things from their surroundings.
- Take some pencils/pens to class. Ask the students: “What is in my hand?” The students may answer: “Pencils”. Gently correct them if they give the wrong answer. If they answer in their mother tongue repeat the word in English.
- Now hold one pencil in your hand and ask the students: “What is this?” The students might answer: “Pencil”.
- Ask students what the difference was in their answers. They should say that the first answer included all the pencils. The second answer was about just one of them. Guide them to answer this if they
have difficulty. Confirm when they are correct.

- Ask the students the difference between pencil and pencils. Possible answers: ‘pencil’ is used for a single pencil whereas ‘pencils’ is used for more than one. Pencils end in a different sound.
- Tell them that if something is one it is called singular and if something is more than one, it is called plural.
- Tell the students that we can make some singular words plural simply by adding /s/ at the end of the word.

OR

Prepare a list of words (both singular and plural) and write it on the board. e.g.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>books</td>
</tr>
<tr>
<td>car</td>
<td>cars</td>
</tr>
<tr>
<td>table</td>
<td>tables</td>
</tr>
<tr>
<td>pen</td>
<td>pens</td>
</tr>
<tr>
<td>cup</td>
<td>cups</td>
</tr>
</tbody>
</table>

Now ask the students: “What is the difference between the spellings of each word.”

The may answer: “The words in the second list have ‘s’ written at the end.”

- Tell them that they are right. The words that have ‘s’ in the end show that a thing is more than one and the words that do not have ‘s’ in the end show the thing is only one.
- Tell them that if something is one it is called singular and if something is more than one, it is called plural.
- Tell the students that we can make some singular words plural simply by adding /s/ at the end of the word.

Activity 1

- Draw a cat on the board and write ‘cat’ under it (You can draw any other simple object e.g. flower). Draw two cats on the board and ask the class what are these? (Answer; two cats). Write ‘cats’ under it. Tell the students that we add ‘s’ for the words showing more than one object/thing.
- Now make a ball on the board and ask the students what it is (Answer: Ball) Write ‘ball’ under the picture. Now draw
Activity 2

- Write a few singular and plural words on some pieces of paper (before coming to class). Divide the class into groups and give each group a set of words. Ask them to separate plural words from singular ones.

  OR

- Divide the class into groups of four/five.
- Ask each group to find five singular and five plural words (ending with ‘s’) from their textbooks.

Activity 3

- Write a list of words on the board (Use 3-4 letter words that the students can easily read, such as: boy, toy, cat, star, car, tree, girl, shoe, bat, hat).

- Ask the students to write the words in a column. Now ask the students how they can change the word to show more than one thing / plural form. They may answer: “By adding ‘s.’” Ask them to write the plural forms ending with ‘s’, against the singular words.

Activity 4

- Ask the students what they see in the sky at night. Now ask the singular/plural of that object i.e. clouds, stars or moon. Do not snub (snub) students if they answers in their mother tongue. Repeat their answer in English. Similarly, ask about other objects. (What do you see on road? What do you see in a shop/room/kitchen etc?)

- Tell them the difference between words ending with /s/ and /z/ sounds in the plural form of a word.

- Say the following words slowly and loudly. cats /s/ and balls /z/. Ask the students to tell you the sound they can hear at the end.

- Give examples of the words (you can write down examples given under ‘information for teachers’ on the board). Read out the words aloud and ask the students to repeat after you. Continue this drilling exercise for 2 minutes.

- Make two columns on the board. Ask students to do the same.

- Give students a list of naming words and ask them to change them into plural forms using the rules. Ask them to write the words ending in /s/ and /z/ sounds separately.

<table>
<thead>
<tr>
<th>Plural ending in /s/</th>
<th>Plural ending in /z/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Make the chart of rules for plural words ending with ‘s’ and ‘z’ sounds and put it.
up on the wall. Display the chart at eye level of the students so that they may see it clearly. Ask them to copy it in their notebooks.

