

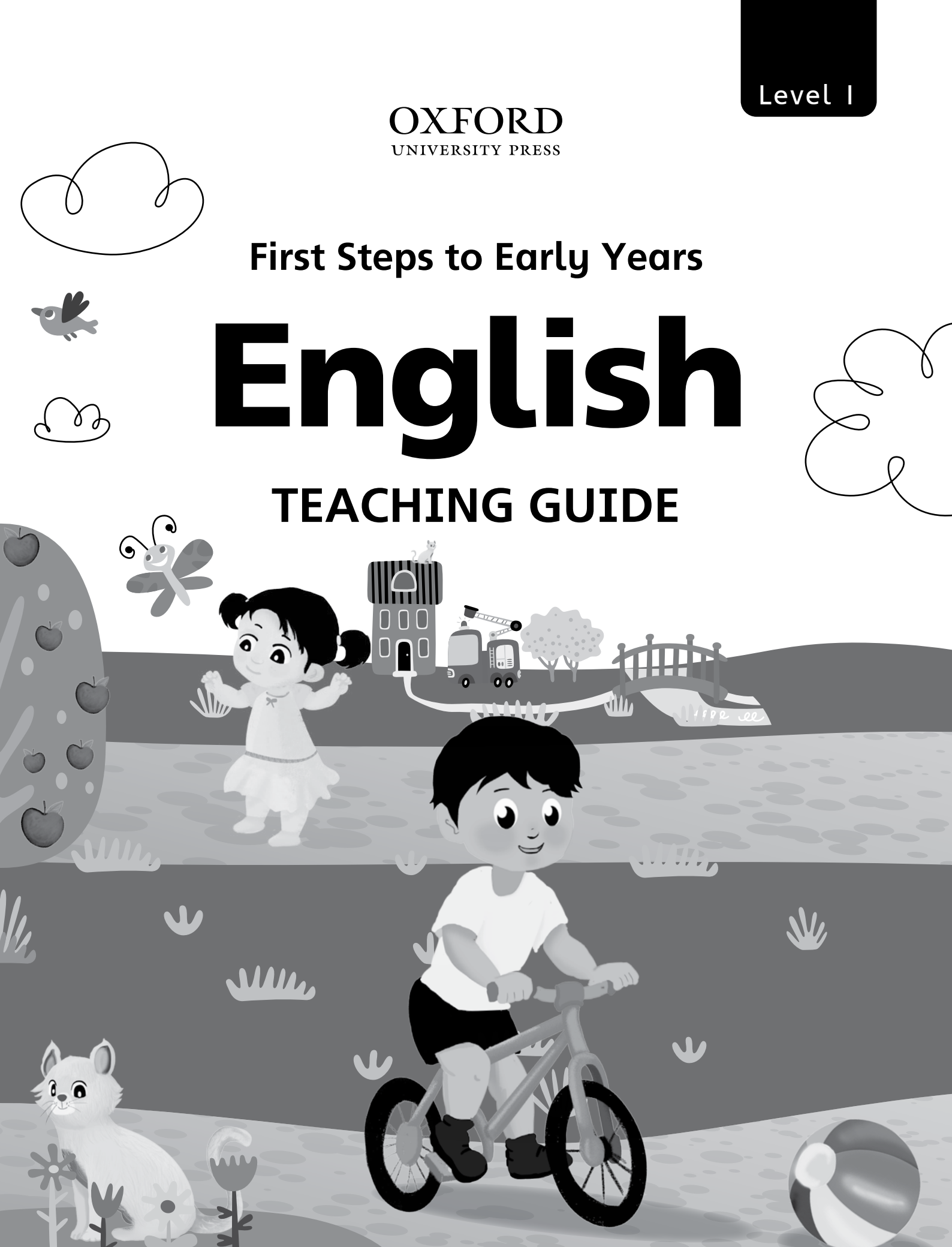
Level 1

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First Steps to Early Years

English

TEACHING GUIDE



Introduction

Introduction to the Series

First Steps to Early Years series covers the fundamental aspects of early years learning driven progressively by a range of learning outcomes for young children according to their diverse interest and learning styles. The books in this series follow a holistic learning approach focusing on key learning areas such as: language development, key mathematical concepts, personal, social and emotional development, creative arts, physical development, health, hygiene and safety, and the world around us. They emphasise on the development of the children's knowledge and understanding of the environment, along with their imagination, helping them effectively engage and communicate by using language in creative ways. The books aim to help make the transition to the primary levels easy for the young learners.

Introduction to the Book

First Steps to Early Years' Book contains a wide variety of activities suitable for Pre-Nursery children. The engaging activities encompass and work on all four skills: listening, speaking, reading, and writing. The book primarily focuses on introducing the English Language via phonic-based programmes. The book houses several thought-provoking tasks, which are designed keeping in mind the age and cognitive development of the young learners. The skills are focused on hand-eye coordination and comprehension of spoken tasks via several games and activities.

Structure of the Teaching Guide

First Steps to Early Years' Teaching Guide serves as a holistic guide by providing wide-ranging planning of each unit. The aim of the teaching guides is to make the job of teachers easier. The Teaching Guide also helps the teachers in setting up their classrooms, maintaining vocabulary walls/soft boards, creating and maintaining resources (such as flash cards). Teaching guides also contain stories for wordless stories, so the teachers will not have to spend time coming up with different story ideas. The Guide contains exercises which can be used for the introduction and reinforcement of concepts.

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Health, Nutrition, and Safety Checklist

This checklist provides a guidance for teachers and school administrators to set up an ideal environment for young learners. Following the checklist at the beginning of the year can make one well prepared for the entire academic session as well as keep the educators well-informed about their students. The checklist can be adapted as per the need and requirements of the school/ individual.

Health

- Ask ahead about any specific allergy that any child may have.
- Check students' record files for any medical issues or history mentioned.
- Develop a students' profile for all children to observe their needs and requirements.
- Classroom is well-lit, however, there should be some source of natural light coming in.
- Classroom is properly ventilated or has adequate sources of air.
- Classroom's temperature is suited for toddlers – not too warm or too cold.
- Classroom is cleaned every day; and ensure that it is dust and germ-free.
- Classroom is not located in or around a noisy area.
- Classroom is situated at the ground floor, to avoid any hazards.
- Fixed dispensers of hand sanitizers should be accessible to the children.
- No hot beverages to be allowed in class.
- Waste paper baskets are covered, and garbage bags changed every day.
- Children wash their hands after eating, playing outside, and after using the washroom, etc.
- Teachers and staff who spend time with the children must maintain a healthy and clean attire.
- Ensure toilets and washrooms are always clean and equipped with all cleaning materials, for example, hand wash and disposable wipes.
- Liquid soaps to be used instead of soap bars.
- Paper towels are present in the washrooms at all times.
- Classes are insect-free – ensure that pest control is carried out before the session begins.

- A sick room with a trained nurse and nanny is present on the premises.
- The sick room is clean and equipped with a bed, spare sets of clothes, separate washroom, medical first aid equipment, etc.
- Immunisation records are taken from the parents.
- Sand pits (if present) are regularly cleaned.
- Adequate physical activities are part of the school routine.
- Create awareness of good touch and bad touch regularly.
- Nails are trimmed and clean, hair is free of lice, the clothes and undergarments are clean.
- Children are getting proper amount of sleep.
- Children have healthy relationships with their parents.
- Grab bars in washrooms.

Nutrition

- Weekly meal plan is shared with parents – the food should be easily available.
- Children’s preferences and cultural backgrounds are also included in the meal plans.
- Weekly meal plan has a balanced diet – fruit, vegetable, milk, protein, and carbs are present.
- Junk/fried and processed food are not allowed.
- Portion size of food is according to the child’s needs.
- Food is cut up into pieces to avoid choking.
- Lunch/snack time is scheduled at a suitable time.
- Appropriate snacks and water are available in case any child gets hungry or if they do not prefer the lunch they have.
- Water breaks during class to ensure proper water intake.
- Drinking water is at an adequate temperature, so the children are not drinking cold water.
- Awareness sessions for parents on healthy nutrition for their children.
- Discourage excess sugar/salt intake and sugary drinks.
- Children do not bring betel nuts (*chalia*), etc.
- Emphasise on the importance of having breakfast regularly.
- The food that the children have is in edible condition (not expired).

Safety

- First aid kit is present in class and the smoke/fire alarm is in working condition.
- Low-rise furniture with rounded corners is present in class.
- No nails are protruding out of the furniture.
- Classroom's floor is carpeted.
- Power sockets are out of reach of the children.
- Electricity cables are secured properly and are covered.
- Windows have childproof locks and are out of reach of the children.
- Lunch area is separate from class area and is covered with plastic spread.
- Children have aprons on while eating and during art activities.
- Children use round-tipped safety scissors with adult supervision.
- Adults (support/cleaning staff) are present in the bathrooms for cleaning, assistance, and monitoring the children.
- Parents' contact information is up-to-date in case of emergencies.
- Exit plans are pasted on the classroom door.
- Safe practices are displayed as a poster and discussed in class.
- Dispersal time is well organised and teachers are on duty.
- Fire drills and evacuation drills are carried out on a regular basis.
- Playground is child-friendly, safe, and garbage free.
- The child feels safe to approach you, talk about incidents, and share their feelings.

Setting Up The Classroom

Vocabulary Wall

The vocabulary words should be chosen from within the book. The teacher may write high frequency words for each topic on pieces of construction paper and pin them on a soft board. The teacher is requested to update the vocabulary wall for each Unit. The piece of paper should be big enough to contain words in big letters. Teachers are requested to ensure that the height of the vocabulary pasted should be as per the average height of the children in class. The words must be visible and readable to every student.

Note: Teachers may use masking tape/paper tape for pasting purposes.

- **Soft Board**

If teachers do not want to paste vocabulary words on the wall, then they may use a soft board and pin up the words and pictorial references on it. They may update the soft board weekly or as per the current topic.

- **Stories and Rhyming**

The pictorial stories will be added, for topics present on pages 45–46. The choice is up to the teachers, if they want to conduct the lesson as per the suggested story in the Teaching Guide or build a story on their own.

There are quite a few rhymes present in the book. The teacher may sing the rhyme along with the children and encourage them to act as per the rhymes as well. This can be an engaging way for the children to learn new vocabulary words in a fun and easy manner.

- **Seating Plan**

If you have circular tables for children to sit, then make sure that each table has four to five children seated. If you have squared tables, then place four tables together, forming a square. This will encourage the children to bond together and work in groups.

• **Creating Learning Corners (Goshay)**

As per the Single National Curriculum, children need opportunities to explore their surroundings. Designated areas or learning corners can be used for specific activities and storage of classroom equipment for an effective learning environment. This also inculcates the habit of organisation and establishes discipline in the child from a young age. Learning corners encourage children to work independently and in a natural manner.

Learning corners need to be separated from each other. It is also advised to place low shelves or big cartons (so a toddler may reach its contents). The corners may store: books, toys, flashcards, etc.

- **Language Corner:** This corner should be equipped with material related to increasing vocabulary and learning reading skills.
- **Library Corner:** This corner should be set up to promote the reading habit and to learn how to care for and value books.
- **Art Corner:** This corner provides children with opportunities for creative expression.
- **Math Corner:** Appropriate materials for the Math corner include objects that will help children grasp the basic Math concepts of size, shape, width, classification and number, through direct experimentation.
- **General Knowledge (Science) Corner:** This corner should provide children with opportunities for observation and experimentation to understand the world around them.
- **Home Corner:** The home corner should reflect the cultural background of the children with items such as various kitchen utensils, clothes, small furniture, and dolls. It can also later be transformed from a kitchen into a shop, clinic, or an office.

The Learning Corners should be organised with Key Learning Areas and Expected Learning Outcomes, so that the children can experiment with concepts and skills that have been introduced by the teacher.

Daily Routine

Young children need the comfort and security of a daily routine. A daily routine provides a consistent, predictable sequence of events that gives the children a sense of control over what they will be doing during the day. To make the best use of the time, create and maintain a schedule. Daily routine helps the children learn about sequence, discipline, organisation, and time limit.

Lesson Plans

There is no rigidity in terms of time limit for the following instructions. Teachers should observe and work with the flow and speed of the children. Children must be able to work independently with ease and confidence, only then is the teacher advised to move forward with the lesson. The following notes are provided as a resource material.

Making Teaching Resources

- How to maintain flash cards

Suggestions for teachers as to how they can preserve and save their flashcards (resources) for any future use. For example:

- Hard laminations: Alphabets and their pictures (for example: A a with an apple or an ant) can be laminated at the start of term and may be used throughout the academic year. If kept properly, they can be used in the next academic year as well.
- Soft laminations: Teacher may cover seating arrangement charts or vocabulary words so that they may be used for a longer period of time, with a plain plastic sheet. They can tape it with paper tape or pin it with a stapler at the back of the class room.
- How to make a mini whiteboard (DIY) ? If you do not have mini whiteboards available, you may cut white card sheets and get them hard laminated at the beginning of the school year. They will serve as mini whiteboards. One card sheet may result in at least six mini whiteboards. In this manner, you may have as many mini whiteboards as the number of children in your class.

Unit 1: Patterns and Tracing

Expected Learning Outcomes

By the end of the unit, children should be able to:

- demonstrate appropriate sitting posture to write with ease
- demonstrate correct hand position of holding a pencil
- trace patterns with a degree of accuracy
- create patterns with some degree of accuracy
- follow verbal instructions with some degree of accuracy
- develop proper pencil control

Lesson 1 (page 1)	Patterns and Tracing
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Materials required

Select any activity style, depending on the resources available:

- mini whiteboard and a dry erase marker/mini blackboard and a chalk
- student's book
- sandbox/tray
- magazine cut outs of historical and cultural places of Pakistan
- pencil

Pre-activity preparation

Keep sandboxes/trays and play dough ready.

How to hold a book?

It is extremely important for the children to know what a book is and how to treat their book.

Teach the children to:

- hold the book by its edges
- recognise the features of the book such as front and back cover, and top and bottom of a book
- recognise the title of the book
- recognise that sentences go from left to right and top to bottom of the page

As a practice, hold the book open and start reading or pointing out pictures so the children can copy you.

Inform the children that there are different kinds of books, some tell stories and others provide information regarding different things.

Introduction

What is a Pattern? Start a discussion about patterns. Inform children that a pattern is an arrangement of anything which is repeated in a way that makes sense. For example: ask 2 boys and 3 girls to come forward and stand facing the other children. First, ask the girl to stand at the right corner, then ask a boy to stand next to her, and then ask the girl to stand next to him. This would leave a girl and a boy remaining. Point to the first girl and say the word 'girl', then point to the next boy and say the word 'boy', in the same manner get to the last girl standing in the row. Then present the question, who will go next? girl or boy? It is possible that majority or all the children choose the wrong answer, which is not the point right now. The point of the activity is to understand, identify, and detect patterns and to make choices.

Ask the children if they have ever been to any old historical or cultural places, such as, Minar-e-Pakistan, Quid-e-Azam's tomb, Mohenjo Daro, etc. and ask them if they have observed and identify beautiful and unique patterns used to decorate the place.

Show the children a few pictures of the unique patterns used to decorate some historical places.

Sandbox activity: Introduce the sandbox (instructions on how to make a sandbox is given at the start of the lesson plan's section) to the children. The lines on the first page are wavy. Ask the children if they have seen anything with this shape, someone's curly hair or perhaps the waves of the sea. Demonstrate

to the children how they can make wavy lines in the sandbox as well. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern correctly. Take as much time as is necessary to ensure that the children's hand movements are correct. Keep them safe for future activities.

Class activity

Air writing – vertical: Demonstrate the actions in front of the children. The children will follow. Ask the children to put some distance between them and their classmates. Ask them to stand and stretch their hands to see that they are not touching anyone by mistake. Next point with your index finger in the air. Mimic drawing the vertical lines first, starting from the top and going down in the air and then ask them to follow your actions. Observe if all the children are able to follow instructions and draw the pattern in the air. (Follow similar instructions in horizontal manner to form a horizontal line.)

Air writing – wavy:



Demonstrate the actions in front of the children. The children will follow. Ask the children to put some distance between them and their classmates. Ask them to stand and stretch their hands to see that they are not touching anyone by mistake. Next, point with your index finger in the air. Mimic drawing the wavy lines first, starting from the top going down in the air then going up and then down again, and ask them to follow your actions. Observe if all the children are able to follow instructions and draw the pattern in the air.

Once this exercise has been done a few times, ask the children to take their seats.

