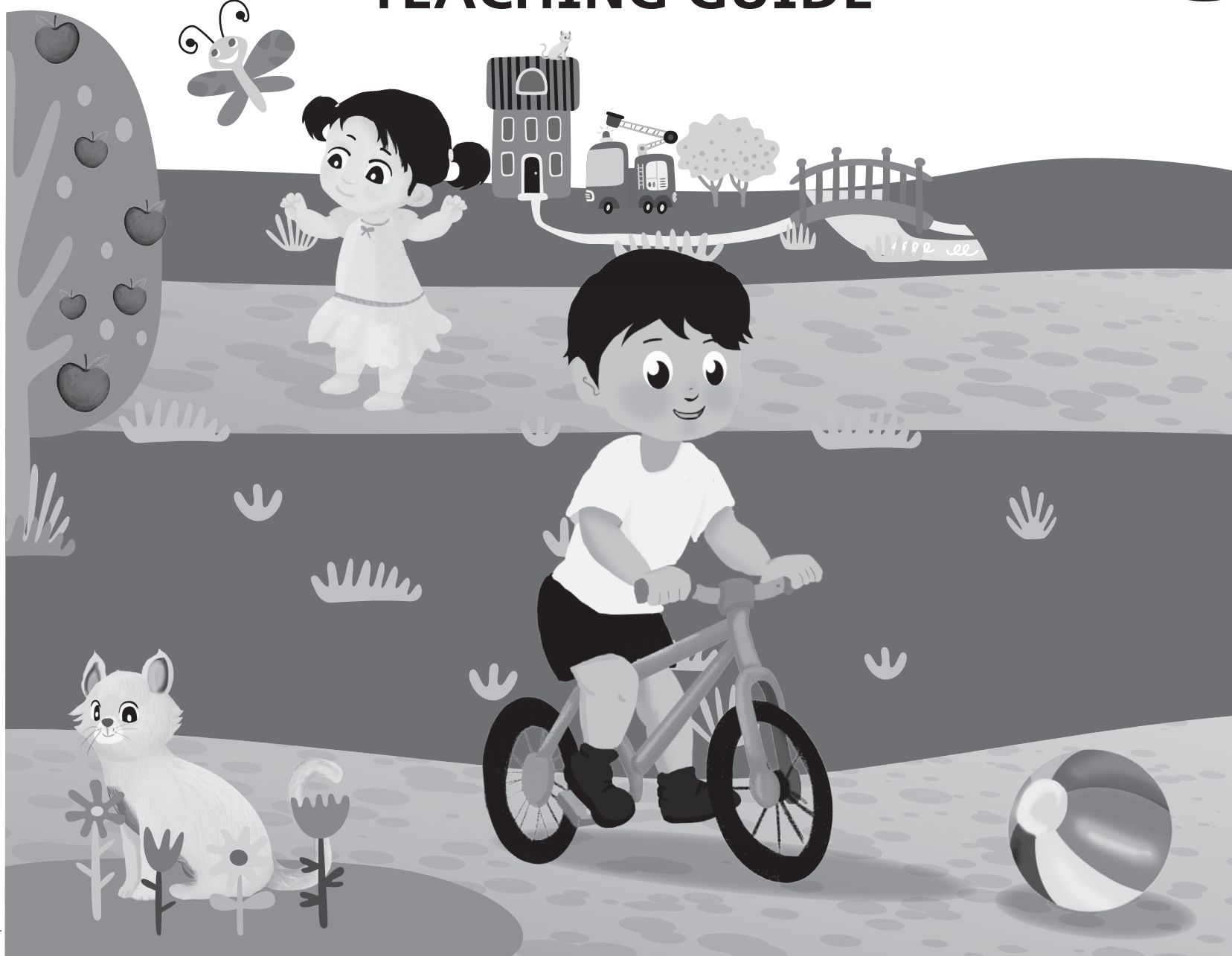


OXFORD
UNIVERSITY PRESS

First Steps to Early Years

English

TEACHING GUIDE



TV

Contents

	Page
Health, Nutrition, and Safety Checklist	1
Setting up the Classroom	4
Lesson Plans	6
Unit 1 Patterns and Colours	7
Unit 2 Capital Letters	15
Unit 3 Two-Letter Sounds	26
Unit 4 Vowels and Consonants	31
Unit 5 Reading Together	42
Unit 6 Independent Reading	54
Unit 7 More Words	59
Unit 8 Families	66
Activity Bank	69
Assessment Guide	72
Worksheets	73
Mid-of-Year Teacher's Observation Checklist	83
End-of-Year Teacher's Observation Checklist	84
Single National Curriculum Alignment	85

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 Kindergarten 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.

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 well-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 are 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 are 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.
- ☐ Immunization 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 a 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.

- **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 square 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, flash cards, 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 classroom.
- 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 Colours

Expected Learning Outcomes

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

- recall and demonstrate the appropriate sitting posture to write with ease
- recall and demonstrate correct hand position of holding a pencil
- follow verbal and printed instructions with some level of accuracy
- trace and create patterns with a degree of accuracy
- trace patterns with a degree of accuracy
- create patterns with some degree of accuracy

Lesson 1 (pages 1–2)

Trace the arrow and join the dotted lines

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
- play dough or clay (if play dough is not available)
- pencil
- magazine cut outs of historical and cultural places of Pakistan

Pre-lesson preparation

Keep sandboxes/trays and play dough ready (instructions given before the lesson plans).

How to hold a book?

It is extremely important for the children to know what a book is and how to take care of their books.

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.

Hand the children their student's book and ask them to turn through the pages and look for any particular topic. For example, The Family or the Farm, etc.

Introduction

What is a pattern? Start a discussion about patterns. Inform children that a pattern is an arrangement of things in a particular manner which is repeated. For example: place a book and a copy on the table, then another book, then another copy, and so on and so forth. Point the children's attention towards the pattern: book, copy, book, copy, etc. The point of the activity is to understand, identify, and detect patterns.

Pattern activity 2 (Optional): You may use toys as well, such as a doll (of any kind) and a ball to conduct the activity given in the example stated above.

Once the children have mastered the identification of patterns with two objects, you may increase the number of objects presented from 2 to 3. For example: make a pattern using a pencil, an eraser, and a ruler and ask the children to find the pattern. 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 to observe 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 before the lesson plan's section) to the children. The lines on the first page are straight. Ask the children if they have seen anything with this shape, their ruler, or the edge of their table or the white/blackboard, etc.

Move on to other kinds of patterns, such as wavy, zigzag, in loops, etc. Ask the children if they have seen similar patterns. Someone's curly hair or waves of the sea perhaps. 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 movement is correct. Keep the sandboxes 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 classmate. 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 going down in the air and ask them to follow your actions. Observe if all the children are able to follow instructions and draw the pattern in the air.

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 classmate. 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 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, position the hand, and hold a pencil. Ask the children to sit with a straight back and have their feet placed firmly on the ground so they can write easily. Make sure that the children 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 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 (pages 1 and 2) with the help of a pencil.

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

Talk about the colours of the birds and their eggs on page 2. Ask children if they can name the colours present; you may also ask if they can identify any other objects present in their classroom which are of the same colour.