<table>
<thead>
<tr>
<th>Plural words</th>
<th>Plural words ending in ‘s’ sound</th>
<th>Plural words ending in ‘Z’ sound</th>
</tr>
</thead>
</table>

**Sum up / Conclusion**

- Repeat the rules for changing number of simple naming words (by adding or removing s).
- Read a few plural naming words aloud and ask the class to give singular word for them.
- Ask the class to tell the difference between words ending with /s/ and /z/ sounds in the plural form of a word.

**Assessment**

- Give students dictation of new words learnt during this lesson. Help them learn the spelling before you take the dictation.
- Assess students’ work through different written and oral activities done in class.
(Adding - s, - es)

35 Minutes/Period 1

Students’ Learning Outcomes

- Identify the number of simple naming words by adding or removing ‘s’ and ‘es’

Information for Teachers

- Most countable nouns make their plurals by adding -s to the singular, except words ending in a sibilant (such as ch, sh, zh etc.), which add ‘-es’ unless there is already an ‘e’ in the spelling such as buses, ditches, wishes, bases, garages and judges etc.

- Sibilants are sounds in which the tip, or blade, of the tongue is brought near the roof of the mouth and air is pushed past the tongue to make a hissing sound. In English s, z, sh, and zh (the sound of the s in ‘pleasure’) are sibilants.

- The spelling -es is generally pronounced like iz, but the -s ending is pronounced in two different ways: usually an s-sound after a voiceless sound (taps, cats, locks), but a z-sound if the preceding sound is voiced (tabs, cads, logs, boys, lines).

- While teaching, the teacher should also consult activities mentioned in the textbook.

Material / Resources

Writing board, marker/chalk, pictures, and chart.

Introduction

The teacher will:

- Begin the class with a smile on his/her face and say Assalam-o-Alaikum.
- Explain that noun is the name of a person, place, or thing.
- Make sure that students consult with each other to name five objects.
- Ask a few students to write at least one naming word on the writing board.
- Ask a few students to classify their expected responses of naming words into different categories such as person, place and thing.
- Explain to the students that today they are going to learn about ‘plural nouns’.

Development

Activity 1

The teacher will:

- Show the students one pencil and ask them, “What is this?” (Expected answer: pencil)
- Write “pencil” on the writing board.
Now show the students two pencils and ask them, ‘What are these?’ (Expected answer: pencils)

Write ‘pencils’ on the writing board.

Point at ‘pencil and pencils’ written on the writing board and ask the students, ‘What is the difference between the two words?’

Point out that one has an ‘s’ while the other doesn't have an ‘s’.

Explain to the students that ‘s’ tells us that there are more than one pencils.

Explain that “pencils” is a plural noun and plural nouns are used for more than one noun.

Tell them that we add ‘s’ with naming words to make it more than one.

Give more examples of regular plural nouns and write them on the writing board as singular nouns and then add an ‘s’ to make them plural.

Example:

Activity 2

The teacher will:

- Show a picture of a fox to students and ask them, ‘How many foxes are there? The students will say ‘one’.
- Write ‘fox’ on the writing board.
- Now show a picture of two foxes to students and ask them, ‘How many foxes are there? The students will say ‘two’.

- Write ‘foxes’ on the writing board.
- Point at ‘fox and foxes’ written on writing board and ask students, ‘What is the difference between the two words?’
- Point out that one word has ‘s’ while the other has ‘es’.
- Explain that ‘es’ tells us that there are more than one foxes.
- Explain that ‘foxes’ is a plural noun.
- Tell that we add ‘es’ with nouns ending in ch, sh, x, z, s, ss to make them plural.
- Tell them that when we add ‘es’ with naming words then they become plural nouns.
- Draw a watch on the writing board and write ‘watch’ under it.
- Then draw more watches on the writing board and write ‘watches’ under it.

- Point at ‘watch and watches’ written on writing board and ask students, ‘What is the difference between the two words?’
- Point out that one word has an ‘es’ while the other word doesn't have ‘es’.
- Explain that ‘es’ tells us that there are more than one watches.
- Give more examples of regular nouns to students and write them on the writing board as singular noun. Then add an ‘es’ to make them plural.
### Sum up / Conclusion

**The teacher will:**
- Say, “So why do we usually add the letter ‘s’ or ‘e-s’ to some words?”
- Expected answer: To make it more than one.
- Tell the students that adding ‘s’ or ‘es’ at the end of a naming word makes it plural.