Demonstrate how to sit straight, correct hand placement, and how to hold a pencil. Ask the children to sit with a straight back and their feet placed firmly on the ground so they can write easily. The children must have the proper resources available to them (mini white/blackboard).

Ask the children to be very careful and draw the first line as accurately as they can. If they require more practise, erase the previously drawn line and ask them to repeat the process.

All the while teachers are advised to observe if the children can follow instructions properly and accurately. Repeat the instructions as many times as is required for the child to understand.

Student's book activity

Ask the children to trace the patterns in their books (page 1) with the help of a pencil.

Let the children have multiple attempts till they can trace the wavy lines as well as they can.

Lesson 2 (page 2)

Patterns and Tracing

Materials required

Select any activity style, depending on the resources available:

- mini whiteboard and a dry erase marker/mini blackboard and a chalk
- student's book
- sandbox/tray
- pencil

Pre-activity preparation

Keep sandboxes/trays and paints with recycled chart papers. (Sandboxes from the previous activity can be used.)

Introduction

Patterns activity – sounds: Demonstrate the pattern of sounds. First, clap once then stamp your right foot. Ask the children to look carefully first then copy your actions. Inform the children that, for the pattern, timing is most important. Remind them to notice the pattern: clap then stamp, clap then stamp. Keep repeating this pattern till the children can do it on their own. Take a small break for 5 minutes, then repeat the exercise; this time ask the children to start and you can join in after observing carefully which child is not able to follow the exercise properly.

Class activities

Sandbox activity: Introduce the sandbox to the children. The lines on the second page are diagonal. Ask the children if they have seen anything with this pattern, on someone's bag or any wall. Demonstrate to the children how they can make diagonal lines to show rain. Draw diagonal lines on the white/blackboard and help the children draw diagonal lines in the sandbox as well. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern correctly. Take as much time as is necessary to ensure that the children's hand movements are correct.

Student's book activity

Ask the children to trace the patterns in their books (page 2) with the help of a pencil.

Let the children have multiple attempts till they can trace the diagonal lines as well as they can.

Lesson 3 (page 3)

Patterns and Tracing

Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- pencil

Pre-activity preparation

Keep sandboxes/trays (sandboxes from the first activity can be used) ready.

Review: What is a pattern? Revise the concept of patterns with the children.

Class activity

Sandbox activity: Re-introduce the sandbox to the children. The lines on the third page are straight and curved. Ask the children if they have seen anything with this pattern, on someone's bag or any wall. Demonstrate to the children

how they can make straight and curved lines to show any path. Draw diagonal lines on the white/blackboard and help the children draw straight and curved lines in the sandbox as well. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern correctly. Take as much time as is necessary to ensure that the children's hand movements are correct.

Student's book activity

Ask the children to trace the patterns in their books (page 3) with the help of a pencil.

Let the children have multiple attempts till they can trace the straight (vertical) and curved lines as well as they can.

Lesson 4 (page 4)

Patterns and Tracing

Materials required

Select any activity style, depending on the resources available:

- student's book
- pieces of ropes/reel of slightly thick thread
- pencil

Review: What is a pattern? Review the concept of patterns with the children.

Class activities

Circle Time – Rope/thread activity: Take 20 cm to 30 cm long pieces of rope or thread and show the children how it can be bend and turned into any shape or pattern. Take the threads and twist and turn them into the patterns shown on page 4. It is preferable that you have at least 6 pieces of ropes/threads, so you can design all 6 kinds of patterns presented on the page. Talk with the children about the different kinds of patterns and the functions that they can be used for. For example, the wavy lines can be used to show waves of the sea and the arrows can be used to show direction, etc.

Provide the children with the pieces of ropes/threads as well and encourage them to design them in the same pattern as demonstrated by you. Facilitate the children as required.

Student's book activity

Ask the children to trace the patterns in their books (page 4) with the help of a pencil.

Let the children have multiple attempts till they can trace all the lines and patterns as well as they can.

Lesson 5 (page 5)

Visual Skills

Materials required

Select any activity style, depending on the resources available:

- student's book
- toy dolls and tennis balls (or any other kind of ball)
- colour pencils
- recycled chart paper
- paint bottles (can be used from lesson 2)

Pre-activity preparation

Either ask children to bring toy dolls and tennis balls from home or arrange 3 or 4 dolls and 3 or 4 tennis balls beforehand.

Review: What is a pattern? Review the concept of patterns with the children.

Class activity

What is the odd one out? Place 3 dolls in a straight line so that they are facing the children and place 1 tennis ball either at the end or the middle of the dolls. Point to each toy and say its name out loud. For example: Point to the doll and say 'doll', then point to the tennis ball and say 'ball'. Repeat this process for all 4 objects. Then ask the children if all the toys are of the same kind. Ask them if all the toys belong in one group. Facilitate the children if they need any help guessing the answers.

Student's book activity

Ask the children to turn to page 5 in their books and name all the objects/ animals in each row with their forefinger (facilitate when required).

Let the children have multiple attempts till they can get it as close to perfect as possible.

Then, ask the children row-by-row, to point out the one object/animal which does not belong with the rest in the first two rows (facilitate when required).

Ask the children to colour the object/animal that is different from the rest.

For the last two rows, ask the children to point out the objects/animals which are the same (facilitate when required).

Next, ask the children to colour the objects/animals which are the same in each row.

Recapitulation

Circle Time: Provide the children with recycled chart paper and some paint.

Draw all the patterns studied in the chapter on the white/blackboard.

Ask the children to draw any pattern they like on the chart paper.

Unit 2: My Alphabets

Expected Learning Outcomes

By the end of the unit, children should be able to:

- recognise 26 letters of the alphabets
- pronounce 26 letters of the alphabets
- read 26 letters of the alphabets
- write 26 letters of the alphabets
- recite rhymes
- trace and draw patterns

Lesson 1 (page 6)	Letter A a
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- recycled chart papers
- paint bottles/colour pencils/crayons
- a red apple/drawing of a red apple
- pencil

Pre-activity preparation

Keep sandboxes/trays ready.

With the help of a pencil, trace out a 10 cm-sized letter 'a' on a chart paper/A4 size sheet.

Apply a coat of glue on the letter and sprinkle rice/lentils on top of it. Make sure that the entire letter cut-out is covered with rice/lentils.

Prepare a few more cut-outs of the letter 'a' in a similar manner.

Leave it out to dry.

Introduction

Start the class by talking about letters and words. Inform the children that the words we use to talk are made up of letters. Inform the children that they will start learning about these letters one by one in the following months. The English letters are usually spoken and written in a proper format starting from the letter 'a'.

Circle Time – Introducing the letter 'a': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'a' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'a' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns with the cut-out.

Air writing – Letter 'a': Ask the children to put some distance between them and their classmate. Ask them to stand and stretch their hands to see that they are not touching anyone by mistake. First, demonstrate the actions in front of the children, then allow them to follow. Point with your index finger in the air, and mimic drawing the letter 'a'. Observe if all the children are able to follow instructions and draw the pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter 'a'.



Class activity

Sandbox activity: Bring out the sandboxes. Demonstrate how to make straight and curved lines to show multiple things: semi-circles and straight lines, etc. Show the children how they can combine the semi-circle and the straight line to draw the letter 'a'. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are forming the letter correctly. Take multiple attempts and let the children work on the sandbox for some time to ensure that they can draw the letter with some amount of confidence and ease.

Finger-painting (optional): Provide paint bottles of any colour, and recycled chart paper to the children (you may use the backside of any previously used chart paper). Demonstrate how to paint the letter 'a' using your forefinger. Dip your forefinger into the paint and write the letter on the chart paper. Ask the children to copy your movements and observe carefully if everyone can write the letter 'a'; help the children who need assistance.

If paint is unavailable, you may use colour pencils or crayons instead.

Group activity

Once this exercise has been done a few times, ask the children to take their seats, and open their student's books to page 6. Introduce the vocabulary words present on the page beginning with the letter 'a'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example, the ants that they may have seen in any garden, or an aeroplane flying by, an alligator if they have visited a zoo before (if not, talk about the alligator and how it lives in water and try to make the concept clear to the children).

Rhyme time: Either draw a picture of a red apple and hold the paper in your hand facing forward so that the children can see the drawing of the apple clearly or arrange for an apple prior to the start of the class. Then read out the poem present at the bottom of page 6 out loud. While reading the poem aloud, emphasise on the sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity (building vocabulary, reading, and writing skills)

Next, demonstrate and remind the children how to sit straight, how to place their hand, and how to hold a pencil. Ask the children to sit with a straight back and their feet placed firmly on the ground so that they can write easily.

Point and read out the names of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'a', for example, (aaa), and then say the name of each of the four objects present on page 7. For example: point to the picture of the car and say (kha), then ask the children, does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been

identified, ask the child which picture starts with the sound 'aaa'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the alligator and ant and ask the children to circle these pictures as their beginning sounds are 'aaa'. Facilitate the children with drawing the circle around the pictures, as this is their first activity of this kind, it may take some time and attempts to get the desired result.

Ask the children to trace the letters written at the bottom half of page 7 with the help of a pencil. Let the children have multiple attempts till they can trace the letter 'a' as well as they can.

Next, facilitate the children while writing the letter 'a' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own; they may take multiple attempts in correcting their letter writing.

Lesson 2 (page 8)	Letter B b
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- recycled chart papers
- a toy ball (of any kind)/a banana or draw a picture of a ball/a banana on an A4 size sheet
- pencil

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'b' (instructions are present in lesson 1).

Revision: Start the class by revising the topic discussed previously.

Introduction

Circle Time – Introducing the letter ‘b’: Divide the children into groups of four and give each group one lentils/rice cut-out of the letter ‘b’ (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter ‘b’ and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter ‘b’: Ask the children to put some distance between them and their classmates. Ask them to stand and stretch their hands to see that they are not touching anyone by mistake. Demonstrate the actions in front of the children, and instruct them to follow. Next point with your index finger in the air. Mimic drawing the letter ‘b’. Observe if all the children are able to follow instructions and draw the pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter ‘b’.



Class activity

Sandbox activity: Bring out the sandboxes. Demonstrate to the children how they can make straight and curved lines to show multiple things: semi-circles and straight lines, etc. Show the children how they can combine the semi-circle and the straight line to draw the letter ‘b’. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox for some time to ensure that they can draw the letter with some amount of confidence and ease. You may also mix and match and let the children write the letter ‘a’ as well, if you wish.

Group activity

Once this exercise has been done a few times, ask the children to take their seats, and help them open their student’s books to page 8. Introduce the vocabulary words present on the page beginning with the letter ‘b’. Try and connect the new words with the objects or animals they may have seen in their

day-to-day life. For example: hold up a book as an example and say the word 'book' out loud while emphasising on the beginning sound 'ba'. Then move on to the word banana, again emphasising on the beginning sound 'ba'. Go through all four vocabulary words present on page 8 in a similar manner.

Rhyme time: Before starting the rhyme, introduce the word 'sheep' to the children. Ask them if they have seen sheep during Eid-ul-Azha. Talk about the structure and feature of a sheep. Next, draw a picture of a sheep on an A4 size paper and hold it in your hand facing the children so that they can see the drawing of the sheep clearly. Talk about the sound that a sheep makes. Either play the sound on a mobile phone or you may re-create the sound in class on your own, say it clearly 'baaaa'. Ask the children to repeat after you 'baaaa'. Then, read out the poem present at the bottom of page 8 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, demonstrate and remind the children how to sit straight, how to place their hand, and how to hold a pencil. Ask the children to sit with straight back and feet placed firmly on the ground so they can write easily.

Ask the children to turn to page 9. Point and read out the names of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'b', for example, 'ba' and then say the name of each of the four objects present on page 9. For example: point to the picture of the ball and say 'ba', then ask the children whether it sounds the same. Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'ba'? Repeat the words again, emphasising on the beginning sounds. Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the ball and bird and ask the children to circle these pictures as their beginning sounds are 'ba'. Facilitate the children with drawing a circle around the pictures. As this is their second activity of this kind, it may take some time to get the desired result.

Ask the children to trace the letters written at the bottom of page 9 with the help of a pencil. Let the children have multiple attempts till they can trace the letter 'b' as well as they can.

Next, facilitate the children with writing the letter 'b' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own; they may take multiple attempts in correcting their letter writing.

Lesson 3 (page 10)

Letter C c

Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- play dough/clay
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- recycled chart papers
- a toy car/a tea cup/the cup found on children's water bottles or draw a picture of a car/a tea cup on an A4 size sheet
- pencil

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'c' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'c': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'c' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/

rice. Start from the starting point of the letter 'c' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Class activity

Sandbox activity: Bring out the sandboxes. Demonstrate to the children how they can make straight and curved lines to show multiple things: semi-circles and straight lines, etc. Show the children how a semi-circle looks like the letter 'c', when it is facing the right side. Encourage the children to write the letter 'c' in the sandbox with their forefinger multiple times. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox for some time to ensure that they can draw the letter with some amount of confidence and ease. You may also mix and match and let the children write the letters 'a' and 'b' as well.



Finger-painting (optional): Provide paint bottles of any colour, and recycled chart papers to the children (you may use the backside of any previously used chart paper). Demonstrate to the children how they can paint the letter 'c' using their forefinger. Dip your forefinger into the paint and write the letter on the chart paper. Ask the children to copy your movements and look carefully if everyone can write the letter 'c'; help the children who need assistance. If paint is unavailable, you may use colour pencils or crayons instead.

Group activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 10. Introduce the vocabulary words present on the page beginning with the letter 'c'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: hold up a toy car or the drawing of a car as an example and say the word 'car' out loud while emphasising on the beginning sound 'kha'. Ask the children if they have seen a car before and where. Then, move on to the word cup, again emphasising on the beginning sound 'kha'. Go through all four vocabulary words present on page 10 in a similar manner.

Rhyme time: Before starting the rhyme, introduce the word 'cat' to the children. Ask them if they have seen any cats before. Talk about the features of a cat.

Next, draw a picture of a cat on an A4 size paper and hold it in your hand facing forward so that the children so that they can see the drawing of the cat clearly. Talk about the sound that a cat makes. Either play the sound on a mobile phone or you may re-create the sound in class on your own; say it clearly (meow). Ask the children to repeat after you (meow).

Then read out the poem present at the bottom of page 10 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, demonstrate and remind the children how to sit straight, how to place their hand, and how to hold a pencil. Ask the children to sit with a straight back and their feet placed firmly on the ground so they can write easily.

Ask the children to turn to page 11. Point and read out the names of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'c', for example, 'kha' and then say the name of each of the four objects present on page 11. For example: point to the picture of ball and say 'ba', then ask the children, does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'kha'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the picture of the cup and the cat and ask the children to circle these pictures as their beginning sounds are 'kha'. Facilitate the children with drawing a circle around the pictures. As this is their third activity of this kind, it may take some time and efforts to get the desired result.

Ask the children to trace the letters written at the bottom of page 11 with the help of a pencil. Let the children have multiple attempts till they can trace the letter 'c' as well as they can.

Next, facilitate the children while writing the letter 'c' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own; they may take multiple attempts in correcting their letter writing.

Materials required

Select any activity style, depending on the resources available:

- student's book
- aprons/old t-shirts
- 2 full size chart papers
- paint bottles (red, yellow, blue, and green)
- colour pencils/crayons (red, yellow, blue, and green)
- play dough (red, yellow, blue, and green)

Pre-activity preparation

You may select and prepare for any one or both of the following activities:

You may use a new chart paper or recycle the backside of any previously used one. Cut each card sheet into two.

- On the first half of the chart paper draw the outline of a big apple (depending on the space)
- On the second half, draw the outline of a big banana (depending on the space)
- On the third half, draw the outline of one or two clouds (depending on the space)
- On the fourth half, draw the trunk of a tree without any leaves or greenery

You may arrange for a colour day as well. Divide the children into groups of four and assign the colours red, yellow, blue, and green to each group, respectively. Ask the children to wear any casual dress and bring an eatable item and one toy of the colour assigned to their group. You can have a lunch party, prepare for certain activities such as playing with play dough/clay, have a short race within classes after clearing up the desks, or sing and act on rhymes, etc.

I-Spy activity: Place the objects in clear view and easy access for the children.

Please note, that the placement of the objects should not be so difficult that the children are unable to do it without an adult's help, and also not so easy that there is no cognitive work required. Encourage the children to keep an open eye and search for similar coloured objects in their day-to-day life and at home as well.