Recapitulation

Ask the children to practise tracing in the sandboxes or in their separate notebooks.

Lesson 2 (pages 3–4)	Finish the picture
----------------------	--------------------

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- A4 size sheets (depending as per the number of children in the class)
- pencil/crayons/colour pencils for children
- ruler
- black marker
- clothes line/display line
- 1 or 2 packets of colourful balloons (depending upon the strength of the class)
- paints (bright colours)

Pre-activity preparation

For the balloon activity: You can choose to blow up balloons ahead of time or can do this activity with the children present in class (if you think it's manageable).

For butterfly activity: Lightly trace the outline of a butterfly on each A4 size sheet (as per the number of children in class). Pour 4 different bright paint colours on a paper plate.

Introduction

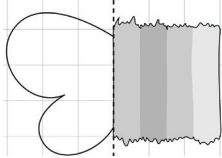
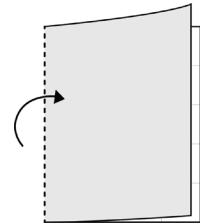
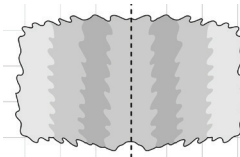
Distribute the colourful balloons among the children. You can also draw different shapes with the help of a marker on the balloon or just talk and discuss the different colours of the balloons each child has.

You may group the children as per the colour of their balloons. After having a proper discussion about the colours, you may ask all the children with red-coloured balloon to be in one group and the children with blue balloons to be in another group, and so on.

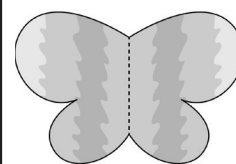
Let the children play safely with their balloons in the classroom, and allow them to exchange their balloons with their friends as well.

Class activity

Butterfly activity: This is a simple and fun way for children to paint a butterfly. Divide the children into groups of four and hand each group a plate. On each plate pour four circles of bright paint colours. Then, to each child, distribute one A4 size page that has already been folded in half. Ask each child to lightly trace butterfly pattern on the back side of the paper beforehand.

Ask children to paint on one side of the page. They may create any pattern of shape they wish.	
Just when the paint is still wet, fold the paper from the middle vertically and ask the children to rub over the sheet with pressure. Demonstrate the direction, ask the children to make a fist with their right hand and place it on the side of the sheet which is closest to them. Then ask them to gently move their fist away from them.	
Ask the children to open the folded sheet very carefully and then leave it out to dry.	

By cutting out the initial butterfly pattern line, the children would have their butterfly painting ready. You can use a black marker to add eyes and a smiley face. You may also give outlines to any shapes which the children may have drawn to give more structure and design to the painting.



Circle time: Circle time is an extremely important time of the day for young children. It helps in building confidence and developing positive relationships amongst children. During circle time children feel comfortable enough to speak up and voice their opinions, which they might find difficult to do in a regular classroom setting.

During circle time, ask the children to hold their butterfly paintings and talk about butterflies. The class can discuss where butterflies are found, how they look, different kinds of butterflies, and what butterflies do, etc.

You can also display the paintings in a display line or art corner.

Student's book activity

Ask the children to connect the dots in their books (pages 3 and 4) with the help of a pencil.

Let the children have multiple attempts till they can trace the different kinds of lines as well as they can.

Talk about the colours of the balloons and the butterfly on pages 3 and 4. Ask the children if they can name the colours present; you may also ask if they can identify any other objects present in their classroom which are of the same colour.

Recapitulation

Ask the children to practise tracing in the sandboxes or in their separate notebooks. Provide a variety of writing or drawing materials, such as pencils, crayons/colour pencils, chalks, etc. to scribble and make marks on paper/slate, etc.

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- children's desks may be used to make a maze

Pre-cursor questions

- Ask the children questions such as: How do they come to school? Do they come and go on their own? Do they come with their siblings, parents or with someone else?
- Discuss the route that they take to and from the school. Do they take the long way or the short way? How many roads lead to their school?
- Ask the children if they can recall the way from their homes to school, and then back.
- Discuss with the children the different things, shops, marts, houses, and any other places they see on their way.
- Ask the children if they know their way around school.

Introduction

Circle time: Facilitate the children to turn to page 5 of their student's book. Ask how many children have visited villages during their vacations. Talk about farms and farm animals with the children. Hold a discussion about a farmer and what they do for a living, where the milk in our homes come from, where do vegetables come from, etc.

Hold page 5 up so the children can see it, and use your forefinger to trace the shortest route for the farmer to take.

Pre-activity preparation

You will need to arrange the desks in a manner to create an irregular route from one end of the classroom to the other. There must be more than one possible route, few of which may also have dead ends. You may also use chairs or beanbags, but remember that the maze should be designed keeping the age of the children in

mind. It should not be so complicated that the children are unable to find their way through them on their own.

You can name the starting point as 'Home' and the end point as 'School'. Make sure there are no sharp corners sticking out and all safety precautions are taken into consideration so that the children do not hurt themselves. Keep ample space between the desks for children to move around freely. This is also a good activity to help develop a child's gross motor skills.

Class activity [Maze activity]

First walk through the maze to show children how the game is played. Go through the dead ends and discuss how you cannot go any further because the road has finished.

You may make a longer and a shorter route as well and ask the children which one would be better to take. Then encourage children to follow you and go through the maze.

Divide the entirety of the class in two equal groups, where one group will stand on the left while the other on the right side of the class.

Place some goodies or a small gift for the children who are able to complete the task and reach their goal (the other end of the classroom) by only following the verbal instructions and using no further help. The small gift can also be things like giving them 10 minutes for extra playtime or nap time, etc.

One student from a group will provide verbal instructions to another selected student to find their way from one end of the classroom to the other.

The form of instruction must be verbal, for example: walk straight ahead, take the next right, avoid the upcoming hurdle, etc.

Continue with the activity and inform the children that everyone will get a chance to go through the maze.

Recapitulation

Ask the children if they will be able to find their way back to the other end of the class without any verbal instructions. You can even ask group members to give verbal instructions to their group mates to come back to the group.

Evaluate how well the children know their way around school, and if it is safe, you can take the children in groups through the school's ground floors, showing them the different classes, places, canteen, etc. This can be a fun, adventurous group activity that would help the children understand their surroundings.

Unit 2: Capital Letters

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
- identify and use capital letters
- recite rhymes

Lesson 1 (pages 7–8)

Learn when to use capital letters

Materials required

Select any activity style, depending on the resources available:

- children's family pictures – generic family photo (not necessary)
- plastic covers for tables
- crayons
- aprons/old t-shirts (to be used as aprons) for children
- A4 paper sheets/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-lesson preparation

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

Introduction

Circle time: Sit together in circle and talk 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 respectful of 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. Next, show a family picture (any family's 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, and discuss the things they do. If a some children live in a joint family, include a discussion about grandparents and who they are. Ask the children about their parents and what they do. Extend the discussion to talk about how parents love children and care for them. If it is possible, ask the children to bring a family picture of theirs from home and do a show and tell activity, where the children will point to the family members in the picture and talk about them.