### Assessment

**The teacher will:**
- Display the following chart on the writing board and ask students to add correct ending letter(s) to the word(s) in order to make them plural.
### Students’ Learning Outcomes
- Identify and use more common action words

### Information for Teachers
- Action words are verbs that specifically describe what the subject of a sentence is doing. This type of verb carries a great deal of information in a sentence and serves to complete the sentence (remember that all sentences need a subject and a verb).
- In English, verbs are the only kind of words that change to show past or present tense.
- The teacher must teach the action words with total physical response (TPR) method.
- Charades is a game that involves acting out words or phrases written on a piece of paper. The objective is to get your team to guess the answer using gestures alone; when a player is acting out the word or phrase, they aren’t allowed to talk!
- Consult textbook where and when required.

### Material / Resources
- Writing board, marker/chalk, pictures, and chart.

### Introduction
**The teacher will:**
- Begin the class by saying Assalam-o-Alaikum and ensure that the students respond to the greetings properly.
- Ask students to think about their favorite thing to do and tell them not to say anything because this is going to be a small game of charades.
- Put students into A-B partnerships/pairs and instruct 'Partner A' to silently act out his/her favourite activity while 'Partner B' tries to guess.
- Have students switch roles as 'Partner B' acts and 'Partner A' figures out the favourite activity.
- Explain to students that they just acted out their favourite thing to do, which is an action.
- Ask the students: what does 'action' mean?
- Explain that action means what we perform/do.
- Doing something is called an action.
Activity 1

The teacher will:
- Ask students to open their textbooks at page 15 (Edition 2018-19).
- Ask students to have a look at the pictures given in the book and identify what is happening in the pictures.
- Don’t discourage students if they can’t respond in English. Ask them to feel free while responding and ask students to identify the correct English word to be used for that particular action.
- Pronounce action word aloud in the classroom with demonstration. For example, while saying aloud the verb “cooking” on the textbook, demonstrate the action of cooking.
- Involve students actively in the activity by inviting some of them to perform actions in front of the class as shown in pictures.

Activity 2

The teacher will:
- Write the following verbs on the writing board.
  swimming, jumping, eating, flying, talking
- Ask students to use action words in the sentences of their own.
- Ask students to write these sentences in their notebooks.
- During the activity, move around in the classroom to facilitate students to perform better.

Sum up / Conclusion

The teacher will:
- Tell students that they are going to play a game where they will act out words, he/she says.
- Say 'jump' and the students will do the action.
- Now say, 'sit' and the students will act out the said word.
- Repeat the activity by saying 'drink, clap, run and yawn'.
- Encourage students to further the game by contributing words of their own.
- Tell students that the words that they just acted out are called verbs.

Assessment

The teacher will:
- Informally assess students' abilities during these activities whether they have learnt to identify and use some common action words.
Students’ Learning Outcomes

- Read common naming and action words and match them with pictures.
- Show a series of actions in a picture by writing action verbs.
- Identify and use more common action words.

Information for Teachers

- Action words are also called verbs, but now they are referred to as ‘action words’ as that makes their purpose clear.

Material / Resources

board, chart paper with different activities, flashcards, texts/other print resource

Introduction

- Model some simple actions and ask students to guess what you are doing: walking, laughing, crying, singing, jumping, clapping, reading, speaking, sitting. Encourage students to answer in full sentences: you are walking.

Development

- Don’t make any sound when you do this. Make your actions exaggerated so that students may easily guess.
- Write the words on the board as students say them.
- Ask the students: “What are these words I have written on the board?” The students may answer: “Action words.”
- Revise the concept of action words by asking: what are action words?
- Appreciate the students if they give the right answer. Gently correct the students if they are wrong.
- Ask the students to write the words in their copies.

Activity 1

- Tell the class that they will be singing a poem with you.
- Sing the following poem aloud and ask the children to repeat after you. Sing the poem and act out the different action words. Sing it to the tune that you like. Remember you have to sing it, just reading it will be uninteresting.
• Ask children to stand up and do the actions with you.