Group activity

Paint them red, yellow, blue, and green: Divide the children into four groups and assign the colours red, yellow, blue, and green to each group, respectively. Provide the children with aprons or you may provide them with old t-shirts, so they do not ruin their uniforms.

Red: Apply a layer of red paint on the right palm of the children from the red group and place the chart paper with the outline of the apple. Help the children in placing their right palms (the one with paint on) firmly within the outline of the apple and keep it there for a few seconds. Then ask the children to slowly move their palm away. Once everyone has had their turn, you should have a big apple with red palm prints of a first quarter of your class. (You may follow the same instructions for yellow, blue, green.)

You may paste these chart papers with masking/paper tape on the walls and keep on going back to the colours in the future to revise the topic.

Colour day (red, yellow, blue, and green): The children should be wearing casual clothes of the colours assigned to their group (however, if any child chooses to wear their uniform, that is fine as well). You may mix and match the groups, so they can play with toys of different colours or make models from different coloured play doughs, etc.

During lunch time, mix and match the children and ask them to share their food with other children (from other colour groups) and in the meantime talk about fruits and food that come in different colours.

I-Spy Activity: Place red, yellow, blue, and green coloured objects in the classroom where they are clearly visible to the children, and make sure that they can reach them as well. Introduce the game 'I-Spy' to the children. Read the rules out to them and ask them to look for the colour that is being spoken at the end of the sentence, and ask 'I spy with my little eye, something that is red'. Encourage the children to look for the object which is red in colour, and either point it out or bring it to you to facilitate.

*The instructions for 'How to play I-Spy' activity is at the end of this lesson plan.

Student's book activity

Ask the children to take their seats and help them to open their books and turn to page 12. Introduce the vocabulary and the colours associated with them.

Have a discussion with the children and help them associate the colours (red, yellow, blue, and green) with other objects that they may have seen in their day-to-day life.

Provide the children with red, yellow, blue, and green colour pencils/crayons and help them fill out the boxes present at the bottom half of page 12.

Rules - How to play 'I spy with my little eye...'

Step 1: Nominate yourself as the spy. Divide your class equally in half, making two teams.

Step 2: Pick out an object. Select an object that everyone can see, but do not reveal the object yet.

Step 3: Announce your hint: say, 'I spy with my little eye, something that is red'.

Step 4: Take turns guessing. Have the other players take turns guessing the object.

Step 5: Encourage the children to guess at a much faster pace. Declare the team which correctly guesses the answer first, the winner.

Lesson 5 (page 13)

Letter D d

Materials required

Select any activity style, depending on the resources available:

- student's book
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- play dough/clay
- a toy doll or draw a picture of a doll on an A4 size sheet
- pencil

Pre-activity preparation

Prepare the cut-outs of the letter 'd' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter ‘d’: Divide the children into groups of four and give each group one lentils/rice cut-out of the letter ‘d’ (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/ rice. Start from the starting point of the letter ‘d’ and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter ‘d’: Ask the children to put some distance between them and their classmates. Demonstrate the actions in front of the children. The children will follow. Next, point with your index finger in the air. Mimic drawing the letter ‘d’. Observe whether all the children are able to follow the instructions and draw the pattern in the air. Take multiple attempts to ensure that the children are close to drawing the letter ‘d’.



Class activity

Play dough activity: Provide children with play dough. The children have already made basic patterns such as straight line or circle or a semi-circle before. Help the children in making the letter ‘d’ with the play dough/clay. If you are using play dough, you may provide each child with two different coloured play dough to make the letters more colourful and interesting. Ask other children if they can recognise the letter from the play dough mould.

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student’s books to page 13. Introduce the vocabulary words present on the page beginning with the letter ‘d’. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: hold or point to the door of the classroom as an example and say the word ‘door’ out loud while emphasising on the beginning sound (da). Then move on to the word dress, again emphasising on the beginning sound (da) and point to your own dress. Go through all four vocabulary words present on page 13 in a similar manner.

Rhyme time: Before starting the rhyme, introduce the words 'old man', 'frying pan', 'chair', etc. to the children, and associate these words with their day-to-day usage. Ask them if they know any old people, perhaps their grandparents.

Then read out the poem present at the bottom of page 13 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Ask the children to sit and hold the pencil the way they have been told in the previous lessons.

Help the children to turn to page 14. Point and read out the name of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'd', for example, 'da' and then say the name of each of the four objects present on page 14. For example: point to the picture of the dog and say 'da', then ask the children, does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the child which picture starts with the sound 'da'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done again point to the picture of the dog and the doll and ask the children to circle these pictures as their beginning sounds are 'da'. Facilitate the children with drawing a circle around the pictures; as this is their fourth activity of this kind, it may take some time and attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 14 with a pencil. Let the children have multiple efforts till they can trace the letter 'd' as well as they can.

Next, facilitate the children while writing the letter 'd' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own; they may take multiple attempts in correcting their letter writing.

Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- a toy elephant or draw a picture of an elephant on an A4 size sheet
- pencil

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'e' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'e': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'e' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'e' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter 'e': Ask the children to put some distance between them and their classmates. Demonstrate the actions in front of the children. The children will follow. Next point with your index finger in the air. Mimic drawing the letter 'e'.



Observe whether all the children are able to follow the instructions and draw the pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter 'e'.

Student activity

Sandbox activity: Bring out the sandboxes. Demonstrate to the children how they can make straight and curved lines to show multiple things: semi-circles and straight lines, etc. Show the children how a slightly curved semi-circle looks like the letter 'e', when it is facing the right side. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox for some time to ensure that they can draw the letter with some amount of confidence and ease. You may also mix and match and let the children write the letters 'a', 'b', 'c', and 'd' as well, if you wish.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 15. Introduce the vocabulary words present on the page beginning with the letter 'e'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: hold your ear with one hand as an example, ask the children to hold their ears as well and say the word 'ear' out loud while emphasising on the beginning sound 'ee'. Then move on to the word eye, again emphasising on the beginning sound 'ee' and point to your eyes. Go through all four vocabulary words present on the page in the similar manner.

Rhyme time: Before starting the rhyme, introduce the words 'elephant' to the children, and associate these words with their day-to-day usage. Ask them if they have seen an elephant, perhaps on tv or if they have visited a zoo. Talk about the structure of an elephant, what it looks like and where it lives.

Then, read out the poem at the bottom of page 15 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, demonstrate and remind the children how to sit straight, how to place their hand, and how to hold a pencil.

Help the children to turn to page 16. Point and read out the name of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'e', for example, 'ee' and then say the name of each of the four objects on page 16. For example: point to the picture of the elephant and say 'ee', then ask the children, does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'ee'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the elephant and crate of eggs and ask the children to circle these pictures as their beginning sounds are 'ee'. Facilitate the children with drawing the circle around the pictures; as this is their fifth activity of this kind it may take some time and attempts to get the desired result.

Ask the children to trace the letters written at the bottom half of page 16 with the help of pencil. Let the children have multiple efforts till they can trace the letter 'e' as well as they can.

Next, facilitate the children while writing the letter 'e' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Lesson 7 (page 17)

Know a family

Materials required

Select any activity style, depending on the resources available:

- children's family pictures – generic family photo
- plastic covers for tables
- crayons
- aprons/old t-shirts (to be used as aprons)
- A4 size sheet/recycled chart papers
- paint in different colours (water colour paint pans)

- paint brushes (thick broad tip)
- water
- containers for water (you can cut bottoms of plastic water bottles to use as bowls)
- clothes pegs
- clothes line/display line
- student's book

Pre-activity preparation

Place clothes line/display line with the help of a thick thread/rope/fish wire.

Introduction

When talking about a family, discuss a few cultural aspect with the children. For example, how we should be open to other's opinions and backgrounds. Even while celebrating festivals, we should be respectable towards other's religious and cultural backgrounds.

Inform the children that there are several religions, other than Islam, followed by people in Pakistan. Such as: Christianity, Hinduism, etc.

Inform each child of their specific religion. If you have any child practicing a religion other than Islam, help them name and identify their respective religion. Start the class discussion by talking about family. Talk to the children about how many family members they have, who live in their house apart from their parents, about their grandparents, and cousins.

If it is possible, ask the children to bring a family picture of theirs from home and do a show and tell, where the children will point to the family members in the picture and talk about them. Ask the children to encourage and motivate their friends while they are speaking. Teach them that making mistakes are a part of learning and there is no need to be ashamed of it. Discourage teasing and making fun of others.

Speaking activity: Generally, grandparents tell traditional stories to the children. However, this can differ with each family. Ask the children if they can retell any traditional or popular children's stories with correct sequence.

Talk about different family members and the role they play in the household.

Help the children open their student's books to pages 17 and 18 and read aloud the words from: Words to Know and the textboxes. Read the words aloud one by one by pointing to each word with your forefinger. Ask the children to follow your movements in their own books.

Read each word aloud slowly and carefully. Pronounce it clearly and ask the children to repeat after you.

Class activity

Circle Time: Sit together in a circle and show a family picture to the children. Talk about 'Family'. Ask the children about their families and how many people are in their family.

Talk about the different roles of people in a family, for example, ask them, who is a mother, father, brother and sister (siblings) etc; how are they with them, what do they do. If a few children live in a joint family, they can also mention grandparents. Briefly tell them about who they are. Ask the children what their parents do. Tell them that parents love children and care for them.

Main activity

Once each child has had an opportunity to talk and share about their families, distribute aprons and their old shirts. Help the children put on the old shirts on top of their uniforms. Spread out the plastic on the table/floor.

Demonstrate to them how to paint (hold the brush like a pencil). Wet the brush in water, dip it in paint, and then apply paint on the sheets. Tell the children that they will be making a painting/portrait of their family today.

Divide the children in groups of four (maximum). Each group will have a container with water, paintbrushes as per the number of children in the group, a palette of watercolour paints, and A4 sheets.

Ask the children to write their names using colour pencils/crayons on top of the sheets before they begin their work.

Allow the children to paint their family pictures; they can even paint their houses and be as creative as they want.

Once the children have finished, collect their pictures and hang them up to dry clothes' line/display line in class with pegs.

Speaking activity (the next day/once the paintings have dried)

The next day, once the paintings are dried up, you can distribute the paintings to the children once again.

Ask the children to share about their paintings with the class what they have painted. Do not force a child to speak if he/she is unwilling to speak. Give them time and gently encourage them.

Once children have spoken about their paintings, re-collect the paintings and pin them up on the soft board/art corner. You can label the section as 'My Family Wall'.

Student's book activity

Help the children to open their student's books to page 19. This page aims to familiarise children with things in their house, family, and the people around them.

Point to different furniture and objects in the picture and ask questions.

Ask the children the questions from the page and help them figure out the answers.

Lesson 8 (page 20)

Letter F f

Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- a toy fish or draw a picture of a fish or a jasmine flower on an A4 size sheet
- pencil

Pre-activity preparation

Keep sandboxes/trays ready (instructions given at the start of the lesson plan's section).

Prepare the cut-outs of the letter 'f' (instructions are present in lesson 1).

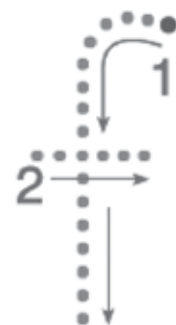
Assign items to bring for the fruit salad activity.

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'f': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'f' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'f' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter 'f': Ask the children to put some distance between them and their classmate, as they have been doing for some time now. Demonstrate the actions in front of the children but first let the children try on their own. Next point with your index finger in the air. Mimic drawing the letter 'f'. Observe if all the children are able to follow instructions and draw the pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter 'f'.



Class activity

Sandbox activity: Bring out the sandboxes. Show the children how a slightly curved vertical line and a straight horizontal line, looks like the letter 'f', when it is facing the right side. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox. You may also mix and match and let the children write the letters 'a', 'b', 'c', 'd', and 'e' as well, if you wish.

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 20. Introduce the

vocabulary words present on the page beginning with the letter 'f'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: draw a diagram of a jasmine flower on an A4 size sheet as an example and say the word 'flower' out loud, while emphasising on the beginning sound. Ask the children if they have seen a jasmine flower before. Talk with the children regarding the cultural importance of jasmine flower. Inform the children that jasmine flower is the national flower of Pakistan and is used as a representative of our country on multiple occasions. The children must have seen the flower during wedding ceremonies, etc. Go through all four vocabulary words present on the page in a similar manner.

Rhyme time: Before starting the rhyme, introduce the words 'farmer' to the children, and associate these words with their day-to-day usage. Ask them if they have seen farmers in villages, or perhaps on TV or if they have ever visited a zoo. Talk about who farmers are, where they work, and what their work is about.

Then read out the poem at the bottom of page 20 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Fruit Salad Day: A Fruit Salad Day would help the children become more familiar with different fruits and their respective colours. Talk to the children about how certain fruits are special to each country. Similarly, in Pakistan, our national fruit is Mango. If available do incorporate Mango and talk to the children about how Mango is not only beneficial and important for health but it is also important for our country.

Materials required:

- a variety of fruits
- a child-friendly knife (like a butter knife)
- disposable spoons
- paper plates
- a big bowl

Instructions: A day prior to the activity, assign items to the children to bring to class for the Fruit Salad Day activity. Ask the children to bring a disposable plate and spoon for themselves, along with the fruit they have been assigned. Depending on the strength of the class, there might be multiple children bringing in the same fruit. The types of fruit that can be assigned depend on the season, but can typically include bananas, grapes, pears, peaches, mangoes, and so on. When the children bring in the required items, make them sit in a circle, and peel and cut the fruit as required. You can allow the children to cut their own fruit in cubes, with guided help from you. Once all the fruit is cut, mix it carefully in a big bowl to form a fruit salad. Distribute it to the children in their paper plates, with their paper spoons. Remember to discuss the name and characteristics of each fruit throughout the activity.

Student's book activity

Instruct the children to sit properly and hold their pencils in the way that is taught in the previous lessons.

Help the children to turn to page 21. Point and read out the names of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'f', for example, 'fa' and then say the name of each of the four objects on page 21. For example: point to the picture of fish and say 'fa', then ask the children does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the child which picture starts with the sound 'fa'? Repeat the words again, and emphasise on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the fish, fly, and frog, and ask the children to circle these pictures as their beginning sounds are 'fa'. Facilitate the children with drawing the circle around the pictures. As this is their sixth activity of this kind it may take some time and efforts to get the desired result.

Ask the children to trace the letters written at the bottom half of page 21 with a pencil. Let the children have multiple attempts till they can trace the letter 'f' as well as they can.

Next, facilitate the children while writing the letter 'f' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own. They may take multiple attempts in correcting their letter writing.

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil and paper
- lentils/rice
- round-tipped safety scissors
- sandbox/tray
- white/blackboard
- a picture of a girl/a goat on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'g' (instructions are present in lesson 1).

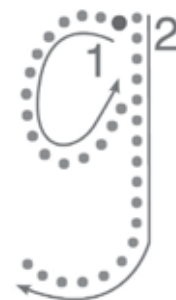
Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'g': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'g' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'g' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children how a slightly curved vertical line and a straight horizontal line, looks like the letter 'g', when it is facing the right side. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple



attempts and let the children work on the sandbox. You may also mix and match and let the children write the letters 'a', 'b', 'c', 'd', 'e', and 'f' as well, if you wish.

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 23. Introduce the vocabulary words present on the page beginning with the letter 'g'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: pick any girl from the class, or have a picture of a girl on an A4 size sheet as an example and say the word 'girl' out loud while emphasising on the beginning sound. Then move on to the word 'goat', say the word 'goat' out loud, again emphasising on the beginning sound 'go' and talk about a goat. Go through all four vocabulary words present on the page in a similar manner.

Rhyme time: Before starting the rhyme, introduce the words 'goose' to the children, and associate these words with their day-to-day usage. Ask them if they have seen a goose in any park, or if they have visited a zoo, or if they have seen it on TV. Talk about what a goose is, where it lives, and what it sounds like. Then read out the poem present at the bottom of page 23 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Things I see in a playground: arrange to take the children out to the playground. Ask them to name the things around them. When back in the classroom, ask them to name what things they remember.

Student's book activity

Help the children to turn to page 24. Point and read out the name of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'g', for example 'ga', and then say the name of each of the four objects present on page 24. For example: point to the picture of the goat and say 'ga', then ask the children does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'ga'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are

done, point to the picture of the goat, and the grapes, and ask the children to circle these pictures as their beginning sounds are 'ga'. Facilitate the children with drawing the circle around the pictures. As this is their sixth activity of this kind, it may take some time and efforts to get the desired result.