Help the children open their student's book to page 7 and read aloud the names of the family members. Read the names aloud one by one by pointing towards each word with your forefinger. Ask the children to follow your movements in their own books.

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

Main activity

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

Demonstrate how to paint, showing the children how to hold a 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, A4 sheets, a plate of watercolour paints, and paintbrushes as per the number of children in the group.

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 can.

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

Speaking activity (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 talk about their paintings and tell 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. 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.

Once the 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'.

Help the children to open their student's books to page 7. This page aims to familiarise children with family and the people around them. Draw a capital letter A and a small letter a on the white/blackboard. Point the attention of the children to the words written on page 7, and show the children how the first letter is a capital letter.

Story time

Help the children turn to page 8 and encourage them to refer to the people in the picture by their name (refer to student's book page 7).

Before starting with the story, ask the children to look carefully at page 8 and try and see if they can find the problem. If they are able to find the problem, see if they can find the solution. Ask the children if they can imagine how the story will end? Will Annie and Raza be able to get their ball back?

Annie and Raza were playing outside their house with a ball. Raza kicked the ball high in the air and it got stuck in one of the branches of the big tree which was outside their house. Annie and Raza try to get the ball down, but they cannot reach the branch. Mum brings a mop and tries to push the ball, but the ball is too far up. Dad brings ladder and tries to reach the ball; however, it is still slightly out of reach. Then Grandma and Grandpa come out to help. They push the tree branches back and forth making all the branches slightly tremble. This causes the ball to move and after a while it drops down on the ground. Annie and Raza are very happy to get their ball back.

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.

Recapitulation

Ask the children if they have faced any problems at home, and who generally comes up with the solution.

Lesson 2 (pages 9–11)

Trace the letters

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
- play dough
- paint bottles/colour pencils/crayons
- pencil

Pre-activity preparation

Keep sandboxes/trays ready (instructions given before the start of lesson plans). With the help of a pencil, trace out 10 cm sized letters (A to Z and a to z) on a chart paper/A4 size sheet.

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

Prepare the cut-outs for all 26 small and capital letters in such a manner.

Leave the letters out to dry.

Introduction

Start the class by talking about letters and words. Remind the children how they have already learned about the 26 letters (small) in the previous class.

Draw giant-sized letters (a to z) on the white/blackboard, so the entire class can see them. Point to the board to catch the children's attention, and say the name of the letters in a loud, clear, and slow manner so that the children can understand what you are saying. Ask them to repeat after you. Go through all 26 letters in a similar manner. After revising the letter's pronunciation and when you can see that the children are able to pronounce the letter independently, move forward with the activity.

Circle time – Revising the small letters a to z: Divide the children into groups of four and give each group one lentils/rice cut-out of the small letters (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. Go through all 26 letters in the similar manner.

Air writing – Small letters: 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. Demonstrate the actions in front of the children.

The children will follow. Next, point with your index finger in the air. Mimic drawing the small letters. You should observe to see if all the children are able to follow instructions and draw the letters in the air. Take multiple attempts to ensure that the children can draw the small letters clearly.

Class activity

Sandbox activity: Bring out the sandboxes. Remind 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 a. 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 confidence and ease.

Go through all 26 letters in the similar manner. Once you have ensured that the children are able to write all the letters clearly, give the children some time to write whichever letter they want to. Let the children have some fun with the sandboxes.

Finger-painting (optional): Provide paint bottles to the children (the paint can be of any colour) and provide 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 a 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 paint any or all of the small letters; help the children who need further assistance. If paint is unavailable, you may use colour pencils or crayons instead.

Play dough activity (optional): Provide the children with play dough. You can demonstrate how to make different capital letters and then ask the children to do the same. Mix up different coloured play dough to make various capital letters. Encourage the children to design different shapes with different colours. Ask other children if they can recognise the letters from the play dough mould. Design each capital letter and pronounce the sound at the same time so that the children can connect the sound to the capital letter.

Class activity

Once the exercise has been done a few times, ask the children to take their seats, and open their student's books to page 9. Say the letters A to Z in a sequence,

multiple times. Ask the children to repeat the letters after you and then to say them out loud on their own.

Student's book activity

Ask the children to trace the letters written on page 9 with their forefinger. Check to see that all the children are tracing the letters accurately.

When the children are confident in tracing the letters with their forefingers, then ask them to do the same with the help of a pencil. Let the children have multiple attempts till they can trace all the capital and small letters present on page 9 as well as they can.

Follow the same procedure for pages 10 and 11 as well.

At the bottom of page 11, facilitate the children in writing their names independently. Help them out with their spellings and remind them to start their names with a capital letter. Do not hold their hand while they are writing. Let them write on their own; they may have multiple attempts in correcting their letter writing.

Check that the children are forming the parts of the letters correctly. Encourage the children to practise the letters which they find difficult.

Recapitulation

Sing the ABC song with the class, ask the children to sing along. Provide rough papers like the backside of used chart papers to the children, along with crayons. Let them write different letters, draw scribbles or make any kind of drawing. Let them to creatively unleash their artistic side.

Lesson 3 (pages 12–13)	Days of the week and capital letters
------------------------	--------------------------------------

Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- recycled chart paper/A4 size sheet (as per the number of children in class)
- glue

- round-tipped safety scissors
- paint bottles/colour pencils/crayons
- pencil
- ribbons or coloured threads

Pre-activity preparation

If you are recycling chart papers, then cut the chart papers equally in the size of a regular A4 size sheet.

Introduction

Conduct a discussion about days of the week in the class. Talk to the children if they know how the days are divided, and how many days there are in a week. Explain to them that seven days make one week, moving on to talk about how the week starts from Monday, which is the day they start coming to school. Extend the discussion to talk about the five 'weekdays' which are from Monday to Friday. The remaining two days of Saturday and Sunday, are holidays and are called the 'weekend'. During the weekend, people either stay at home and rest, or go out and visit their relatives, visit parks, etc.

Class activity

Week Caterpillar: Facilitate the children in making a week caterpillar. Cut one large circle for the face and seven smaller circles for the body. Paste one small circle behind the other to help give the caterpillar its shape.

Write the names of days in each circle of the caterpillar, respectively. Assign one game to each day and write the name of the game below the day of the week as well. You may write 'Holidays' under 'Saturday and Sunday', as the children will be at home.

Suggestions for games to be played in class: I-Spy, finger-painting, Simon Says, Hopscotch, maze time. You may play/assign any number of games which the children in your class are accustomed to or play on a daily basis. Use crayons/colour pencils to decorate the caterpillar and make it more interesting. Hang/paste the caterpillar in the wall with paper tape and it can stay there till the end of the academic year. You may cover the caterpillar with a plain plastic sheet and use it as a whiteboard. In this manner, you can change the games played every few months using a dry erase marker.

Student's book activity

After the children are accustomed to the names of the days of the week, ask them to turn to page 12 and observe the content of the page. Inform the children that they have to fill in the missing letters with a pencil to complete the names of the days of the week. Help the children by filling in the letters by writing the days of the week on the board. Ensure that the children are forming and filling in the missing letters correctly.