This is the way we go to school
This is the way we go to school, go to school, go to school,
This is the way we go to school, so early in the morning
This is the way we brush our teeth, brush our teeth, brush our teeth,
This is the way we brush our teeth, early in the morning
So early Friday morning, so early in the morning
This is the way we wash our face, wash our face, wash our face, This is the way we wash our face, so early in morning
This is the way we have our breakfast, have our breakfast, have our breakfast,
This is the way we have our breakfast, so early in the morning
This is the way we read a book, read a book, read a book,
This is the way we read a book, early in the morning.
This is the way we go to school, go to school, go to school,
This is the way we go to school, so early in the morning.

Activity 2
• Divide the class into groups. Give each group a picture (taken from a book, newspaper, or an old magazine. You can also choose a picture from the textbook. Choose a picture that shows a lot of actions happening.

● Ask the students to use action words to discuss what is happening in the pictures.

● Ask the students to write action words for each picture.

Activity 3
• Divide the class into four/five groups. Give each student a set of picture flash cards showing action words and naming words (you can make picture flash cards by pasting pictures cutout from old magazines, newspaper, books etc).

• Give them another set of flashcards with the words (verbs and nouns shown in picture cards) written on them.

• Ask them to match the words with the picture cards.

Or

• Divide the class into pairs. Give them a picture each. You can select the picture from the textbook or a storybook.

• Select a picture that shows some action verbs and some nouns as well. You can take a picture from a newspaper, storybook or a textbook.

• Ask the students to put the chits of words next to the action word/naming word.

• Monitor and check the students work.
Sum up / Conclusion

- Encourage students to use action words by asking the following questions:
  What do you do in the morning, afternoon, evening and night?
  What do you do at different times of the year: Holidays, Eid Holidays, Summer Holidays, etc.

Assessment

- Ask the students to circle the verb and underline the nouns in the following sentences:
  - Ali plays in the ground with his friend.
  - Shut the door.
  - Maria eats butter and jam.
  - Hamad’s teacher gives him homework.
  - Sofia is sleeping.

Note: The exercise is solved to help the teachers. The bold words are verbs. The words underlined are nouns.
**Words Showing Position: Prepositions**

**Students’ Learning Outcomes**
- Recognize (کیوان) words showing position e.g. *up/down*, *here/there* (preposition of location).

**Information for Teachers**
- A preposition is a word that shows the relationship between things in time and space. Prepositions of place/location simply tell the location of a thing (noun) or describe where an action is taking place. Encourage (خوشای) the students to use the prepositions in routine (محم) classroom situations.
- Consult textbook at all steps where and when applicable.

**Material / Resources**
- board, flashcards, pictures, toys or little balls of newspaper/wastepaper

**Introduction**
- Ask the students, “what is the difference between these sayings?”
  1. The ball is on the box.
  2. The ball is in the box.
  3. The ball is under the box.

You can make simple drawings on the board or bring an empty box and a ball (if you don’t have a ball, scrunch 5-6 papers together to make a ball.
- Tell them that words such as ‘in’ ‘on’ and ‘under’ show the ‘position’ (کیوان) of the person or a thing that is why they are called *prepositions.*

**Development**

**Activity 1**

**Use of preposition:** Bring an empty (نال) box to class.
- Collect (نال) different things from the students such as pencils, scales, eraser, books copies, pencil box etc. Put them in the box. Now ask the students what you were doing.
- Focus (نال) on the words ‘in’. Try putting things in different positions, such as under the box, on the box, behind the box, in front of the box to
Activity 2

Use of preposition on/under

- Make the meaning of the prepositions ‘on’ and ‘under’ clear by this ‘Show and Tell’ activity.
- Sit on the chair and put something such as pen, book, rubber or ball under the chair.
- Say: ‘I am sitting on a chair’, ‘The ball is under the chair’.
- Note: you may use any object easily available such as pen, pencil, rubber, book, toy etc instead of ball.
- Ask them questions such as:
  - Do cows sit on a tree or under a tree?
  - Do you sleep on a bed or under it?
  - Do you put your books on the table or under it?