Ask the children to trace the letters written at the bottom half of page 24 with a pencil. Let the children have multiple attempts till they can trace the letter 'g' as well as they can.

Next, facilitate the children while writing the letter 'g' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own. they may take multiple attempts in correcting their letter writing.

Lesson 10 (page 27)	Letter H h
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- play dough/clay
- pencil
- a picture of a hand/a hen on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'h' (instructions are present in lesson 1).

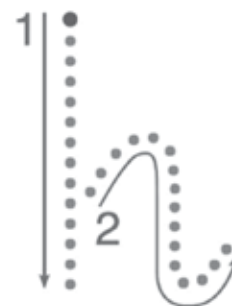
Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter ‘h’: Divide the children into groups of four and give each group one lentils/rice cut-out of the letter ‘h’ (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/ rice. Start from the starting point of the letter ‘h’ and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children how a slightly curved vertical line and a straight horizontal line, looks like the letter ‘h’, when it is facing the right side. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox. You may also mix and match and let the children write the letters ‘a’, ‘b’, ‘c’, ‘d’, ‘e’, ‘f’, and ‘g’ as well.



Play dough activity (optional): Provide children with play dough. Help the children in making the letter ‘h’ with the play dough/clay. Ask other children if they can recognise the letter from the play dough mould.

Student’s book activity

Help the children to turn to page 27. Introduce the vocabulary words present on the page beginning with the letter ‘h’. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: on an A4 size sheet as an example there should be a picture of a hand; say the word ‘hand’ out loud while emphasising on the beginning sound and ask the children to raise their hands. Then move on to the word ‘hen’, say the word ‘hen’ out loud, again emphasising on the beginning sound ‘ha’ and talk about a hen. Go through all four vocabulary words present on the page in a similar manner.

Rhyme time: Before starting the rhyme, introduce the words 'hickory' to the children, and associate these words with their day-to-day usage. Ask them if they have ever heard this word before, and what they think it means. Talk to the children about rhyming words.

Then read the poem at the top of page 28 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Next, ask the children to sit straight, then place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 29. Point and read out the names of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'h', for example, 'ha' and then say the name of each of the four objects present on page 29. For example: point to the picture of hand and say 'ha', then ask the children does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the child which picture starts with the sound 'ha'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the picture of a hen and a home, and ask the children to circle these pictures as their beginning sounds are 'ha'. Facilitate the children with drawing the circle around the pictures. As they have had practise with activities of this kind you can expect that it will take lesser time and attempts to get the desired result.

Ask the children to trace the letters written at the bottom half of page 29 with a pencil. Let the children have multiple attempts till they can trace the letter 'h' as well as they can.

Next, facilitate the children while writing the letter 'h' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own; they may take multiple attempts in correcting their letter writing.

Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- pencil
- A picture of ice/insects on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'i' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'i': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'i' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'i' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter 'i': Ask the children to put some distance between them and their classmates, as they have been doing for some time now. Demonstrate the actions in front of the children but first let the children try on their own. Next point with your index finger in the air. Mimic drawing the letter 'i'. Observe whether all the children are able to follow instructions and draw the pattern in

the air. Let the children have multiple attempts to ensure that they are close to drawing the letter 'i'.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children how a straight vertical line with a dot on top looks like the letter 'i'. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox. You may also mix and match and let the children write the letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', and 'h' if you wish.



Class activity

Once this exercise has been done few times, ask the children to take their seats, and help them to open their student's books to page 30. Introduce the vocabulary words present on the page beginning with the letter 'i'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words present on the page in the similar manner.

Rhyme time: Before starting the rhyme, introduce the word 'lion' to the children, and associate this word with their day-to-day usage. Ask them if they have ever seen a lion, either on TV, or if they have been to a zoo.

Then read out the poem present at the bottom of page 30 out loud. While reading the poem aloud, emphasise on the middle sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, the place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 31. Point and read out the name of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'i', for example, 'ieh' and then say the name of each of the four objects present on page 31. For example: point

to the picture of ink and say 'ieh', then ask the children does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'ieh'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the picture of the ink and the ice, and ask the children to circle these pictures because their beginning sounds are 'ieh'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters written at the bottom half of page 31 with the help of a pencil. Let the children have multiple attempts till they can trace the letter 'i' as well as they can.

Next, facilitate the children while writing the letter 'i' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Lesson 12 (page 32)	Letter J j
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- play dough/clay
- pencil
- a picture of jug/jeep on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'j' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'j': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'j' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'j' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children how a straight vertical line with a dot on top looks like the letter 'j'. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox. You may also mix and match and let the children write the letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', and 'i' as well, if you wish.



Play dough activity (optional): Provide children with play dough. Help the children in making the letter 'j' with the play dough/clay. Ask other children if they can recognise the letter from the play dough mould.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 32. Introduce the vocabulary words present on the page beginning with the letter 'j'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: have a picture of a jeep on an A4 size sheet as an example and say the word 'jeep' out loud while emphasising on the beginning

sound. Ask the children to tell you what a jeep is. Then move on to the word 'jug', say the word 'jug' out loud, again emphasising on the beginning sound 'juh'. Go through all four vocabulary words present on the page in a similar manner.

Rhyme time: When it comes to the rhyme, pick two children from the class to enact the poem. One child would be 'Jack' and the other would be 'Jill'. Make some room by shifting some tables and chairs to make space for 'Jack' and 'Jill' to go 'up the hill'. Ask the children to carry something to act as a bucket between them.

Then read out the poem present at the bottom of page 32 out loud. While reading the poem aloud, emphasise on the middle sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, the place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 33. Point and read out the name of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'j', for example, 'juh' and then say the name of each of the four objects present on page 33. For example: point to the picture of jug and say 'juh', then ask the children does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the child which picture starts with the sound 'juh'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the picture of the jam and the jug, and ask the children to circle these pictures as their beginning sounds are 'juh'. Facilitate the children with drawing the circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters written at the bottom half of page 33 with a pencil. Let the children have multiple attempts till they can trace the letter 'j' as well as they can.

Next, facilitate the children while writing the letter 'j' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own. They may take multiple attempts in correcting their letter writing.

Animals and their Babies: Ask the children to turn to page 34. Ask the children to read out and enact the different sounds of animals on the page, and then match the sounds to the animals that makes them. You can also sing the song 'Old Macdonald had a farm' to reiterate the concept of matching sounds with animals.

Lesson 13 (page 35)	Letter K k
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Materials required

Select any activity style, depending on the resources available:

- student's book
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- paints/crayons/colour pencils
- pencil
- a picture of a king/key on an A4 size sheet

Pre-activity preparation

Prepare the cut-outs of the letter 'k' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'k': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'k' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/ rice. Start from the starting point of the letter 'k' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand

movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter ‘k’: Ask the children to put some distance between them and their classmates, as they have been doing for some time now. Demonstrate the actions in front of the children but first let the children try on their own. Next point with your index finger in the air. Mimic drawing the letter ‘k’. Observe if all the children are able to follow instructions and draw the pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter ‘k’.



Student activity

Finger-painting: Provide paint bottles of any colour, and recycled chart papers to the children (you may use the backside of any previously used chart paper). Demonstrate to the children how they can paint the letter ‘k’ using their forefinger. Dip your forefinger into the paint and draw the lines to make the letter ‘k’ on the chart paper. Ask the children to copy your movements and look carefully if everyone can draw the letter ‘k’, help the children who need assistance.

If paint is unavailable, you may use colour pencils or crayons instead.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student’s books to page 35. Introduce the vocabulary words present on the page beginning with the letter ‘k’. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words present on the page in a similar manner.

Rhyme time: Before starting the rhyme, introduce the word ‘kitten’ to the children, and associate this word with their day-to-day usage. Ask them what a kitten is, and if they have ever seen a kitten, either as a pet in someone’s home, or a stray one outside.

Then read out the poem present at the bottom of page 35 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily.

Repeat the poem 5 to 6 times or as much as is required for the children to read/ recite it fluently. You may ask the children to memorise the poem if you wish.

Pre-cursor discussion

Ask the children if they have ever seen someone in trouble and have they helped them? Is it kind to help people in need? Ask the children to share real-life experiences where they have seen others being kind. Also, provide the children with opportunities to be kind and share their stationery and food (lunch) with their friends.

Also, teach the children that if they were unkind to someone by mistake, they can always apologise and remember to not do so again. Teach the children that it is okay to make mistakes as long as you are learning from them. The children should learn to keep a check on their actions.

Admit if they have done something wrong and then rectify it. Develop an understanding of truthfulness, honesty, fairness, and trustworthiness in the children.

Picture comprehension

Make the children sit in a circle for an active discussion. Talk about the questions on page 37; what do they understand by 'kindness'? Move on and talk to them about pets and what they eat, etc.

Move on to the pages 37, 38, and 39 and discuss each one. Discuss the pictures with the children. Talk about helping behaviours and how the children are helping the injured bird.

Ask students to circle all the words that they can see in the pictures.

Student's book activity

Next, ask the children to sit straight, the place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 36. Point and read out the names of all four objects given on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'k', for example, 'kuh' and then say the name of each of the four objects given on page 36. For example: point to the picture of an apple and say 'kuh', then ask the children does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'kuh'? Repeat the words again, emphasising on the beginning

sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the picture of the kite and the king, and ask the children to circle these pictures as their beginning sounds are 'kuh'. Facilitate the children in drawing a circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take lesser time and attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 36 with a pencil. Let the children have multiple attempts till they can trace the letter 'k' as well as they can.

Next, facilitate the children while writing the letter 'k' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own. They may take multiple attempts in correcting their letter writing.

Lesson 14 (page 40)	Letter L I
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- pencil
- a picture of lemon/lion on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'l' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter ‘l’: Divide the children into groups of four and give each group one lentils/rice cut-out of the letter ‘l’ (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter ‘l’ and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children how a straight vertical line with a flick looks like an ‘l’. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Let the children have multiple attempts to work on the sandbox. You may also mix and match and let the children write the letters ‘a’, ‘b’, ‘c’, ‘d’, ‘e’, ‘f’, ‘g’, ‘h’, ‘i’, ‘j’, and ‘k’ as well, if you wish.



Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student’s books to page 40. Introduce the vocabulary words present on the page beginning with the letter ‘l’. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: draw a picture of a lemon on an A4 size sheet as an example and say the word ‘lemon’ out loud while emphasising on the beginning sound, ask the children to tell you what a lemon is. Then move on to the word ‘lion’, say the word ‘lion’ out loud, again emphasising on the beginning sound ‘luh’ and talk about lions. Go through all four vocabulary words present on the page in the similar manner.

Rhyme time: Before reading the poem, talk about the ‘London Bridge’ and where it is located. Ask if any child has ever been to London, or know someone who has been there.

Then, read the poem at the bottom of page 40 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5

to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, the place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 41. Point and read out the names of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'l', for example, 'luh' and then say the name of each of the four objects present on page 41. For example: point to the picture of lemon and say 'luh', then ask the children does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound (luh)? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the picture of the leaf, lion, and lemon and ask the children to circle these pictures as their beginning sounds are 'luh'. Facilitate the children in drawing a circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters written at the bottom half of page 41 with a pencil. Let the children have multiple attempts till they can trace the letter 'l' as well as they can.

Next, facilitate the children in writing the letter 'l' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own. They may take multiple attempts in correcting their letter writing.

Lesson 15 (page 42)	Letter M m
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet

- rice/lentils
- glue
- round-tipped safety scissors
- play dough/clay
- pencil
- a picture of monkey/mother on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'm' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'm': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'm' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/ rice. Start from the starting point of the letter 'm' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children a straight vertical line and then go up to make a curved downward line, and then go up and make another curved line pointing downward to look like an 'm'. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Children can have multiple attempts and work on the sandbox. You may also mix and match and let the children write any of the letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', and 'l' as well, if you wish.



Play dough activity (optional): Provide children with play dough. Help the children in making the letter 'm' with the play dough/clay. Ask other children if they can recognise the letter from the play dough mould.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 42. Introduce the vocabulary words present on the page beginning with the letter 'm'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: draw a picture of a monkey on an A4 size sheet as an example and say the word 'monkey' out loud while emphasising on the beginning sound. Ask the children to tell you what a monkey is. Then move on to the word 'mother', say the word 'mother' out loud, again emphasising on the beginning sound 'mm' and talk about mothers. Go through all four vocabulary words present on the page in a similar manner.

Rhyme time: Before reading the poem, talk about what would happen if you caught a tiger by the toe. Also ask children to think of rhyming words that rhyme with 'toe'.

Then, read out the poem given at the bottom of page 42 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 43. Point and read out the name of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'm', for example, (mm) and then say the name of each of the four objects given on page 41. For example: point to the picture of dog and say 'mm', then ask the children, does it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'mm'? Repeat the words again and emphasise on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the

picture of the moon and the mango and ask the children to circle these pictures as their beginning sounds are (mm). Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind you can expect that it will take lesser time and attempts to get the desired result.

Ask the children to trace the letters given at the bottom half of page 43 with the help of a pencil. Let the children have multiple attempts till they can trace the letter 'm' as well as they can.

Next, facilitate the children while writing the letter 'm' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Matching activity: Move on to page 44, and ask the children to pick up a pencil and use it to match the small letters with their corresponding capital letters. Let the children do it on their own. In the end, you may discuss the answers with the class. As an added activity, you can even ask the children to pronounce the sound of the letters while they are matching.

Let's revise activity: Move on to page 45 and ask the children to help the Orangutan reach the bananas through the maze. For every letter they cross while passing their pencil through the maze, ask them to voice the sound of the letter itself. As an added idea, you can even point to the picture of the 'bananas', and lay special emphasis on the sound of the beginning letter.

Lesson 16 (page 46)	Letter N n
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Materials required

Select any activity style, depending on the resources available:

- student's book
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- paints/crayons/colour pencils
- pencil
- a picture of a neck/nuts on an A4 size sheet

Pre-activity preparation

Prepare the cut-outs of the letter 'n' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'n': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'n' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'n' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter 'n': Ask the children to put some distance between them and their classmates, as they have been doing for some time now. Demonstrate the actions in front of the children but first let the children try on their own. Next point with your index finger in the air. Mimic drawing the letter 'n'. Observe if all the children are able to follow instructions and draw the pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter 'n'.



Student activity

Finger-painting: Provide paint bottles of any colour, and recycled chart papers to the children (you may use the backside of any previously used chart paper). Demonstrate to the children how they can paint the letter 'n' using their forefinger. Dip your forefinger into the paint and write the letter 'n' on the chart paper. Ask the children to copy your movements and look carefully if everyone can write the letter 'n'. Help the children who need assistance.

If paint is unavailable, you may use colour pencils or crayons instead.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 46. Introduce the vocabulary words present on the page beginning with the letter 'n'. Try and

connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words present on the page in the similar manner.

Rhyme time: Before reading the poem, talk to the children about nightingales. Ask them what they think a nightingale sounds like, and how large do they think it is.

Then, read the poem given at the bottom of page 46 out loud. While reading the poem aloud, emphasise on the beginning sound. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, then place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 47. Point and read out the names of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'n', for example, 'nn' and then say the name of each of the four objects on page 47. For example: point to the picture of nest and say 'nn', then ask the children does, it sound the same? Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'nn'? Repeat the words again and emphasise on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the nest and the net, and ask the children to circle these pictures as their beginning sounds are 'nn'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 47 with a pencil. Let the children have multiple attempts till they can trace the letter 'n' as well as they can.

Next, facilitate the children while writing the letter 'n' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own. They may take multiple attempts in correcting their letter writing.

Materials required

Select any activity style, depending on the resources available:

- student's book
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- play dough/clay
- pencil
- a picture of a bottle of oil/orange on an A4 sized sheet

Pre-activity preparation

Prepare the cut-outs of the letter 'o' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'o': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'o' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'o' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children how they have to make a curving line exactly like a circle to make the letter 'o'. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox.



You may also mix and match and let the children write any of the letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', and 'n' as well, if you wish.

Play dough activity (optional): Provide children with play dough. Help the children in making the letter 'o' with the play dough/clay. Ask other children if they can recognise the letter from the play dough mould.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 48. Introduce the vocabulary words given on the page beginning with the letter o. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words on the page in a similar manner.