Ask the children about what is their favourite day of the week and why. Have a class discussion about the different activities that the children do on their favourite days.

Next, ask the children to turn to page 13. Explain to them the uses of capital letters. Ask the children to recall where and how they have used capital letters until now. Write several examples on the white/blackboard to make it easier for the children to remember. Inform the children that just like they have names, similarly, everyone has names. The names of people and places start with a capital letter.

Write the six words from page 13 on the white/blackboard and go through them one by one. Introduce the words to the children and explain what they mean and what they are. Encourage the children to identify what word will go to which box. Facilitate the children in writing down the letters in their books, while ensuring that their formation and spellings are correct. Allow them to take multiple attempts to complete the task.

Recapitulation

Pass around recycled sheet of paper and ask the children to write their names on it. Facilitate the children with spellings and letter formation and encourage the children to start their names with capital letters.

Lesson 4 (pages 14–15)

Rhyme time and Capital letters

Materials required

Select any activity style, depending on the resources available:

- student's book
- sandbox/tray
- pencil
- capital letters a to z cut-outs (the resources from lesson 2 can be used)

Pre-activity preparation

Keep sandboxes/trays ready (instructions given before the start of lesson plans).

Introduction

Rhyme time: Introduce the concept of where else capital letters can be used apart from the beginning of names, for example, at the start of a new line. First read the poem on page 14, 'Two little bluebirds' with the children. You may arrange for soft toy birds or draw illustrations of birds on a piece of paper or the white/blackboard, or you may have a picture of a bird present. Sing and act out the rhyme with the children. You can recite the poem multiple times, and ask the children to memorise it as well.

Remember, you can sing the rhyme with the children in the future during free time or even as a break from regular lessons.

Students' activity

Circle time – Revising the small and capital letters a to z / A to Z: Divide the children into groups of four and give each group one lentils/rice cut-out of the small letters (you may use the previously made resources from Unit 2, lesson 2). 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. You can go through all 26 letters in the similar manner.

Sandbox activity: Bring out the sandboxes. 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 confidence and ease.

Go through all 26 capital and small letters in a similar manner. Once you have ensured that the children are able to write all the letters clearly, then give the children some time to write whichever letter they want to. Let the children have some fun with the sandboxes.

Finger-painting (optional): Provide paint bottles to the children (paint can be of any colour) and provide 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 a 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 paint any or all of the capital and small letters; help the children who need further assistance.

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

Play dough activity (optional): After providing children with play dough, demonstrate making different capital letters to the children and then ask them to do the same. Mix up different coloured play dough to make various capital letters. Encourage the children to design different shapes with different colours. Ask other children if they can recognise the letters from the play dough mould. Design each capital letter and pronounce the sound at the same time so that the children can connect the sound to the capital letter.

Student's book activity

Facilitate the children in opening their books to page 15 and go through the page, first letting them know what they have to do. Write the capital letters for each small letter on the white/blackboard and ask the children to mimic your work in their books.

Facilitate the children in writing the capital letters using a pencil. Ensure that their letter formation is up to the mark and they are writing the correct capital letter with the small letter.

Check that the children can form the letters correctly. If the exercise takes more than the designated amount of time, encourage them to return to the exercise at a later date.

Recapitulation

Draw four lines on the white/blackboard and ask the children to come up to the front one by one, and write the letters on the board. If some children feel shy, do not force them, rather, provide them with a piece of paper and ask them to write the letters on it.

Unit 3: Two-Letter Sounds

Expected Learning Outcomes

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

- read and say double letter words correctly
- identify words beginning or ending with /ch/, /sh/, /th/
- pronounce words beginning or ending with /ch/, /sh/, /th/
- read and understand rhyming words
- read complete words with more confidence

Lesson 1 (pages 16–19)

Read double-letter words and rhyme time

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil/crayon
- colour pencils
- chart paper
- a pair of round-tipped safety scissor
- a small toy bucket
- two small *dupattas*

Pre-activity preparation

Make two paper crowns of an average size so it would fit almost every child in the class, one for a girl and the other for a boy. You may keep it simple or decorate it as per your preference and convenience.

If you do not have access to toy buckets, make simple bucket shapes with the help of a chart paper and some glue.

Clear an aisle (a straight path) in the middle of the classroom.

Introduction

The Floss Rule: If a single syllable word has only one vowel, and it ends with the letter f, l, or s, double the last letter. For example: miss, kiss, bill, fill, hill, puff, cuff, etc.

There are some exceptions to the rule: If the final letter 's' makes a /z/ sound, you do not have to double the letter. For example: as, is, was, his, etc.

Introduce the concept of double-letter sounds to the children. Provide a few examples: miss, kiss, hiss. Ask the children what is similar in all three words. Emphasise on the last letters to make it more prominent to the children.

Student's book activity

Help the children to turn to page 16. Encourage them to read through the words mentioned on the page and try and guess the meaning with the help of the pictures. Ask the children to read the letter sounds for each word and then blend them. Ensure that the children are able to combine the double letters to make one sound.

Next, as a class, point to the first word 'puff' and ask them in a suggestive manner which word from the opposite column has the similar ending. Then, go through the list on the right side of the page, one by one and ask the children. Provide hints if they need help to get closer to the answer.

First go through the page verbally, then ask the children to do the same with the help of a pencil. Take rounds of the class and keep on checking children's work to see if they are matching the correct pairs.

Rhyme time

Role-play: Pick any two children (a girl and a boy from your class and tie up the *dupatta* in a vertical manner to each child so that it takes the form of a cape. Place crowns on their heads and buckets in their hands.

Ask the two children to walk from one end of the aisle to the other while you stand along the rest of the children recite the rhyme. Ask the role-playing children to act out the rhyme. Ensure that no one falls too hard on the floor. Stop in the middle and facilitate the children if needed.

Repeat the process a few times till the children are able to do the actions smoothly. Once you think that the class has grasped the concept, ask the children to take their seat.

You may also switch the characters with each repetition.

Next, open the book to page 17 and have a class discussion about the pictures and what is happening in them.

Class activity

Help the children turn to page 18, and read with them the sentences on the page. Encourage the children to identify and point to as many double letters as they can. Facilitate when required.

Go through the pictures and discuss what is happening in them and try and connect the pictures with the sentences written below them.

Next, help the children turn to page 19. Go through the four pictures and read the speech boxes with each picture. Encourage the children to come up with answers in order to complete the blanks. Help them out if they find any sort of difficulty.

After you are done with the blanks, ensure that all of the children have written the letters accurately, then allow some time to the children so they are able to colour in the pictures.

Recapitulation

Go through the double-letter sounds present in the chapter and this time encourage the children to read the words on their own, as well as they can. Provide help when required.

Lesson 2 (pages 20–23)	ch, th, sh
------------------------	------------

Materials required

- student's book
- pencil

Pre-activity preparation

Write the words from page 21 on separate pieces of paper in a clear and legible handwriting so they can be read by the children and hide them (not too well) in the classroom (so the children can easily find/reach and grab them).