Activity 3

- Give some simple instructions to the students such as:
  - Put your hands on your head.
  - Put your hands up.
  - Put your hands on your waist.
  - Take your tongue out of your mouth.
  - Put your book in your bag.
  - Put your pencil under your chair.
  - Put your pencil in your bag.

Activity 4

- Ask two students from the class to come up next to you and have the other student stand at the back of the class, away from you. Point to the student standing next to you and say:
  - This is Ali / Amna (you can say the students’ name)
  - Point to the student standing away from you and say: That is Hassan/Sara (you can say the students’ name)
  - Tell them: ‘This’ is used for people or things near you and ‘that’ is used for people and things away from you.
  - Point towards a student and say: Come here.
  - Point towards any corner of the class and say: who is sitting there?
  - Now ask the more questions to make the concept of here and there clear to them.
  
  For example: where is your book? Where is the teachers table? etc.

Activity 5

- Ask the students the following questions:
  - What is up there? (Pointing towards the ceiling)
  
  Ceiling, roof, lizard, sky, clouds, sun and birds
– What can you see up in the sky?
   Birds, clouds, sun, moon, stars and aeroplanes.
– What is up on your head?
   Hair, forehead, scarf, cap, hat and dupatta (dupatta).
– What has fallen down? (crumple some papers and throw them on the floor at different places, cloth or pencil)
   Any answer according to the situation will be accepted.
– Look down, what can you see?
   Shoes, socks, floor, legs, mat and insects.

- Ask the students to work in groups of 4.
- Make little balls by crumpling (.fold) up kite paper (kite paper) in different colours.
- You can also do this activity with common objects such as pencils, rubbers, sharpeners etc.
- Give one bit of crumpled paper, ball, pencils or rubber to one member of each group.
- Ask one member from the group to hide their ball/pencil, rubber etc somewhere.
- The other group members will guess where their group members hid their ball/pencil/rubber. For example: Under the table? On the floor? In the bag? etc.
- Ask the students the following question:
  1. What are prepositions and why are they used?
  2. Ask the students: when are the prepositions here and there used?

**Sum up / Conclusion**

- Ask the student to solve the exercise given in the textbook at the end of unit/chapter.

**Assessment**

- Use development activities to assess students’ progress. The follow up activity can also be used for this purpose.
- Give a picture from the textbooks and ask children to make sentences using preposition in, on, up, down, under to describe location of things / objects in the picture.
LESSON 7

Pronouns

70 minutes/02 periods.

Students’ Learning Outcomes

- Identify and use words showing possession e.g. my, your, his, her, our, their.

Information for Teachers

- Teach the topic alongside other parts of speech done before. Don't teach pronouns separately from naming words, action words and describing words.
- While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.

Material / Resources

Writing board, chalk/marker, duster, flash cards, textbook.

Activity 1

- Read a 5-6 sentence story to the students that would be of interest to them.
- Repeatedly use the name of the main character of the story, instead of using a pronoun.
- Ask students if it sounded strange to them; help them identify what was strange.
- If they are unable to point it out, you can tell them that we don't use the naming word again and again, but use pronouns or substitution words in its place, so we don't sound strange.

Sample story to be read out to the students:

Once there lived a caterpillar. He was a very hungry caterpillar. The caterpillar ate a nice juicy apple. Then the caterpillar ate a chocolate cake. The caterpillar also ate an ice-cream. The caterpillar was still looking for more food. The caterpillar found a little leaf. Then the caterpillar went to sleep inside the caterpillar's shell called a cocoon. When the caterpillar woke up, the caterpillar had changed into a pretty butterfly.

Teach substitution words through demonstration in the classroom. Call a student in front of the class. Say 'I am Ali' (or your name) ' pointing to yourself. Say 'You are Uzma' (or the student's name) ' pointing to the student. Tell the students that 'I' is used for the person who is speaking.
'You' is used for the person speaking to. Now ask each student to tell his/her name using 'I' and then he/she should tell your name, using 'You'.