Rhyme time: Before reading the poem make the children stand in a circle, and practise the hand gestures that the whole class will use while reading the poem. Read out the poem at the bottom of page 48 with clarity. While reading the poem aloud, emphasise on the beginning sound as well as the middle sounds for some words. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, then place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 49. Point and read out the names of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'o', for example, 'awh' and then say the name of each of the four objects on page 49. For example: point to the picture of the king and say 'awh', then ask the children whether it sounds the same. Correct any responses if required otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'awh'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done again, point to the pictures of the orchard and the owl, and ask the children to circle these pictures as their beginning sounds are 'awh'. Facilitate

the children with drawing the circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 49 with a pencil. Let the children have multiple attempts till they can trace the letter 'o' as well as they can.

Next, facilitate the children while writing the letter 'o' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own. They may take multiple attempts in correcting their letter writing.

Lesson 18 (page 50)	Letter P p
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- pencil
- a picture of pen/pot on an A4 sized sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'p' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

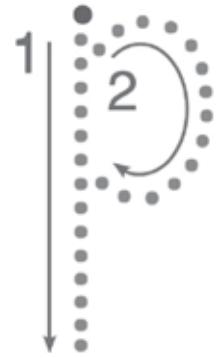
Introduction

Circle Time – Introducing the letter 'p': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'p' (which you have

prepared prior to the class). Move your fingers slowly through the pasted lentils/ rice. Start from the starting point of the letter 'p' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children how they have to make a straight line going down and then upward to make a rounded curve to make the letter 'p'. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox. You may also mix and match and let the children write any of the letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', 'n', and 'o' as well, if you wish.



Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 50. Introduce the vocabulary words present on the page beginning with the letter p. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words on the page in a similar manner.

Rhyme time: Before reading the poem, tell the class the story of Peter Pan. The story is as follows: Peter Pan was a boy who loved to eat peas. He always asked his mother to place them on his plate for lunch. He had a beautiful pink parrot that he loved to play with, which frequently made him late for things as he often forgot the time and ended up playing for longer than he intended. His parrot loved to eat carrots, so Peter put the carrots for his pink parrot on a plate for it to eat.

Read out the poem at the bottom of page 50 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the

poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Pre-cursor discussion

Ask the children if they can name any of the rules which they have to follow in class or school, in general. Ask them if there are any rules which their parents have asked to follow at home? Collect responses.

Inform the children that rules are present to manage discipline and peace among the community, be it class, school, or home. Similarly, ask the children, if they have ever noticed traffic lights on the roads when coming from or going to school? Ask them if these traffic lights are important? What job do they do? Ask the children about the significance of zebra crossing as well. Inform the children about traffic rules and how it is important that people walk on zebra crossing when crossing the roads..

Things I see in a classroom activity: Turn to page 52 to have a class activity, where you have a discussion with the children regarding what they see in the classroom. Discuss what its happening in the classroom in the picture, and compare it with the classroom that the children are in. Are they the same? Ask the children to name certain things in the classroom. Encourage contributions by each one of the children, and encourage them to speak in English.

Picture comprehension activity: Move on to page 54. Ask the children to observe the picture and decide what items in the list they can see. Talk to the children about sharing activities, and the importance of sharing and caring. Make the children sit in a circle and talk about healthy food and junk food.

Student's book activity

Next, ask the children to sit straight, then place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 51. Point and read out the name of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'p', for example, 'pha' and then say the name of each of the four objects. For example: point to the picture of the owl and say 'pha', then ask the children whether it sounds the same. Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the child which picture starts with the sound 'pha'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the

picture of the peas and the parrot, and ask the children to circle these pictures as their beginning sounds are 'pha'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 51 with a pencil. Let the children have multiple attempts till they can trace the letter 'p' as well as they can.

Next, facilitate the children to write the letter 'p' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Position words activity: Move to the position words activity on page 56. Read out the examples of the position words, and discuss the pictures they describe. Then, encourage the children to match the picture with the correct position word. You can provide assistance where required but let the children have a chance to try to find the correct match by themselves. Keep repeating the position word phrases given as examples by referring to the adjacent pictures. Make sure you are loud and clear, and stress upon the position word itself.

Lesson 19 (page 57)	Letter Q q
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Materials required

Select any activity style, depending on the resources available:

- student's book
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- paint/colour pencils/crayons
- pencil
- a picture of a quail/queen on an A4 sized sheet

Pre-activity preparation

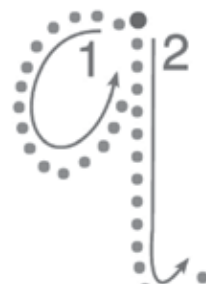
Prepare the cut-outs of the letter 'q' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter ‘q’: Divide the children into groups of four and give each group one lentils/rice cut-out of the letter ‘q’ (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter ‘q’ and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter ‘q’: Ask the children to put some distance between them and their classmates, as they have been doing for some time now. Demonstrate the actions in front of the children but first let the children try on their own. Next point with your index finger in the air. Mimic drawing the letter ‘q’. You should observe if all the children are able to follow instructions and draw the ‘q’ pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter ‘q’.



Student activity

Finger-painting: Provide paint bottles of any colour, and recycled chart papers to the children (you may use the backside of any previously used chart paper). Demonstrate to the children how they can write the letter ‘q’ using their forefinger. Dip your forefinger into the paint and write the letter ‘q’ on the chart paper. Ask the children to copy your movements and look carefully if everyone can write the letter ‘q’, help the children who need further assistance. If paint is unavailable, you may use colour pencils or crayons instead.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student’s books to page 57. Introduce the vocabulary words present on the page beginning with the letter ‘q’. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: draw a picture of a quail on an A4 size sheet as an example, and say the word ‘quail’ out loud while emphasising on the beginning sound, ask the children to tell you what a quail is and what sound it makes.

Then move on to the word 'queen' say the word 'queen' out loud, again emphasising on the 'qua' beginning sound and talk about a queen. Ask them about who they think is the current queen and where she lives. Go through all four vocabulary words present on the page in the similar manner.

Rhyme time: Before reading the poem, discuss the words 'queen' and 'knave' and ask the children what you think their jobs are.

Read the poem present at the bottom of page 57 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, the place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 58. Point and read out the name of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'q', for example, 'qua' and then say the name of each of the four objects. For example: point to the picture of the pot and say 'qua', then ask the children whether it sounds the same. Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the child which picture starts with the sound (qua)? Repeat the words again and emphasise on the beginning sound.

Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the queen and the quill, and ask the children to circle these pictures as their beginning sounds are 'qua'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 58 with a pencil. Let the children have multiple attempts till they can trace the letter 'q' as well as they can.

Next, facilitate the children to write the letter 'q' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- pencil
- a picture of a rainbow/rabbit on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'r' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'r': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'r' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'r' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter 'r': Ask the children to put some distance between them and their classmates, as they have been doing for some time now. Demonstrate the actions in front of the children but first let the children try on their own. Next point with your index finger in the air. Mimic drawing the letter 'r'. Observe if all the children are able to follow instructions and



draw the 'r' pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter 'r'.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children how they have to make a straight line going down and then upward, curving towards the right to make the letter 'r'. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox. You may also mix and match and let the children write any of the letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', 'n', 'o', 'p', 'q', and 'r' as well, if you wish.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 59. Introduce the vocabulary words on the page beginning with the letter 'r'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. For example: draw a picture of a rabbit on an A4 size sheet as an example, and say the word 'rabbit' out loud while emphasising on the beginning sound. Ask the children to tell you what a rabbit is and if they have ever seen it as someone's pet, or on TV, or at a farm. Then move on to the word 'rainbow', say the word 'rainbow' out loud, again emphasising on the beginning sound 'rha' and talk about rainbows. Ask them if they have ever seen a rainbow, and when it appears in the sky. Go through all four vocabulary words on the page in the similar manner.

Rhyme time: Before reading the poem, ask the children, if they have ever been on a boat. Choose four or five children from the class, and ask them to mime the rowing action in front of everyone. Make them do the actions to the poem.

Read the poem at the bottom of page 59 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 60. Point and read out the names of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'r', for example, 'rha' and then say the names of each of the four objects. For example: point to the picture of the pot and say 'rha', then ask the children whether it sounds the same. Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the child which picture starts with the sound 'rha'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer in yes or no. Once all four pictures are done, point to the picture of the rabbit and the rose, and ask the children to circle these pictures as their beginning sounds are 'rha'. Facilitate the children with drawing the circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 60 with a pencil. Let the children have multiple attempts till they can trace the letter 'r' as well as they can.

Next, facilitate the children to write the letter 'r' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Lesson 21 (page 61)	Letter S s
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- pencil
- a picture of a snake/strawberry on an A4 sized sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 's' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 's': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 's' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 's' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter 's': Ask the children to put some distance between them and their classmates, as they have been doing for some time now. Demonstrate the actions in front of the children but first let the children try on their own. Next, point with your index finger in the air. Mimic drawing the letter 's'. Observe if all the children are able to follow instructions and draw the 's' pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter 's'.



Student activity

Sandbox activity: Bring out the sandboxes. Show the children how they have to make a curved line facing right then twisting to curve towards the left to make the letter 's'. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox. You may also mix and match and let the children write any of the letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', 'n', 'o', 'p', 'q', and 'r' as well, if you wish.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 61. Introduce the vocabulary words present on the page beginning with the letter 's'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words present on the page in the similar manner.

Rhyme time: Before reading the poem, talk to the children about a trip to the sea. Discuss the things people do on the beach, such as collecting sea shells, and playing in the sand.

Read the poem at the bottom of page 61 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, place their hands as has been the practice, and hold their pencils properly.

Help the children turn to page 62. Point and read out the name of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 's', for example, 'sah' and then say the name of each of the four objects present on page 62. For example: point to the picture of the hand and say 'sah', then ask the children whether it sounds the same. Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'sah'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done again, point to the pictures of the sun and stars, and ask the children to circle these pictures as their beginning sounds are 'sah'. Facilitate the children with drawing the circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters at the bottom of page 62 with a pencil. Let the children have multiple attempts till they can trace the letter 's' as well as they can.

Next, facilitate the children to write the letter 's' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Lesson 22 (page 63)	Letter T t
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Materials required

Select any activity style, depending on the resources available:

- student's book
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- paint/colour pencils/crayons
- pencil
- a picture of a tree/teapot on an A4 size sheet

Pre-activity preparation

Prepare the cut-outs of the letter 't' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 't': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 't' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 't' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter 't': Ask the children to put some distance between them and their classmates, as they have been doing for some time now. Demonstrate the actions in front of the children but first let the children try on their own. Next point with your index finger in the air. Mimic drawing the letter 't'.



Observe if all the children are able to follow instructions and draw the 't' pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter 't'.

Student activity

Finger-painting: Provide paint bottles of any colour, and recycled chart papers to the children (you may use the backside of any previously used chart paper). Demonstrate to the children how they can paint the letter 't' using their forefinger. Dip your forefinger into the paint and write the letter 't' on the chart paper. Ask the children to copy your movements and look carefully if everyone can write the letter 't'. Help the children who need further assistance. If paint is unavailable, you may use colour pencils or crayons instead.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 63. Introduce the vocabulary words present on the page beginning with the letter 't'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words present on the page in a similar manner.

Rhyme time: Before reading the poem, talk to the children about stars, and when they are visible in the sky. Discuss the ways people look at the stars, and ask the children if they have ever observed stars. Discuss how the sun is also a star.

Read the poem at the bottom of page 63 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 64. Point and read out the names of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 't', for example, 'tuh' and then say the

name of each of the four objects. For example: point to the picture of the sun and say 'tuh, then ask the children whether it sounds the same. Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'tuh'? Repeat the words again and emphasise on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the train and turtle, and ask the children to circle these pictures as their beginning sounds are 'tuh'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 64 with a pencil. Let the children have multiple attempts till they can trace the letter 't' as well as they can.

Next, facilitate the children to write the letter 't' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own. They may take multiple attempts in correcting their letter writing.

Lesson 23 (page 65)	Letter U u
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- pencil
- a picture of a unicorn/unzipped object on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'u' (instructions are present in lesson 1).

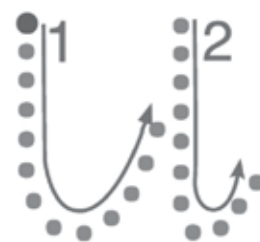
Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter ‘u’: Divide the children into groups of four and give each group one lentils/rice cut-out of the letter ‘u’ (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter ‘u’ and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children how they have to make a straight line going down and then curving towards the right, going up and then coming down with a flick on the right side to form the letter ‘u’. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox. You may also mix and match and let the children write any of the letters ‘a’, ‘b’, ‘c’, ‘d’, ‘e’, ‘f’, ‘g’, ‘h’, ‘i’, ‘j’, ‘k’, ‘l’, ‘m’, ‘n’, ‘o’, ‘p’, ‘q’, ‘r’, ‘s’, and ‘t’ as well, if you wish.



Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student’s books to page 65. Introduce the vocabulary words present on the page beginning with the letter ‘u’. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words present on the page.

Rhyme time: Before reading the poem, ask the children to recount experiences where they experienced the motion of going up and down (like going up and down in an elevator, a ride at an amusement park, going up and down the steps, etc.).

Read the poem at the bottom of page 65 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the

poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 66. Point and read out the names of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'u', for example, 'uh' and then say the name of each of the four objects. For example: point to the picture of the turtle and say 'uh', then ask the children whether it sounds the same. Correct any responses if required otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound (uh)? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the umbrella and the unicorn and ask the children to circle these pictures as their beginning sounds are 'uh'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters written at the bottom half of page 66 with the help of a pencil. Let the children have multiple attempts till they can trace the letter 'u' as well as they can.

Next, facilitate the children to write the letter 'u' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Lesson 24 (page 67)	Letter V v
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/trays
- chart paper/A4 size sheet
- rice/lentils

- glue
- round-tipped safety scissors
- pencil
- a picture of a violin/vase on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'v' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'v': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'v' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'v' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Sandbox activity: Bring out the sandboxes. Show the children how they have to make a straight line going down diagonally and then going back up diagonally towards the right to form the letter 'v'. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox. You may also mix and match and let the children write any of the letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', 'n', 'o', 'p', 'q', 'r', 's', 't', and 'u' as well, if you wish.



Class activity

Once this exercise has been done few times, ask the children to take their seats, and help them to open their student's books to page 67. Introduce the vocabulary words present on the page beginning with the letter 'v'. Try and

connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words present on the page in a similar manner.

Rhyme time: Before reading the poem, make the children sit in a circle and talk about transport vehicles and what they are used for. Discuss what sounds are made by different transport vehicles. You can also extend the discussion to include road safety awareness, and discuss the rules of the road that need to be followed in order to stay safe. Examples include looking both ways before crossing a street, and crossing the street by walking on the demarcated pedestrian crossings (white and black 'zebra' lines).

Read the poem at the bottom of page 67 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Pre-cursor discussion

Ask the children if they know about different cultures and religions in Pakistan. Ask the children which cultural aspects are special to their household, such as, clothing, language, lifestyle, food, traditions and customs or helping their parents around the house.

Have an open discussion with the children regarding the different kinds of families, cultures, and religions in Pakistan. Start off by asking the children if they are aware of the religion that is practised in their homes and can they name it? Do they know that doing your own work at home is a practice followed by Hazrat Muhammad (ﷺ)?

Then introduce the names a few other religions in Pakistan. Inform the children that there are different religions practiced throughout Pakistan and we should respect people coming from every religion and cultural background. Talk about how, just like Islam, every other religion teaches about peace, love, care, friendship, tolerance, kindness, and respect for others. For Muslims there are a few basic strands which are a must for the children at this age to know, for example, the five pillars of Islam, the first Kalimah, small dua'as and why they need to be recited like Bismillah, etc.

If you have any non-Muslim children in class, then talk about their festivals and cultural aspects as well. Talk about how everyone should be patient and respectable and tolerant towards other's beliefs and customs.

Last but certainly not the least, develop basic knowledge about Pakistani culture in the children. Inform them about things, such as, about national game, flag, flower, languages, and different kinds of folk dances, etc. Encourage the children to extend their ideas by providing details about their topic, they can even talk about their daily routine which is specific to their culture.

Picture comprehension activity

After completing the activities specific to the letter 'v', ask the children to turn to page 69. On this page is a picture comprehension activity based on the theme of 'Helping Others'. Ask the children what they think is happening in the pictures, and how the father is helping the mother to cut the vegetables, and in the subsequent pictures how the children are helping their parents clean up. Discuss the importance of helping people out.