Introduction

Circle time: Sit in a large circle, ask the children to take their student's book with them. Say /sh/ sound, as if you are asking the children to be quiet. It may take a few tries, but after all the children are quiet, or as quiet as they can be, ask the children what they understand by the sound /sh/.

If the children are unable to answer, provide the answer to them, that it means to be quiet. Discuss with the children how certain sounds have certain meanings on their own, for example /sh/. Talk about how there are also certain sounds that join together with other letters in order to make a brand new word that has a new meaning.

Ask the children to turn to page 20 and read through the three sounds; point to the pictures so the children find the sounds easier to understand.

Human train and drummers: If there are a toy trains and/or drums available, let the children play with them for a while. If not, then ask the children to make a human train by holding the child in front of them by the shoulder (as they must do while leaving the classroom at home-time). Ensure that the children are not walking fast or pushing anyone.

Ask the children to make the sound, 'Ch ch ch chug!' as they go around the classroom. Ask the children to take their seats and lightly drum their hands on their desks.

Class activity [Scavenger hunt]

Inform the children that there are eight words hidden in their classroom. They have to take a turn of the room and try and find the maximum amount.

Encourage the children not to run or push anyone in the classroom and search for the pieces of paper in a calm manner. After all the eight pieces are collected, ask the children to take their seats and hold each piece of paper up (words facing the children), and pronounce each word slowly and carefully. Try and connect the words with the things in their surroundings or things that they may have seen in the outside world.

Ask the children to repeat after you. Repeat the process as many times as needed so that the children get a complete comprehension of what the words mean.

Next help the children turn to page 21, and encourage the children to identify, read, and pronounce each word. Assist the children with the correct pronunciation and help the ones who are still unable to pronounce and read the words on their own.

Student's book activity

Ask the children to turn to page 22 and read through the two columns. Connect the words with the pictures and ensure that the children are aware of the words and their meanings.

Read the words and emphasise on the /ch/, /th/, and /sh/ sounds. Say the two words with the same sounds together and then ask the children if there is any similarity between them. For example: **bench** and **chick**. Go through the rest of the list in the similar manner.

Ask the children to trace and connect the similar sound words with their finger. Take a turn of the room and randomly ask the children to connect one word with its similar sounding word.

Next, ask the children to connect the words with the help of a pencil. Again, take a turn of the room and ensure that the children have connected the correct pair of words.

Recapitulation

Help the children to turn to page 23 and go through the words together. Help the children fill in the blanks and complete the words using a pencil. Check to see if they have formed the letters accurately.

Unit 4: Vowels and Consonants

Expected Learning Outcomes

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

- learn vowel sounds a, e, i, o, and u
- differentiate between vowels and consonants
- learn to use 'a' and 'an'
- learn to use 'it' and 'is'
- recognise the beginning sounds

Lesson 1 (pages 24–27)

Vowels and consonants

Materials required

Select any activity style, depending on the resources available:

- letter cut-outs of a, e, i, o, and u (resources can be re-used from Unit 2, lesson 2)
- student's book
- colour pencils
- pencils

Introduction

Revise the alphabets with the children. Sing the alphabet rhyme and ask the children to recite the alphabet rhyme at random. After five or ten minutes of reviewing the alphabets, move on to the topic at hand.

Make two columns on the white/blackboard. In the first column, give the heading Vowels and write a, e, i, o, and u in a big font. Inform the children that these letters are called 'Vowels'.

Tell the children that there are 26 letters in the English alphabet, but there are five special letters called 'Vowels', while the remaining letters are called 'Consonants'. Give the heading Consonants in the second column and write the remaining letters. Divide the children into groups and provide them with the lentil covered cut-outs of the vowel letters. Let the children play with the letter cut-outs.

Next, help the children to turn to page 24 in their student's books and read the five

vowels aloud with the children. Encourage the children to sound the letters with the proper pronunciation.

Take out colour pencils and ask the children to colour the vowels with their five favourite colours. After the children are done colouring, revise the vowel sounds again.

Next, turn to page 25, then ask the children to find all five vowels on the page and circle each vowel. Take turns in the class and ensure that every child has circled the correct vowels,

Remind the children by pointing to the white/blackboard that the letters other than the vowels are called consonants. Help the children pronounce the word 'consonants'. This time just read the consonants. Repeat this activity 5 to 6 times.

Next, erase the white/blackboard and write all 26 letters in alphabetical order. Starting from the first letter, point to a letter and ask the children whether it is a consonant or a vowel.

Class activity

Help the children turn to page 26 and 27 in their student's books and point towards the family of Raza (the children have read about Raza in lesson 1, Unit 2) who are visiting the wildlife park.

Point towards Dad's question to Raza: 'What is it?' and Raza's reply: 'It is a fish'. Write the answer in big letters on the white/blackboard and break it down for the children.

- Tell them that the fish is the animal being talked about
- The letter 'a' is used because Raza is pointing to one fish
- The word 'it' is used when referring to any animal or thing
- The word 'is' used when talking about something that is in the present

Therefore, 'It is a fish'.

Go through the concept multiple times, you may take examples from the classroom. Point to different objects in class and ask, 'What is it?' During the first few times, provide the answers. Then, encourage the children to tell the names of the object in a full sentence, for example, 'It is a book'. Remember to ask questions about the names of the objects which the children are already familiar with.

Next, move on to page 26 and 27 and ask the first question about the parrot. Provide hints to the children about the answer.

Similarly, go through the questions and help out the children with the answers. Take

turns in the class and diligently check if the children are writing the correct answer in the correct blank and if they are writing the letters correctly.

Listening activity: When you are done with the writing, ask the children about the different kinds of animal voices that they are aware of. Encourage them to listen to different sounds in their environment. For example, the sound of a bird, a cat or dog, or any passing vehicle, etc.

Recapitulation

Go through the alphabets and revise the vowels and the consonants. Ask the children to talk about the difference between the two terms.

Lesson 2 (pages 28–36)

Use of a/an and the vowel sounds

Materials required

Select any activity style, depending on the resources available:

- student's book
- notebook
- pencil

Introduction

Help the children turn to page 28. Read the first two lines on the page and explain what it means to the children. Inform the children that what makes vowels special is that we use the word 'an' before a vowel and 'a' before a consonant. For example: **a** book and **an** ant, **a** banana and **an** apple, **a** chair and **an** orange, etc.

Ask the children to listen to the beginning sound of each word, and tell if it begins with a, e, i, o, or u sound. The children will discover that some words begin with a vowel sound but not a vowel letter, such as 'hour' (an hour).

Next, go through the words on page 28 and fill in the blanks with the 'a' or 'an' (depending on the word) along with the children. Take turns in class and keep a diligent eye to check if the children are writing the correct word with the formation of the letters.

Class activity

Ask the children to turn to pages 29 and 30, start reading the vowel sounds on the respective pages. Write the words on the white/blackboard and spell them out

aloud with the children. For example, c a t = cat. Spell out the word such as: /c/ /a/ /t/ = cat.

Inform the children that when we blend the individual letters it makes a new sound. Go through the ten words on the two pages in the similar manner. Repeat the blending technique as many times as is necessary to ensure that the children have understood the concept of blending letters.