- Form pairs. The student will say 'I' pointing to him/herself and say 'You' pointing to the student he/she is speaking to. Practise till all the students understand the use of 'I' and 'You'.

- Now teach 'We' and 'You' in the same way. Tell the students that 'We' is used for more than one person. 'You' is used for the persons being spoken to. 'You' is the same for both singular and plural persons being spoken to. Form groups. One group of students will say 'We' pointing to themselves and say 'You' pointing to the group of students they are speaking to. Practise till all the students understand the use of 'We' and 'You'.

Activity 2

- Point to the table and say, “This is a table. It is made of wood.” Point to the picture of a goat and say, “This is a goat. It has four legs.” Tell the students that 'It' is used for non-living things and animals.

- Use flashcards to repeat the use of pronouns.

Activity 3

- Teach words showing possession (*my, your, his, her, our, their*) by demonstrating with the help of the following sentences:
  - I am Ahmad. This is my book. (point to yourself).
  - You are Ali. This is your book. (point to you).
  - He is Aslam. This is his book. (point to a boy you are speaking of).
  - She is Salma. This is her book. (point to a girl you are speaking of).
  - We are students. It is our room. (point to yourselves).
  - They are students. This is their school. (point to the boys or girls you are speaking of).

  The words indicate possession.

  - This activity can also be done with the help of flashcards. Prepare word flashcards with possession words. Prepare picture flashcards showing possession. For example:
    1. A boy having a book in his hand and pointing to himself will have the word 'my'. Ask the students to put word flashcard 'my' with the picture.
    2. In the same way, prepare flashcards and do the activity with your, his, her, our, and their.

- Teach substitution words me, you, him, her, us, them by demonstrating with the help of the following sentences:
  - I am Ahmad. Give me a cup of tea. (point to yourself).
  - You are Ali. This cup of tea is for you. (point to the person you are speaking to).
  - He is Aslam. Give him a cup of tea. (point to a boy you are speaking of). She is Salma. Give her a cup of tea. (point to a girl you are speaking of).
We are students. Give us cups of tea. (point to yourselves).
They are students. Give them cups of tea. (point to the boys or girls you are speaking of).

**Note for teacher:** The words indicate in the beginning of the sentence are subjective case of pronoun. They are used as the subject of the sentence. The italic words in the sentences are the objective case of pronouns. They are used as the object in the sentence. Ask the students to use objective case of pronoun following the given examples.

- Select a text with names and substitution words. Ask the students to underline substitution words used in the text.
- Select another text having names and substitution words. Remove substitution words and ask the students to use appropriate substitution words in the blanks. Do this activity orally first or ask students to do it in groups.
- Repeat with another text, this time asking to fill in the blanks on their own.

**Assessment**

- Give students a text with some blanks. Ask students to fill the text using pronouns.
- Teacher is also required to involve the student in solving the exercise at end of unit/chapter.

**Sum up / Conclusion**

- Tell the Students that:
  - I, you, me, he, she, they are pronouns.
  - My, your, his, her, our, they show possession.
**Students’ Learning Outcomes**

- Identify and use words showing possession e.g. *my, your, his, her, our, their*.

**Information for Teachers**

- The words showing possession are called possessive pronouns. They are: *my, your, his, her, its, our, their*.
- Linking concept: Recap pronouns before introducing possessive pronouns: *my (I), your (you), his (he), her (she), its (it), our (we), their (they)*.
- ‘Its’ is used for neuter. For example: The dog shook its leg. The train blew its whistle.
- Pronoun ‘its’ is often confused with it’s (contraction of it + is).

**Material / Resources**

- board, chalk/marker, duster, textbook

**Introduction**

- Recap basic pronouns: Ahmed ---------- he Sana ----------- she Sana & Ali-------- they you & I -------- we cat ---------------- it me-------------- I
- Teach words showing possession (*my, your, his, her, our, their*) by demonstrating with the help of the following sentences:
  - I am a teacher. This is *my* book. (Point to yourself.)
  - You are Ali. This is *your* book. (Point to the person you are speaking to.)
  - He is Aslam. This is *his* book. (Point to a boy you are speaking of.)
  - She is Salma. This is *her* book. (Point to a girl you are speaking of.)
  - We are Pakistani. This is *our* country (Point towards yourself and the class.)
  - They are students. This is *their* school. (Point to the boys or girls you are speaking of.)
Draw a cat on the board and say: This is a cat. This is its tail (point towards the cat’s tail).