Student's book activity

Next, ask the children to sit straight, and place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 68. Point and read out the names of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'v', for example, 'vuh' and then say the name of each of the four objects on page 68. For example: point to the picture of the person going 'upstairs' and say 'vuh', then ask the children whether it sounds the same. Correct any responses if required otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'vuh'? Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the van and vase, and the vest and ask the children to circle these pictures as their beginning sounds are 'vuh'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind you can expect that it will take lesser time and attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 68 with a pencil. Let the children have multiple attempts till they can trace the letter 'v' as well as they can.

Next, facilitate the children to write the letter 'v' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Vegetable activity: Ask the children to turn to page 71, and ask them to read out the names of the various vegetables. As an added exercise, ask them to identify the beginning sounds of the vegetables to their corresponding alphabets, such as 'o' for onion. Then, ask the children to pick up their pencils and use them to match the vegetables in the former row with the same vegetables in the latter row. All the while, discuss with them the difference between healthy food and junk food, and why eating healthy food, such as vegetables, is a better choice especially as we all want to grow up strong and healthy.

Lesson 25 (page 72)	Letter W w
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Materials required

Select any activity style, depending on the resources available:

- student's book
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- paint/crayons/colour pencils
- pencil
- a picture of a watch/water on an A4 size sheet

Pre-activity preparation

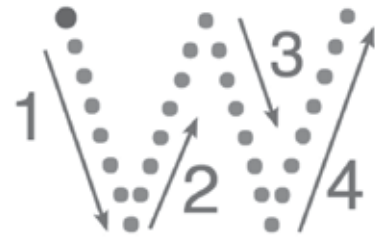
Prepare the cut-outs of the letter 'w' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'w': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'w' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/ rice. Start from the starting point of the letter 'w' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter ‘w’: Ask the children to put some distance between them and their classmates, as they have been doing for some time now. Demonstrate the actions in front of the children but first let the children try on their own. Next point with your index finger in the air. Mimic drawing the letter ‘w’. Observe if all the children are able to follow instructions and draw the ‘w’ pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter ‘w’.



Student activity

Finger-painting: Provide paint bottles of any colour, and recycled chart papers to the children (you may use the backside of any previously used chart paper). Demonstrate to the children how they can paint the letter ‘w’ using their forefinger. Dip your forefinger into the paint and draw the diagonal lines of the letter ‘w’ on the chart paper. Ask the children to copy your movements and look carefully if everyone can write the letter ‘w’. Help the children who need assistance.

If paint is unavailable, you may use colour pencils or crayons instead.

Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student’s books to page 72. Introduce the vocabulary words present on the page beginning with the letter ‘w’. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words present on the page in a similar manner.

Rhyme time: Before reading the poem, discuss with the children the importance of washing hands thoroughly as a way of staying healthy. You may even demonstrate the correct way of washing hands before moving on with the exercise.

Read the poem at the bottom of page 72 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, and place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 73. Point and read out the names of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'w', for example, 'woh' and then say the name of each of the four objects on page 73. For example: point to the picture of the elephant and say 'woh', then ask the children whether it sounds the same. Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'woh'. Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the watermelon and wolf, and ask the children to circle these pictures as their beginning sounds are 'woh'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind, you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 73 with a pencil. Let the children have multiple attempts till they can trace the letter 'w' as well as they can.

Next, facilitate the children to write the letter 'w' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Lesson 26 (page 74)	Letter X x
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- pencil
- a picture of an X-ray/xylophone on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'x' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'x': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'x' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'x' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Play dough activity (optional): Provide children with play dough. Help the children in making the letter 'x' with the play dough/clay. Ask other children if they can recognise the letter from the play dough mould.



Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 74. Introduce the vocabulary words present on the page beginning with the letter 'x'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words on the page in a similar manner.

Rhyme time: Before reading the poem, ask the children who they think a woodcutter is. Arrange a role-play in class, using props ask the children to sing the song.

Read the poem at the bottom of page 74 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 75. Point and read out the names of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'x', for example, 'xaa' and then say the name of each of the four objects present on page 75. For example: point to the picture of the wolf and say 'xaa', then ask the children whether it sounds the same. Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'xaa'. Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done again, point to the pictures of the X-ray and xylophone, and ask the children to circle these pictures as their beginning sounds are 'xaa'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 75 with a pencil. Let the children have multiple attempts till they can trace the letter 'x' as well as they can.

Next, facilitate the children to write the letter 'x' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Lesson 27 (page 76)	Letter Y y
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Materials required

Select any activity style, depending on the resources available:

- student's book
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- play dough/clay
- pencil
- a picture of a yo-yo/yam on an A4 size sheet

Pre-activity preparation

Prepare the cut-outs of the letter 'y' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'y': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'y' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'y' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Student activity

Play dough activity: Provide children with play dough. Help the children in making the letter 'y' with the play dough/clay. Ask other children if they can recognise the letter from the play dough mould.



Class activity

Once this exercise has been done a few times, ask the children to take their seats, and help them to open their student's books to page 76. Introduce the vocabulary words present on the page beginning with the letter 'y'. Try and connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words on the page in a similar manner.

Rhyme time: Before reading the poem, review the importance of eating healthy foods such as apples and yams.

Read the poem present at the bottom of page 76 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 77. Point and read out the name of all four objects present on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'y', for example, 'yeh' and then say the name of each of the four objects on page 77. For example: point to the picture of the turtle and say 'yeh', then ask the children whether it sounds the same. Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'yeh'. Repeat the words again, emphasising on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the picture of the yacht and the yarn and ask the children to circle these pictures as their beginning sounds are 'yeh'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind you can expect that it will take lesser time and attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 77 with a pencil. Let the children have multiple attempts till they can trace the letter 'y' as well as they can.

Next, facilitate the children to write the letter 'y' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own, they may take multiple attempts in correcting their letter writing.

Lesson 28 (page 78)	Letter Z z
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Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- chart paper/A4 size sheet
- rice/lentils
- glue
- round-tipped safety scissors
- pencil
- a picture of a zebra crossing/zig-zag on an A4 size sheet

Pre-activity preparation

Keep sandboxes/trays ready.

Prepare the cut-outs of the letter 'z' (instructions are present in lesson 1).

Revision: Start the class by revising the previously discussed topic.

Introduction

Circle Time – Introducing the letter 'z': Divide the children into groups of four and give each group one lentils/rice cut-out of the letter 'z' (which you have prepared prior to the class). Move your fingers slowly through the pasted lentils/rice. Start from the starting point of the letter 'z' and move slowly through the cut-out as if you are writing the letter. Ask the children to follow your hand movement with the cut-outs that they have present in front of them by taking turns.

Air writing – Letter 'z': Ask the children to put some distance between them and their classmate, as they have been doing for some time now. Demonstrate the actions in front of the children but first let the children try on their own. Next point with your index finger in the air. Mimic drawing the letter 'z'. Observe if all the children are able to follow instructions and draw the 'z' pattern in the air. Let the children have multiple attempts to ensure that they are close to drawing the letter 'z'.



Student activity

Sandbox activity: Bring out the sandboxes. Show the children how they have to make a straight line going right, then make it go diagonally to the left, moving on to go right in a straight line to form the letter 'z'. Encourage the children to trace patterns in the sandbox with their forefinger first. Pay attention that the children are designing the pattern of the letter correctly. Take multiple attempts and let the children work on the sandbox. You may also mix and match and let the children write any of the letters from the alphabet, if you wish.

Class activity

Once this exercise has been done few times, ask the children to take their seats, and help them to open their student's books to page 78. Introduce the vocabulary words present on the page beginning with the letter 'z'. Try and

connect the new words with the objects or animals they may have seen in their day-to-day life. Go through all four vocabulary words on the page in a similar manner.

Rhyme time: Before reading the poem, talk to the class about zebras, and whether they have ever seen a zebra, either on a TV or in a zoo. Ask the class to describe the unique colouring of a zebra.

Read the poem at the bottom of page 78 in a clear voice. While reading the poem aloud, emphasise on the beginning sounds. Pronounce each word carefully and slowly so that the children can follow your words easily. Repeat the poem 5 to 6 times or as much as is required for the children to read/recite it fluently. You may ask the children to memorise the poem if you wish.

Student's book activity

Next, ask the children to sit straight, place their hands as has been the practice, and hold their pencils properly.

Help the children to turn to page 79. Point and read out the names of all four objects on the page. Read the names of the objects and animals out loud one by one. Repeat the sound of the letter 'z', for example, 'zeh' and then say the name of each of the four objects on page 79. For example: point to the picture of the parrot and say 'zeh', then ask the children whether it sounds the same. Correct any responses if required, otherwise move on to the next picture. Once all four pictures have been identified, ask the children which picture starts with the sound 'zeh'. Repeat the words again and emphasise on the beginning sound. Encourage the children to answer yes or no. Once all four pictures are done, point to the pictures of the zebra and zip, then ask the children to circle these pictures as their beginning sounds are 'zeh'. Facilitate the children with drawing a circle around the pictures. As they have had practise with activities of this kind you can expect that it will take less time and fewer attempts to get the desired result.

Ask the children to trace the letters at the bottom half of page 79 with a pencil. Let the children have multiple attempts till they can trace the letter 'z' as well as they can.

Next, facilitate the children to write the letter 'z' independently in the last two lines. However, do not hold their hand while they are writing. Let them write on their own. They may take multiple attempts in correcting their letter writing.

Ask the children to move on to page 80. Instruct them to match the small letters to the corresponding capital letters by making lines with a pencil.

Lesson 29 (page 81)	Let's Revise
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Ask the children to open page 81, with a pencil in hand. Instruct them to look at the pictures carefully. Make sure you call out the names of each of the pictures, slowly and carefully pronouncing each word. Then encourage the children to circle the beginning letter of each picture.

Move on the second part of the exercise. This time, encourage the children to identify the pictures, and say the words out loud, carefully pronouncing each naming word. Carefully monitor the class, and help those out who need support help by pronouncing the words. Ask the children to write down the beginning letter of the word in the space below each picture.

Lesson 30 (page 82)	My Routine
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Ask the children to turn to over to page 82. Before starting the activity, ask the children to talk about their daily routines. You can begin with your example, by telling the children what time you get up, have breakfast, and get ready for school. Encourage the children to take turns and talk about how they spend their day. Remind the children of the need of having a daily routine, and the importance of following it.

Instruct the children to pick up their pencils and then write the times indicated in the picture within the given space.

Sing the rhyme given on page 83 about the weekdays. Encourage the children to learn the words and practise the actions to perform in class.

Give the children access to colour pencils or crayons, and ask them to fill in the colour of each box indicating a particular day keeping the instructions in mind.

Talk to the children about the seven days of the week, and what days make up the weekend. To reinforce this concept, you can even put up a chart indicating the days of the week somewhere in the classroom where the children can see it with ease.

Lesson 31 (page 84)	Let's Revise
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Motivate the children to raise their hands up in the air and practise air writing. Ask the children to put some distance between them and their classmate, as

they have been doing for some time now. Say a letter of the alphabet and then ask the children to try to write it in the air on their own. Give the children a few minutes, and then you may help remind them if you wish, but first let the children try on their own. Observe if all the children are able to follow instructions and draw different letters of the alphabets in the air.

(Optional): Bring out the sandboxes. Demonstrate to the children how they can make straight and curved lines to show multiple things. Encourage the children to trace different letters of the alphabet in the sandbox with their forefinger. Pay attention that the children are forming the letter correctly.

Then, ask the children to turn to page 84, and then pick up their pencils to carefully trace the small and capital letters of each of the alphabets.

As an added activity, you can also sing the alphabet song during this exercise.

Lesson 32 (page 86)	Grass, Root, and Sky Letters
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Explain to the children the concept of sky, root, and grass letters, and how they fall on a four lined page. You can ask the children to practise on their own four line notebooks separately to reinforce the concept.

Lesson 33 (page 87)	Well Done!
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As the children finish the revision exercises, you can ask them to turn to page 87 and do the final activity there. Ask them to sing the alphabet song as they join the dots in the correct alphabetical order. You may also help the children who need the support. After the children are done joining the dots, encourage them to use crayons, or colour pencils to fill in the colours of the picture they have completed. Encourage them to colour within the lines. In order to reinforce and review the alphabetical order you can also allow the children to sing the alphabetical song while colouring.

Activity Bank

Activity 1: Word Maze

Clear some space in the classroom, and draw a maze using chalk on the floor. There should be a blue path, a green path, and an orange/ brown path made on the floor using the chalk. Divide the class in three groups, and then ask them to choose the person they want to send in the maze. One group will be the blue group, the green group, and the third will be the orange group.

Tell the children that today they will be playing a new game called 'Word Maze'. Explain to them how the activity works. The child chosen by the group would have to stand at the starting line of the maze.

The rest of the group would have to head over to the table where there are 26 cards, each containing one letter of the alphabet. Ask the children in the blue group to collect all the sky letters, and put them in their basket. Similarly, ask the green group to collect all the grass letters, and the orange group to collect all the root letters, and place them in their respective baskets. Remind the children not to push each other, but to help those in their team. Encourage children to sound out each letter they choose before placing them in the baskets. Make sure that at least one letter is chosen by each child to place in the group basket.

After the letters have been chosen and placed in the baskets, tell the children of each group to take the baskets to their teammate waiting at the start of the maze. The team would have to give the basket to the child they have chosen, who would have to take the basket through the maze. The child from the blue team would follow the blue path, the child from the green team would follow the green path, and the child from the orange team would follow the orange path.

Skills learnt: Building vocabulary, cognitive development, social development

Activity 2: Letter Genius

Make some space in the classroom by clearing the desks and tables, and placing them to the side. Ask the children to join hands and make a circle. Remind them not to push or pull each other, but calmly hold each other's hands, and then sit

down carefully on the ground. Make sure that each child has enough space to move and place their arms and legs comfortably. There should be a little gap between each individual child to ensure their comfort.

Tell the children to settle down and to listen carefully to your instructions. Tell the children that you are playing a new game today. Tell them that the name of the activity game is 'Letter Genius'. Ask the children what they think a genius is. Give the children the chance to respond by raising their hands and waiting patiently for their turn to speak. Remind them of the importance of listening carefully to what others have to say. After everyone has had their turn, tell them that a genius is someone who is very smart.

The activity begins by one child saying the letter 'a' and then saying the name of a thing starting with the letter 'a' to the child sitting on the right. The child on the right would then have to say the letter 'b' and one thing that begins with the letter to the child sitting on his/her right, and so on. Go on with the game until all the letters of the alphabet have been covered. If there are still some children left who have not had their turn, you can start the alphabet all over again until everyone has had a chance.

If some children are having trouble giving an example, give some support and encourage them to answer. You can make the sound of the letter, and tell them to look around the classroom and see if they can see anything that starts with the same sound.

After the activity is done, you can even have the children sing the alphabet to reinforce the concept. Tell the children that they are all letter geniuses.

Skills learnt: Building vocabulary, four skills of language learning, social development

Activity 3: Magic Carpet

Ask the children to sit on the classroom mat and make sure there is enough space for them to move their arms and legs. Remind them not to disturb those sitting next to them, but sitting calmly and quietly on the mat. Ask them to close their eyes and imagine that they are sitting on a magic carpet that can take them somewhere wonderful in the blink of an eye.

Talk to the children about what a magic carpet can do. A magic carpet is a powerful thing that can take them wherever they want to go within seconds. It can go to the beach, the mountains, or even to outer space!

Ask the children to go to their table, and sit properly on their chair, making sure that they don't disturb anyone. Tell them to use the crayons and colour pencils placed on the table before them to draw on a piece of paper, a place they would like to visit on a magic carpet. Make sure that each child thinks carefully about the place they want to visit on their magic carpet, and who they would like to take on their journey and why.

You can move around the class to make sure that the children have understood the task at hand. If children are having trouble deciding a place, encourage them to sit on the mat and close their eyes to imagine where they want to go. After everyone has drawn their place, ask them to come in front of the class one by one and talk about why they would like to visit the place they have drawn, and who they would like to take with them and why.

If there is time, you can even encourage the children to write down the beginning sound letters of the places they want to visit next to their drawing.

Skills learnt: Personal, social, and emotional development; four skills of language learning.

Assessment Guide

Research indicates that formal tests and examinations are not at all accurate when measuring a toddler's abilities. Many young children do not perform well in situations where they must answer specific questions or complete tasks because they may not be familiar with the testing language, they may be shy or just frightened. When a young child does not perform well, he/she is labelled as a below average child.

The comparison between two young children is fruitless as children of such age grow and progress at their own pace. Young children's progress should be measured by the teacher's on-going observations during the entire year. Their progress should be compared to their own development and not to that of other children.