Next, list down all the ten words on the white/blackboard. The words should be large enough, so they are easy to read for the children. Underline/circle the middle letters in all the words. Turn the attention of the children to those middle letters.

Inform the children that the middle letters are vowels. For example:

- | | | |
|-------|-------|-------|
| • cat | • pan | • pen |
| • net | • bin | • tin |
| • fox | • pot | • jug |
| • mug | | |

Help the children turn to page 31 and go through the pictures present on the page. The children may not be aware of the few pictures on the page, such as yak. You may talk a bit about the animal before starting the work, so the children are not confused.

Yaks are found in the mountainous regions of Pakistan, such as the Hunza valley. They are like cows as they provide milk, are slaughtered, and their meat is used for consumption. They also prove very helpful in farms as well.

Connect the pictures and words with real life objects. Point towards the fan in class and say aloud the word 'fan'; if you have a doormat at the entrance of your classroom, then point towards it and say 'mat', etc. You can similarly use other examples from the classroom.

Student's book activity

With the help of a pencil ask the children to add the missing letter in order to complete the word. When all six words are complete, go around the classroom to check if the children have written the correct missing letter and whether the formation of the written letter is correct.

Next, ask the children to copy the word in the space given on the right side of the page. Encourage the children to rewrite the words on their own with a minimum amount of assistance. However, keep a diligent eye on the children and provide help when required.

Take time to write the entire word before sounding it out. Once the children are done with the written task, go through the words again and revise the pronunciation of all the words.

Peer check: Ask the children to swap their student's book with the child sitting next to them. Help any child who may need help with this task. Then write all six letters on the white/blackboard. Then read aloud the words and the spellings on the white/blackboard. Ask the children to match the words written in their friend's book with the words written on the board to see if they match.

If the words match, then place a small tick next to it, and if they do not match, then they should ask you to come and check. During this, you should take turns of the class and check for yourself whether the words are written properly or not.

You may follow the instructions for page 31 to complete the pages 32-35.

Recapitulation

Ask the children to turn to page 36 and go through the pictures in each row. Read aloud the name of each picture then ask the children which word has the vowel sound. Help the children sound out the vowel sounds. Circle the picture which has the respective vowel sound, for example, the first row's vowel sound is 'a', second row's vowel sound is 'e', etc.

Optional activity: Ask the children to place their palms on a page of their notebook. Ask them to carefully trace their palm with the help of a pencil. Then ask them to write a vowel on each finger.

Lesson 3 (pages 37–39)

Beginning sounds and Vowel sounds

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- toys (present in class)

Introduction

Circle time: Collect all the toys which you have available in class and distribute them among the children. Ask the children if they know the names of their toys.

If any child is unaware of the name, then inform them of the name and as a class repeat the name a few times so they understand the pronunciation.

After talking about the names, ask the children what is the first sound they hear when they listen to the name of the toy. For example: when they say the word doll, which sound comes first? Answer: /d/. If the children are unable to answer, help them out by providing the answer for the first few ones, however, encourage them to answer on their own each time. Repeat the exercise till everyone is able to answer correctly.

Thus, in the same manner go through all the toys. You can also talk about a few objects from class, for example, book /b/, fan /f/, door /d/, pencil /p/, etc.

Student's book activity

Help the children to turn to page 37 and go through the pictures. Encourage the children to name the pictures present on the page. Help them out with the pictures that they are unable to name.

As the children have practised the beginning sound activity (in the introduction portion) encourage the children to try and identify the beginning sounds of the words. Provide help when required.

Point to the picture of the bell, then ask the children, what is it called? When the answer is clear, ask the children what they think is the beginning sound of the word. Provide the answer /b/ if required. Then, ask the children to write the letter b in the empty blank to complete the word.

In the same manner, go through the rest of the twelve pictures and ask the children to fill in the blanks.

Review

Revise the vowel sounds with the children and help them recall how the middle letters make up the vowels (pages 31–35).

Next, help the children to turn to page 38, and ask the children if they can answer the first blank. If majority of the children are able to answer, then ask them to fill in the blanks and divert your focus to the children who are having difficulty with the topic. Help them out and try to clear their concepts.

Ask the children to rewrite the words in the given space on the right side of the page; this will serve as a form of practise for writing letters and forming sentences.

Recapitulation

Help the children turn to page 39 and go through the pictures present on the right side of the page. Ask them 'what is it?' and encourage the children to answer in full sentences (for example, pages 26–27). Encourage the children to answer, for example, 'It is a dog'.

Once you have gone through all five pictures on the page, ask the children to connect the correct picture to its word with the help of a pencil. The connecting line does not have to be perfect, just make sure that the work is not messy and that the children are connecting the correct pair.

Lesson 4 (pages 40–42)

Vowel family words and beginning sounds

Materials required

- student's book
- pencil
- half a sheet of a chart paper
- black marker
- 4 big plastic bowls or 4 shoe boxes or 4 small cardboard boxes (any container)

Pre-class preparation

Cut rectangular pieces of the chart paper. The rectangular pieces should be big enough, so you may write three letter words on them and they should be readable by the children. Cut out as many pieces as is the total strength of your class. Few example words are given below:

- Short a: cat, mat, jam, pan, van, nap, tap, rag, tag
- Short e: bed, red, met, pet, set, pen, hen, leg, web
- Short i: pin, fin, wig, tip, zip, him, rim, did, rid, tin
- Short o: top, hop, dog, log, job, box, fox, not, got

Write each word on a single rectangular sheet, respectively. And have them ready.

Cut 4 more similar cut-outs and write the phrases:

- 'a' family words
- 'e' family words
- 'i' family words
- 'o' family words

Paste each cut-out of family words on each container, in other words label each container.

Place the containers in the front of the classroom in a single line, in the manner that the label is facing the children, so they are able to read.

Introduction

First, have a class discussion with the children. Introduce the word 'families', and talk about the boxes and why they are there. Remind the children that they have been working with the vowel sound words (pages 29–39).

Write a few words from the previous pages on the board and underline the middle vowel sound. For example, b a t, n e t, z i p, l o g. Then inform the children that the first word, bat, belongs in the 'a' family, similarly, the second word belongs in the 'e' family, etc. If you think that the children's concept is still not clear, try a few more examples from the book and repeat the exercise as many times as is necessary to ensure a complete comprehension of the topic.

Next, distribute the pieces of paper on which you have written the vowel sound words amongst the children. Keep the extra ones with you in case some children need more practice.

One by one read through the words which the children already have with them. After reading the word, ask the class as a whole, in which family word box does the word belong. For example, say the word 'cat', then ask does it belong in 'e' family words box? Or does it belong in 'o' family word box, or does it belong in 'a' family word box?

Encourage the children to answer on their own. Provide hints, such as, point towards the vowel 'a' and then ask again. Once the answer has been finalised, ask the child holding the word cat to come to the front and place the piece of paper in the container labelled 'a' family words.

In the similar manner go through the class. Use the extra words to give second turns to the children who may have difficulty with the topic and may require extra practice.