Note: The underlined words show possession.

### Development

#### Activity 1
- Give the class the following written activity to do in their notebooks or prepare a worksheet.
- Match the pronoun with the possessive pronoun.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>their</td>
</tr>
<tr>
<td>she</td>
<td>his</td>
</tr>
<tr>
<td>he</td>
<td>its</td>
</tr>
<tr>
<td>they</td>
<td>her</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
</tr>
<tr>
<td>it</td>
<td>my</td>
</tr>
</tbody>
</table>

#### Activity 2
- Divide the students into groups of 4-5.
- Give each group one possessive pronoun (select from the box given below) and then randomly give pictures of different objects e.g. car, home, bag, etc.

  - my, his, her, your, their, our

- Ask them to make sentences using the given pronouns and pictures. This is their house. This is your bag, etc.
- Ask them to share these sentences with the whole class.

#### Activity 3
- Divide the students into groups of 4-5.
- Ask them to fill in the blanks using the word bank. (See worksheet at the end of the lesson.)

#### Sum up / Conclusion
- Ask the students:
  - What are possessive pronouns? Give some examples and use them in sentences.
  - Write a few pronouns on the board e.g. me, she, we, it and ask students which possessive pronouns is used with each e.g. me (my).
- Conclude the lesson by repeating all the main points.

#### Assessment
- Write the following sentences on the board and ask the students to choose the right word to fill in the blanks.
1. I wash ______ hands before lunch.
2. She reads ______ book.
3. Ali helps ______ father.
4. Sara and Huma clean ______ room.
5. Please give me ______ phone number.
**Lesson 9**

**Digraphs and Trigraphs**

40 Minutes/Periods 1

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**Students’ Learning Outcomes**

- Articulate and identify words containing digraphs and trigraphs in initial, middle and final position.

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**Information for Teachers**

This lesson will focus on trigraphs in initial, middle and final position.

- **Trigraphs** i.e., a chain of three letters that are used together and make one sound e.g. ‘ain’ in paint, faint, etc.
- As students become familiar with the word strings, they will learn to spell (این) and pronounce.
- While teaching the lesson, the teacher should also consult the textbook where applicable.

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**Material / Resources**

Pictures/flashcards trigraph words (you may get prints of the attached pictures or make on them, chart papers to display in class), coloured chalks/markers to highlight the digraphs/trigraphs in words written on the board,

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**Introduction**

- Write down the following words on the board.
  Phone, fish, fight, three, shell
- Ask them to find out the letters that are friends and having a same sound in the word.
- After taking their feedback underline these letters.
- After that, ask them to tell what do we call letters having the same sound in the same word.
- Tell them briefly about trigraphs (as refer in information for teacher).
- Ask them to add more words in the given trigraphs.
- Check their pronunciation and spelling.

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**Development**

**Activity 1**

- Write the following trigraphs on the board in the columns.
Now ask students to think of words that have a particular trigraph ‘dge’.

Repeat this activity with other trigraphs as well.

After that, discuss the position of each trigraph in the given words on the board.

Ask them to sort out trigraph in initial, middle, and final positions in the given words.

Hold a competition by dividing the class in two groups.

Ask the students to suggest three words that would go under the headings in each of the columns on the blackboard.

Let the groups take turns, scoring one point for each correct answer.

The team that gives more correct answers will be the winner.

Students must copy the complete table of words in their notebooks.

### Assessment

- Choose a paragraph from the textbook.
- Ask the students to point out two digraphs and two trigraphs in the paragraph.
- Continue to point out digraphs and trigraphs to students when such words come up in other subjects too.
- Involve the students in solving problems given in exercise at the end of unit/chapter.

### Follow up

- Ask students to use the digraphs (2 letters) and trigraphs (3 letters) to write ten words and draw pictures of them.