– Children Assessment and Record-keeping

The teachers are requested to observe each child as they participate in different activities. Although at times they may step back and observe, however, more so than usual, they may have to be involved with the children. Teachers will have to develop this skill, to be actively involved and pick up cues from the children.

What is the teacher supposed to look for? The teacher observes the children and assesses the different areas of learning and development.

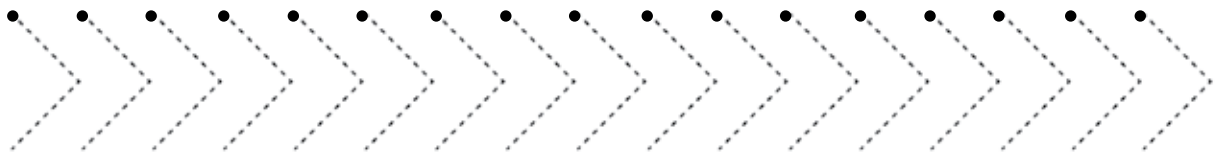
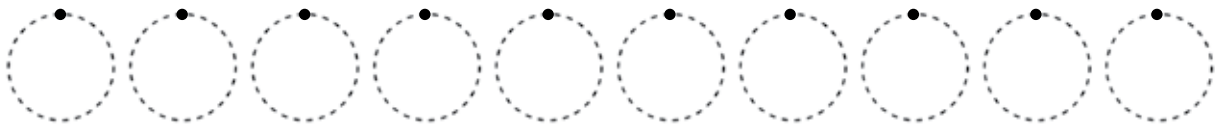
The following methods of assessment and record-keeping are strongly recommended:

- Checklist of the child's progress
- Maintain a portfolio of the child's work
- Progress reports for parents

The Assessment Guide contains:

- Worksheets (informal assessment)
- Observation checklists (the teacher will observe the points mentioned in the observation checklists and then fill it at the mid and end of the year).

Worksheet – 1: Pattern and Tracing



Teacher's note: The review worksheets can be given to the children as homework, which they can easily do at home.









Worksheet – 2: Capital and Small Letters

Match the capital letter to the correct small letter.

D	a
C	e
A	f
E	d
G	c
F	b
H	g
B	h

Worksheet – 3: Point and Match

Point to each picture and say what it is. Match each picture to the correct starting letter.

Aa	
Bb	
Cc	
Dd	
Ee	
Ff	
Gg	
Hh	

Worksheet – 4: Grass, Root, and Sky letters

Colour the boxes with the sky letters blue.

a c e i m n o

sky

grass

root

g j p q y

sky

grass

root

b d f h k l t


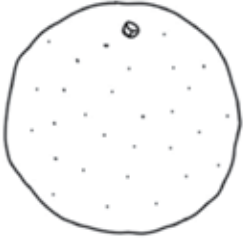

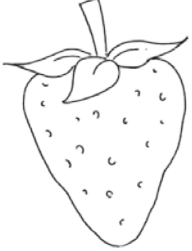

sky

grass

root

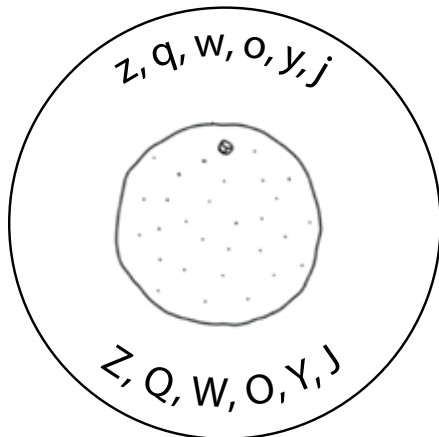
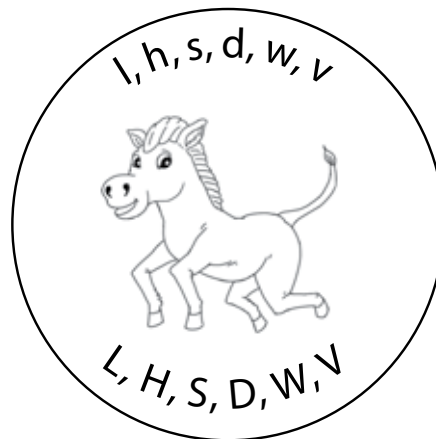
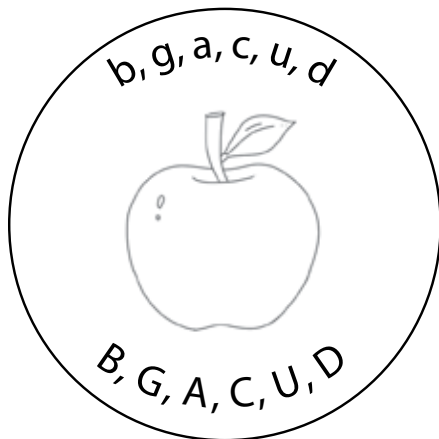
Worksheet – 5: Fruits

Match each name with its picture. Colour to finish the worksheet.

apple	
strawberry	
grapes	
orange	
banana	

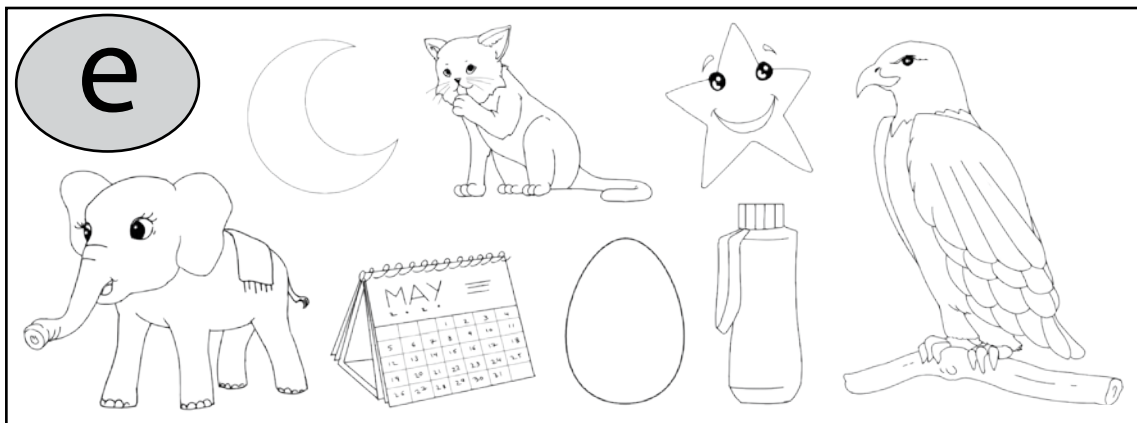
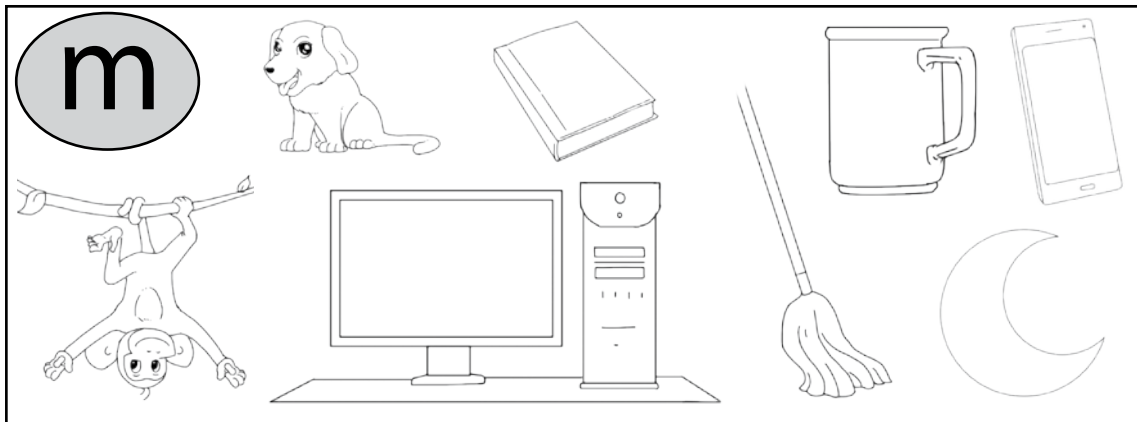
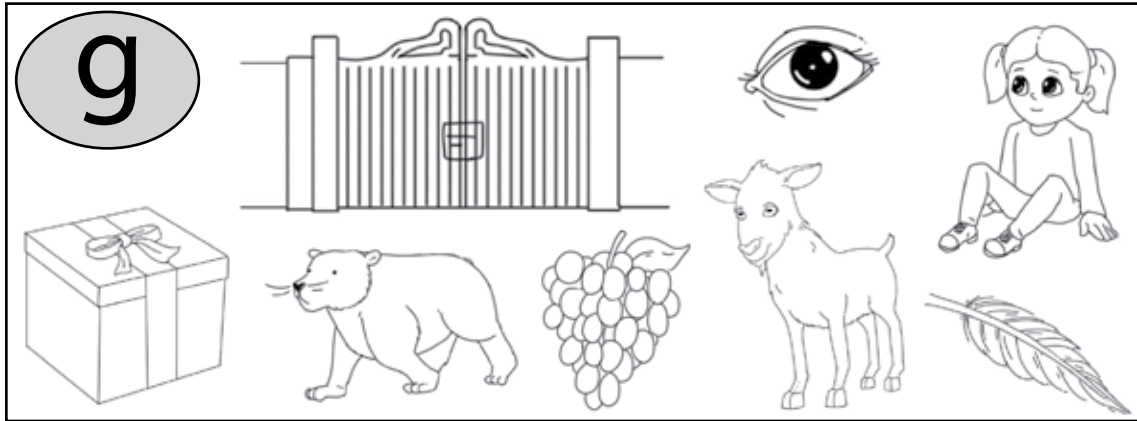
Worksheet – 6: Beginning Sounds

Identify each picture and circle its initial sound letter (first the small then the capital).



Worksheet – 7: Beginning Sounds

Look through the pictures carefully and colour the objects starting from the mentioned letter.



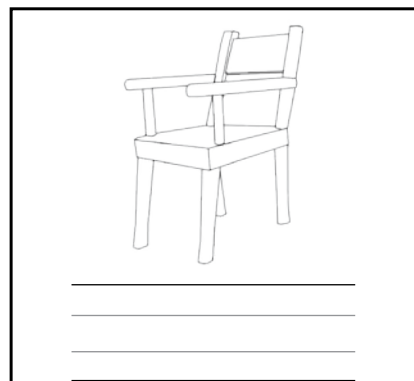
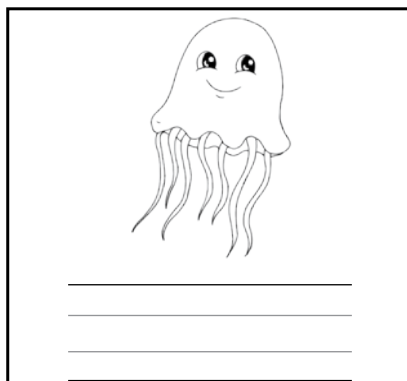
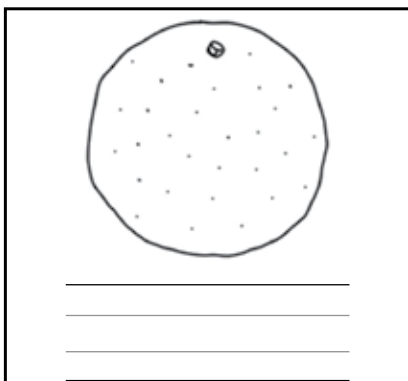
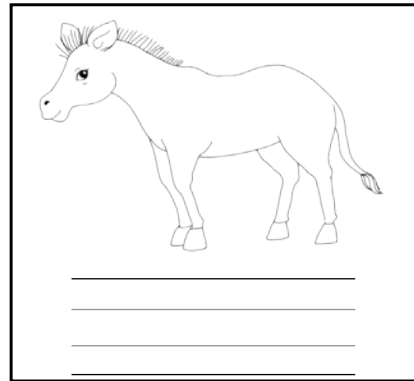
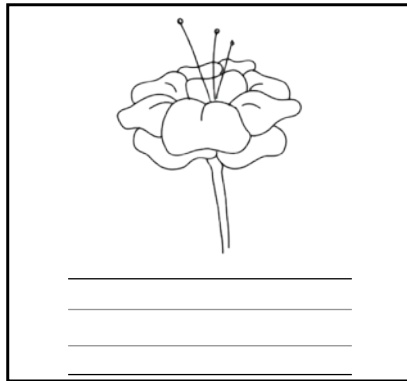
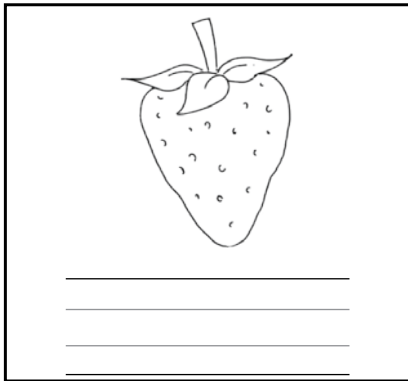
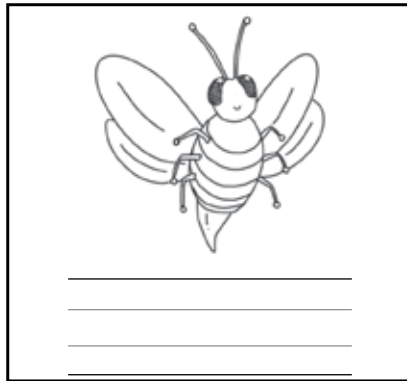
Worksheet – 8: Capital and Small Letters

Match the capital letter to the correct small letter.

X	Z
V	v
Y	x
W	y
Z	w

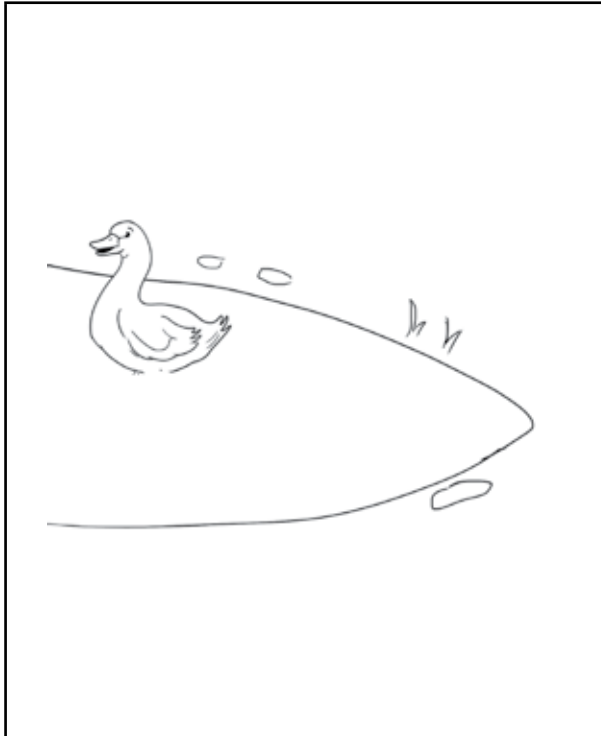
Worksheet – 9: Beginning Sounds

Identify and write the beginning sounds of the following pictures. Colour to complete your work.



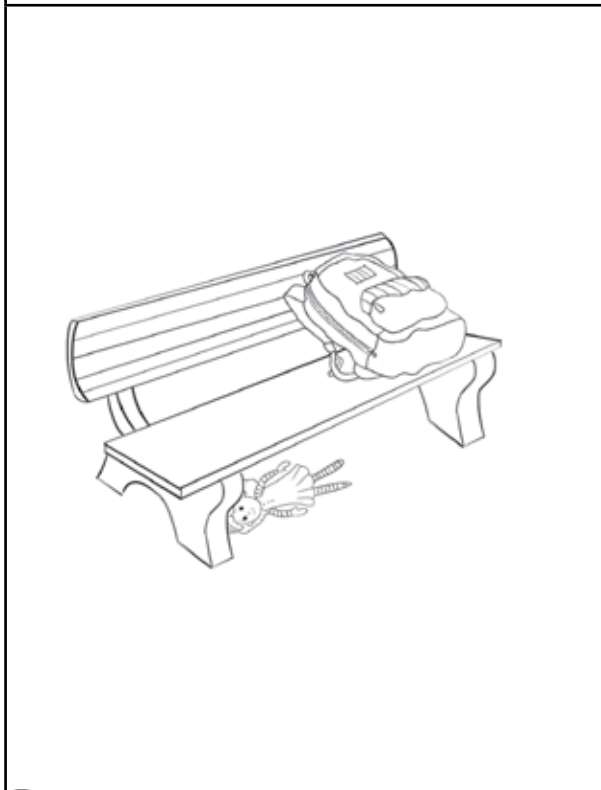
Worksheet – 10: Position Words

Match the picture to the correct word, describing its position.



duck

in / out



bag

on / in

doll

under / over

Worksheet – 11: Position Words

Match the pictures to the correct words.



duck and duckling



lion and cub



sheep and lamb



cat and kitten



hen and chick






cow and calf



dog and pup

Mid-of-Year Teacher's Observation Checklist




Consider the child's strengths and the areas in which they can improve. Use the checklist to record their development.