Class activity

Help the children turn to page 40 and make them focus on the eight words written on the top of the page. Read all the words and emphasise on the vowel sounds. Then ask the children to underline the vowel sounds in each word. Go around the classroom and ensure that the children are underlining the correct letter.

Next, read the first word, which is 'mat'. Then direct the attention of the children to the underlined letter and ask them in which family do they think the word belongs? Provide helpful hints, however, the children should be able to do this exercise on their own after the thorough practise in the previous activity.

Help the children out with the spellings. Take turns around the class and check to see that the children have formed the letters correctly and placed the correct word in the correct group.

Student's book activity

Help the children turn to page 41 and go through the pictures verbally. Ask the children if they can identify and name the pictures correctly. Once you have gone through the words verbally, read out the labels below each picture.

Ask in the class which letter should come in the start of the first blank to make it complete. Provide the answer 'f', if the children are unable to answer. Then move to the next picture. As you move along, try and make the children incharge of their work.

Support the children by pointing to the relevant picture and sounding out the word. Check that the children are forming the letters correctly. Encourage the children to rewrite the letters they have difficulty with.

Go through the rest of the pictures and page 42 in the similar manner.

Recapitulation

Revise the words on pages 31–35 on the white/blackboard in class.

Lesson 5 (pages 43–46)	Who am I?
------------------------	-----------

Materials required

- toy cat or toy chick
- student's book
- pencil
- passport size picture of the child (optional)
- colour pencils
- gum stick
- old table cloth or bedsheet
- snacks

Introduction

Circle time: First, discuss unfamiliar words with the children, such as, pen, purr, etc. Explain their meanings to them. A pen is a small wooden house in which chickens live. Connect the word to any pens that the children may have seen in any local shop which sells chicken. Tell them that purr is the sound which a cat makes when it is contented and happy.

Hold the toy chick or the book towards the children and sing the rhyme on the page 43. In the same manner, sing the second rhyme on the same page. Once you have sung the rhymes a few times, help the children turn to page 43, and read the poems to the children, encouraging them to follow the words with their finger. Encourage them to read the poem with you.

Next, ask the children if they can find the words with the same two-letter endings.

Class activity

Demonstrate the question and answer format to the children. Encourage pairs of children to first introduce themselves by asking and answering: Who am I? ...

I am ...

Then ask the children individually: Who are you? Encourage them to answer:

I am Mix the pairs after they are done with the first round. Take a few rounds by rotating the pairs of children. Ask the children to share good things about themselves with the class. Remind them to think about themselves in a positive manner.

Next, help the children turn to page 44. Read the first question at the top of the page, then read the answer, similarly read the second answer and the final question.

Next, help the children paste their passport size picture on the empty space (those who have brought the pictures). For the children who were unable to bring their pictures, provide them with colour pencils and ask them to make a funny face for themselves.

Then, facilitate the children in writing, 'I am (their name)' in the speech bubble. Check for the letter formation and help out the children with the spellings.

Student's book activity

Help the children to turn to page 7 and revise the members of the family. After going through the names and the pictures a few times, help the children turn to page 45.

Encourage the children to talk about their family members to revise words such as: Grandpa, Grandma, Mum, and Dad.

Talk about the characters present on the page. Ask the children if they can recognise them. Inform them that they have a few options on the top of the page (read them out), then ask the children if they can recognise and name each character.

First go through the blanks verbally. After you have ensured that every child is aware of the names of the characters, ask the children to copy down the words in the correct blank.

Go around the class and check to see if the children are writing the correct answers and forming the letters accurately.

Rhyme time

Circle time: Introduce the unfamiliar words to the children, such as, yams, shells, shrimps, etc. Try to connect each of the words with real-life objects that the children may have seen. Encourage the children to sound out and blend words they are unfamiliar with.

Open the student's book to page 46 and start singing the rhyme. In the beginning, sing the rhymes in a slow manner, so the children get the hang of singing the words with the correct pronunciation. Then slowly, start singing the rhyme at a slightly quicker pace. With each try, keep increasing your pace and encourage the children to copy your mannerism. Let the children have fun, reading the lines as fast as they can.

Next, let the children have a good look at the picture on page 46, and ask them how many eatables they can recognise or things that they have had.

Lunch activity: Place an old table cloth or bedsheet on the class table. If you do not have a big table, you may join the children's tables together to make a big table. Place the children's snacks on the table and have a lunch party. Encourage the children to share their food with their friends. Remind them that food is not something to play with and they should be careful as to not spill and waste anything.

Recapitulation

Divide the children in pairs and encourage them to ask 'who are you?' to their friends. Mix and match the pairs.

Unit 5: Reading Together

Expected Learning Outcomes

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

- identify vowel sounds a, e, i, o, and u
- revise the use of 'a' and 'an'
- learn to use of plural 's'
- learn to use 'am' and 'are'
- draw and label
- learn to link words by subject
- learn to read labels
- learn to write labels
- learn to write captions
- read and complete instructions
- learn to use 'in' and 'on'

Lesson 1 (pages 47–49)

Vowels and Plural 's'

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- toys/objects from the classroom

Introduction

Write the vowels (a, e, i, o, and u) on the white/blackboard. Revise the concept of vowels and the use of a and an (Unit 4, lesson 2) with the children. Provide a few examples drawn from the classroom, for example, a book, an eraser, a bench, an arts and crafts container, a pencil, or an orange juice bottle, etc.

Help the children turn to page 47 and read through the words present on the page. Ask the children to sound out the letters then blend them. Once they can read the words ask them to identify the a, e, i, o, and u sounds.

Ask the children to carefully read the first word 'chop'. Turn their attention to the third letter 'o'. Ask them about why it is circled.

Provide the answer as a hint that perhaps it is circled because it is a vowel. Ask the children to move to the second word 'buzz'. Similarly, ask the children to find a vowel in the same word. If the children are facing any problems, revise the vowel letters from the white/blackboard.

Ask the children to find the vowel letter from the word 'buzz' again. Provide help to any child still facing difficulty. Ask the children to circle the vowel letter 'u' in the word 'buzz'. Similarly, go through the remaining letters on the page.

For extra practice say simple three-letter words and ask the children to listen for the vowel and point to it in the speech bubble (for example: bat, bell, win, pot, nut).

Pair work

Help the children turn to page 48 and let them identify the objects. Then make them work on whether to use 'a' or 'an'. Remind them to listen out for words that begin with the a, e, i, o, and u sounds because these words require 'an'. Point to the top of the page and read the question: 'What is it?' Then read the answer: It is a ... OR It is an ...

Point to the picture of the egg on page 48 and ask, 'what is it?' Follow up by reading out the answer 'It is an egg'. For a practice run, point to the book in your hand and ask the question 'what is it', then provide the answer. Then, point to the first picture present on the page and ask the children, 'what is it?' Encourage the children to answer, 'It is a goat'. If some children just reply 'goat', then encourage them to say the complete sentence, 'It is a goat'.

Remind the children that we are using the letter 'a' and not the word 'an' because the word goat starts from consonant sound and not a vowel sound. For further practice, point to familiar objects and ask: 'What is this?'