CATEGORIES			
ACADEMIC			
Recognises sounds of letters			
Recognises rhyming words			
Identifies position words			
Remembers everyday life vocabulary introduced in the book to some extent			
LANGUAGE DEVELOPMENT			
Expresses needs adequately in mother tongue			
Asks questions in combination of gestures			
Writes and identifies colours			
Recognises upper case and lower case letters			
Listens and comprehends simple instructions to some extent			
FINE MOTOR DEVELOPMENT			
Holds a pencil/crayon			
Holds a book			
GROSS MOTOR DEVELOPMENT			
Performs basic self-care tasks (washes hands after visiting the washroom)			
Maintains balance while walking to some extent			
Stacks building blocks and carries toys/books in their place			
TEAMWORK AND GROUP BEHAVIOUR			
Plays and interacts well with friends			
Shares stationery and toys with friends			
Recognises classmates			
SOCIAL AWARENESS			
Shows awareness of personal safety (does not socialise with strangers) to some extent			
Uses basic greetings for elders (teachers and parents) some times			

Teacher's note: This rubric can help you report the progress of the children. It is by no means exhaustive and can be changed as per need. The star stands for satisfactory, the moon is for good, and the sun is for excellent.

End-of-Year Teacher's Observation Checklist

Consider the child's strengths and the areas in which they can improve. Use the checklist to record their development.

CATEGORIES			
ACADEMIC			
Recognises sounds, blend letters			
Recognises rhyming words, sings, and enacts poems			
Identifies position words and their usage			
Remembers everyday life vocabulary introduced in the book			
LANGUAGE DEVELOPMENT			
Expresses needs adequately in mother tongue and English (a few words)			
Asks questions in combination of words and gestures			
Writes within quad lines, and identifies colours			
Recognises and writes all upper case and lower case letters			
Listens and comprehends simple instructions			
FINE MOTOR DEVELOPMENT			
Holds a pencil/crayon with adequate grip			
Holds a book and turns pages			
GROSS MOTOR DEVELOPMENT			
Performs basic self-care tasks (washes hands after visiting the washroom and is mindful of their belongings)			
Changes direction and maintains balance while walking			
Stacks building blocks, carries and places toys/books in their place			
TEAMWORK AND GROUP BEHAVIOUR			
Plays and interacts well with classmates			
Shares stationery and toys with classmates			
Recognises classmates and their names			
SOCIAL AWARENESS			
Shows awareness of personal safety (does not socialise with strangers)			
Uses basic greetings for elders (teachers and parents)			

Teacher's note: This rubric can help you report the progress of the children. It is by no means exhaustive and can be changed as per need. The star stands for satisfactory, the moon is for good, and the sun is for excellent.

Single National Curriculum Alignment

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
<p>Competency 1: Children will develop an understanding of their likes, dislikes, strengths, emotions and self-grooming, decision making and problem solving skills. Children will further enhance their positive sense of self-identity and see themselves as capable learners.</p>	a. Share what they like about themselves and what they like about a friend and others.	p. 17, 22, 54-55, 89
	b. Identify different occasions when they feel happy, sad, scared, loved, angry, excited and bored.	p. 89
	c. Choose and talk about an activity/work that they enjoy doing the most in class.	pp. 55, 89
	d. Express their likes and dislikes and talk about their strengths and areas of improvement.	pp. 22, 54
	e. Develop and understand that as individuals, they have their unique needs, interests and abilities and that they are separate from each other.	p. 89
	f. Develop and understand how to dress up, know about eating habits, proper posture while walking, talking and sitting.	pp. 55, 71-72, 88
	g. Take care of his/her and others' belongings.	p. 88
	h. Perceive himself/herself in a positive way.	pp. 88-89
	i. Ask for help when needed.	p. 89
	j. Develop problem solving skills by identifying the problems and finding the best solutions through participating in different activities.	pp. 45, 89
<p>Competency 2: Children will be willing to share and work in collaboration with their peers, teachers, family members and neighbours, regardless of any differences, such as, in gender, ability, culture, language and ethnicity.</p>	a. Show an understanding and respect for the feelings of their peers and others.	pp. 69-70, 89

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
	b. Cooperate with peers, teachers, family and community members.	pp. 26, 69-70, 89
	c. Work cooperatively and share materials and ideas amicably in groups.	pp. 26, 54-55, 89
	d. Form friendly and interactive relations with peers and adult around them.	pp. 17, 26, 54-55, 69-70, 89
	e. Learn to respect others' opinion while communicating.	pp. 38, 89
	f. Learn to take turns.	pp. 26, 54-55, 89
	g. Cooperate with and be sensitive to peers, elders, and neighbours who may be differently abled.	pp. 69-70, 89
	h. Work in collaboration, in groups/project work to promote leadership skills.	pp. 26, 69-70
Competency 3: Children will learn about and appreciate their heritage and culture and develop acceptance, respect and appreciation for the diversity of cultures and languages.	a. Talk about the cultural aspects of their lives, such as, language, clothing, lifestyle, food, traditions and customs.	pp. 55, 89
	b. Talk about the key cultural practices to resolve conflicts and issues and celebrate festivals.	*TG
	c. Recognize historical and cultural places.	TG
	d. Narrate stories heard from elders.	TG
	e. Play local games (hide and seek, jumping, gudda-guddi ki shaadi, ghar ghar khail, tug of war, clay modelling, cat's cradle etc.)	p. 52
	f. Develop basic knowledge about Pakistani culture. (i.e. know about the national game, flag, flower, food, folk dances, languages etc.)	TG
	g. Respect the feelings and views of others irrespective of their religion, caste, colour, creed and people with special need.	pp. 69-70, 89

* TG - Teaching Guide

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
Competency 4: Children will develop an understanding of their own religious values and practices as well as respect for others' religious values and practices, with acceptance and appreciation for the differences that exist.	a. Recognise, appreciate and respect similarities and differences among people.	pp. 69-70, 89
	b. Associate and mingle with children having diverse abilities and backgrounds.	p. 88
	c. Know and understand that the religion of most of the people in Pakistan is Islam.	TG
	d. Recognize that other religions exist in Pakistan as well.	TG
	e. Name their religion.	TG
	f. Appreciate "peace" (love, care, friendship, tolerance, kindness and respect for others) as a common value across religions.	pp. 69-70, 88-89
	g. Muslim children will: <ul style="list-style-type: none"> • Believe that Allah is the Sole Creator and Prophet Muhammad is His last and most beloved Prophet. • Believe that Islam stands for peace and harmony. • Recite the first Kalma. • Recite small dua'as and know why they should be recited. 	
	h. Non-Muslim children will learn and practice about their own religion Respect other religions and have tolerance for other religions.	TG
Competency 5: Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhood.	a. Manage small tasks leading to self-reliance.	p. 88
	b. Take care of their own belongings and put classroom materials back in the right place after use.	p. 88

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
	c. Identify and implement small tasks leading to a sense of responsibility for school, community and public property.	pp. 88-89
	d. Recognise that water, food, electricity and paper are very important resources and need to be used responsibly.	pp. 20, 55, 88-89
	e. Recognise and practice their responsibility in keeping the environment, home, classroom and neighbourhood clean.	pp. 72, 88-89
	f. Take care of peers in class, school and neighbourhood.	pp. 26, 39, 55, 88
Competency 6: Children will use common courtesy expressions like greetings, please, welcome, thank you, sorry, excuse me.	a. Speak politely.	pp. 55, 88-89
	b. Take turns when speaking and respect the right of others to speak.	pp. vii, 26, 39, 54
	c. Respect everyone.	pp. 69-70, 88-89
	d. Take initiative to greet others.	p. 88
	e. Use courtesy words as per situation.	pp. 55, 88-89
	f. Facial expression and body language should be in accordance with the greeting words.	pp. v, 88
Competency 7: Children will learn and develop a sense of citizenship.	a. Recognise the fact that rules are important/required in the classroom, school, home and community.	p. 67
	b. Understand why rules are necessary and how they help us.	p. 67
	c. Identify some basic traffic rules (traffic lights, zebra crossing, etc).	p. 67
	d. Exhibit the understanding that individuals have different opinions and learn the importance of listening to others' ideas and point of view patiently.	pp. vii, 26, 39, 54
	e. Identify their responsibilities with respect to each right (go to school regularly and do homework, take care of the play equipment and environment).	pp. 88-89

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
Competency 8: Children will develop and demonstrate ethical and moral values such as honesty, inner accountability, social justice, empathy, compassion and respect.	a. Develop an understanding of the term kindness and the importance of being kind to others.	pp. 37-39, 69-70
	b. Understand the importance of sharing and list the things they can share with others (toys/lunch).	pp. 54-55, 88
	c. Understand that mistakes are a part of learning and nothing to be ashamed of or to make fun of.	TG
	d. Develop the ability to think about and take personal accountability for actions.	p. 89
	e. Develop and understanding of truthfulness, honesty, fairness and trustworthiness in their actions.	Covered in book 2

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
LISTENING AND SPEAKING SKILLS Competency 1: Children will engage confidently with others using language in a variety of ways for a variety of purposes and contexts.	a. Listen attentively in small and large groups and share their views about every event and special occasions.	p. 89
	b. Respond to others in a variety of verbal and non-verbal ways for a variety of purposes, for example exchanging ideas, expressing feelings, and a variety of contexts, plan-work-clean-up-review, group work time'.	pp. 37-39, 54-55, 72, 89
	c. Talk about their experiences and feelings with peers and adults by using complete sentences.	pp. 37-39, 89
	d. Respond to and verbally express a range of feelings, such as, joy and sorrow, wonder and anger.	pp. 37-39
	e. Show respect for a variety of ideas and beliefs by listening and responding appropriately.	p. 89
	f. Wait for their turn to speak and not interrupt when others are talking.	pp. 26, 55, 89
	g. Initiate conversations with peers and adults.	pp. 55, 89

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	h. Recognition of letters with their initial sounds (there are more examples of this SLO throughout the book).	pp. vi-vii, 6, 8, 10, 13, 15
	i. Recognise and differentiate between sounds in the environment.	pp. vi-vii, 34
	j. Understand and follow instructions.	pp. 12, 67, 89
	k. Use correct pronunciation. (there are more examples of this SLO throughout the book).	pp. 6, 8, 10, 13, 61
	l. Draw on words from enhanced vocabulary, and making new words through blending sounds.	pp. 12, 18, 30, 89
	m. Make appropriate use of body language (eye contact, hands movements, facial expressions etc.) while speaking to the audience.	p. 65
Competency 2: Children will describe objects, events and their plans for the day.	a. Name things in their environment. (there are more examples of this SLO throughout the book).	pp. 19, 25, 39, 71, 81, 89
	b. Describe and talk about pictures, drama, animated video etc.	pp. 25-26, 37-39, 52-55, 69-70
	c. Share their plans for the day and describe the previous or upcoming events and days.	pp. 22, 83, 89
	d. Express their ideas with clarity. (there are more examples of this SLO throughout the book).	pp. 17, 19, 26, 55, 89
	e. Extend their ideas or accounts by providing some detail about their topic and daily routine (there are more examples of this SLO throughout the book).	pp. 17, 19, 26, 59, 89
	f. Describe a picture by using appropriate words or simple sentences.	pp. 25-26, 37-39, 52-55, 69-70
Competency 3: Children will enjoy listening to stories and poems/ rhymes and make up their own stories and rhymes.	a. Retell and respond to stories, songs and rhymes by joining verbally or with actions as appropriate.	pp. 65, 74
	b. Recognise and differentiate between sounds in the environment.	pp. vi-vii, 34

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	c. Appreciate the concept of words, rhymes and syllables. (there are more examples of this SLO throughout the book).	pp. 6, 8, 10, 13, 15
	d. Make up their own stories and rhymes.	pp. vi-vii, 74
READING SKILLS Competency 4: Children will enjoy age appropriate books and handle them carefully.	a. Hold, open and turn pages of a book with care.	p. 88
	b. Enjoy skimming/scanning through age appropriate big books.	p. vi
	c. Predict the story by looking at the cover page and flipping through pages.	pp. 37-39, 54
	d. Predict what comes next in stories.	pp. 37-39, 54
	e. Ask open ended questions about the story to support critical and logical thinking.	pp. 37, 39, 54-55, 89
	f. Repeat simple repetitive sequences in traditional and popular children's stories.	TG
	g. Tell a simple story by looking at pictures.	pp. 37-39
	h. Retell a favourite story in the correct sequence.	TG
Competency 5: Children will understand how books are organized.	a. Differentiate between the parts of a book (the cover, the title and the end).	TG
	b. Understand and demonstrate the usage and significance of different parts of a book.	TG
	c. Know that some books tell stories and others give information.	TG
	d. Know that Urdu is read from right to left and top to bottom.	N/A
	e. Know that English is read from left to right and top to bottom.	p. vi
	f. Know that regional languages (where applicable) are read from right to left and top to bottom).	N/A
Competency 6: Children will recognise letters and familiar words in simple texts.	a. Understand that words and pictures carry meaning. (there are more examples of this SLO throughout the book).	pp. vi, 6, 8, 10, 13

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	b. Identify and name the characters in a story.	pp. 37-39
	c. Recognise their names in print (Urdu & English).	pp. i, vi
	d. Begin to recognise letters of the Alphabet. (there are more examples of this SLO throughout the book).	pp. 6, 8, 10, 13, 15
	e. Identify sight words that are meaningful for them. (there are more examples of this SLO throughout the book).	pp. 17-18, 52-53, 89
	f. Identify letter sounds through words that have personal meaning for them. (there are more examples of this SLO throughout the book).	pp. 6, 8, 10, 13, 15
	g. Associate initial letter sounds with names of objects in their classroom environment.	p. 89
	h. Think of a variety of objects beginning with a single letter of the alphabet. (there are more examples of this SLO throughout the book).	pp. vi-vii, 6, 8, 89
WRITING SKILLS Competency 7: Children will use pictures, symbols and familiar letters and words to communicate meaning, show awareness of some (symbols, letters and words), for the different purposes of writing.	a. Make marks and scribble to communicate meaning (there are more examples of this SLO throughout the book).	pp. 1-4, 7, 9, 11
	b. Use some clearly identifiable letters in their writing to communicate meaning, representing some sounds correctly and in sequence.	pp. 81, 84-85
	c. Draw pictures to communicate meaning.	pp. 3, 84
	d. Hold writing tools properly to develop a comfortable and efficient pencil grip.	pp. v, 88
	e. Colour a simple picture keeping within designated space.	pp. 5, 12, 83, 87
	f. Trace, copy, draw and colour different shapes, such as circles, squares, triangles and rectangles.	pp. 1-5, 12, 83, 87
	g. Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes.	pp. 1-5, 87
	h. Trace, copy and write the letter of Urdu alphabet.	N/A
	i. Trace, copy and write the letters of the English alphabet. (there are more examples of this SLO throughout the book).	pp. 7, 9, 11, 84-86

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	j. Trace, copy and write the letters of regional languages (where applicable).	N/A
	k. Know that print carries meaning and in English, it is written from left to right, begins at the top left corner of the page and moves across and down, and words are separated by space.	p. vi
	l. Know that print carries meaning and in Urdu, it is written from right to left, begins at the top right corner of the page and moves across and down, and words are separated by space.	N/A
	m. Write their own names in English & Urdu and their native language with appropriate use of upper and lower case letters.	p. 88
	n. Write a word or a sentence while describing a picture.	Covered in book 3

Note: SNC alignment tables at the end of each Teaching Guide represent the alignment of the book at that level, hence the competencies not covered in this table are all adequately represented in the other books in this series. The SNC alignment tables of English Level 2 and Level 3 are present at the end of their own respective Teaching Guides. Each book also contains value-added content which adds on to the topics recommended for teaching in the Single National Curriculum.