Class activity

Ask the children to grab either one or more objects from the classroom. The objects can be anything, toys, books, pencils, crayons, bags, water bottles, etc. They can grab as many as they want.

Once they have picked their objects ask them to take their seat. Then ask each child to tell the rest of the class which object, and how much of a particular object they have chosen. For example, if a child has 3 colour pencils, ask him/her 'what do you

have?’ and encourage the child to answer in complete sentence, ‘I have 2 colour pencils.’

Emphasise on the letter s at the end of name of the object (if they have more than one). If any child has picked only one object, their answer should be ‘I have one colour pencil’.

Remind the children that if they have more than one objects, they have to add ‘s’ at the end of the name of the said object.

Help the children to turn to page 49 and point to the picture of jugs present on the top. Then read out the answer in the speech bubble. Then point to the first picture of pens on the left corner. Ask the children ‘how many pens can you see?’ Then ask again ‘do we have to add s’? Then remind them that the letter ‘s’ only comes after the plural words.

The children will identify which labels need the plural ‘s’ and then using a pencil add ‘s’ if required. Check that the children are forming the letter ‘s’ correctly. Encourage them to double-check their work.

If any child is still facing difficulty, explain the concept again, try and provide other examples from the class before moving forward. Be careful while shifting from plural to singular blanks.

Recapitulation

Have a question/answer session with the children. Randomly point to different objects in the classroom and ask the children ‘What is it?’ and encourage the children to answer ‘It is a book’, etc.

Lesson 2 (pages 50–52)

What belongs where? (Vocabulary bank)

Materials required

Select any activity style, depending on the resources available:

- student’s book
- pencil
- cardboard boxes/cartons
- books
- copies
- stationery
- toys

- arts and crafts materials
- any object that is not found in their classroom (such as, a flower pot, a small tyre, a child's bicycle, a ladder, etc.)

Pre-activity preparation

Paste five labels on the front of the cardboard boxes/cartons, namely, books, copies, stationery, toys, art and crafts.

Introduction

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.

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?

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..

Circle time

Ask the children to look carefully around their classroom and point towards the objects which are generally found there, such as bookshelves, learning corners, books, white/blackboard, desks, tables, chairs, etc.

Then ask them to point towards things that don't belong there, for example: a flower pot, a small tyre, a children's bicycle, ladder, etc. or anything else which you may have placed in the classroom.

Next, help the children to turn to page 50 and 51 and read out the question present on top of page 50 'What can you see in the classroom? Who can you see? Encourage the children to find answers to the questions by reading the labels. Support them in sounding out and blending unfamiliar words. Encourage them to compare the classroom present on the page with their own classroom. What extra things are present in their own classroom? Who is in their classroom?

Encourage the children to draw pictures of objects found in their classroom and label them.

Class activity

Place five cardboard boxes/cartons in the front of the classroom (on the wall with the white/blackboard) and pile up the selected materials (books, copies, stationery, toys, arts and crafts materials) in a specified corner.

Read out the labels on the cardboard boxes/cartons and explain to children that they have to go through the pile where they will find books, copies, stationery, toys, and art and crafts materials. They have to pick one object up, determine which cardboard box/carton it belongs to and place it there.

Remind the children to take turns and not push each other. You can either let the child who has chosen the object decide where it should go, or have the entire class decide together.

If a child can't decide where the object may be placed, work together as a class and encourage other children to participate and help their friend. Facilitate them only when required.

When every object has been placed, go through each box one by one and discuss as a class why the object was placed there. Encourage the children to talk and discuss.

Student's book activity

Help the children turn to page 52 and ask them to go through the pages carefully. Then start reading the text on the page and explain to the children what they have to do.

Support the children in sounding out and blending unfamiliar words. Encourage them to explain why they think each person needs a specific item.

Have a class discussion and relate the two characters with the people they may have seen in real life, such as a farmer (for the children who have visited villages) and any person working at an office (their father or any other relative).

Have a class discussion about which object may be required by which character. First, encourage the children to pair the object and the character with their finger, then ask them to pair using a pencil. Take turns in the class and diligently check if they are pairing correctly.

Recapitulation

Encourage the children to write or draw their own lists, for example, favourite food and favourite toys.

Lesson 3 (pages 53–54)

Am and Are

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- costumes

Pre-activity preparation

Ask the children to come to school dressed up as any other person (real or imaginary). They can be a king, president, farmer, child, shop worker, housewife, mom, dad, grandparents, princess, etc.

Class activity (I am ...)

Circle time: Ask the children to stand in their place and talk about their character. They can explain their costume, where the character is from, what it does, what it likes and dislikes, etc. Remember, the children should start by saying 'I am ...'. For example: I am a king. I rule the eastern border ... , etc.

Make sure all the children have a turn with enough time to express themselves. If they face any difficulty in explaining anything, provide helpful hints and words to help them complete their sentence.

Student's book activity

Help the children take their seats and turn to page 53. Ask the children to look at the contents of the page carefully. Remind the children of Singular and Plural (Lesson 1, Unit 5). Inform them that while talking about ourselves we use the word 'am' after 'I', and while talking about more than one person, we use the word 'are' after the word 'We' or 'They'.

Provide a few examples from the classroom. Such as,

- We are in this class.
- They are listening to the teacher.
- The bags are in the corner.
- I am talking to the children.
- I am a teacher.
- You are children.

Next, ask the children to look carefully at the pictures on the page. They have learnt about the characters on page 7, Unit 2. If required, help the children turn to page 7 in the student's book and revise the names of the characters.

On page 53, read the four introductions of the characters. Support the children in sounding out and blending the letters of unfamiliar words. Highlight for the children how the characters are introducing themselves, then telling one thing about them.

You can start by giving an example such as 'I am (your name). I am a teacher'. Then go around the class and ask the children to introduce themselves in a similar way. Once everyone has had a chance to do so, ask them to write their answer with the help of a pencil at the bottom of the page.

I am (name).

I am a (boy or girl).

Take turns in class to check if the children are forming the letters correctly. Help them with any spellings, if required.

Recapitulation

Instruct the children to turn to page 54 and help them sound out and blend unfamiliar words. Ask questions about the pictures to check their understanding of the topic. Point to how 'am' links with 'I' and 'are' links with 'we'.

Go through each speech bubble verbally to fill in the blanks, and then ask the

children to write down the answers using a pencil. Ensure that the letter formation and spelling is correct.

Lesson 4 (pages 55–57)

Labels

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- colour pencils/crayons
- labels
- several sheets of paper
- black round tip marker
- round-tipped safety scissors
- ruler
- toys (from the classroom or you may ask the children to bring a toy from home)
- books
- stationery
- tables

Pre-activity preparation

Cut the sheets of paper into rectangular pieces that are large enough to write the names of the objects in big letters. This will make them more readable for the children.

Group activity (Setting up shops)

Divide the children in to groups of four and provide them with a shop (two tables joined together).

Create a shop in your class. Join two tables together to create a makeshift shop. Place a few toys, books, and stationery items on the table and place the object labels in front.

Let the children pick the items they want to have in their shops on their own. You

may provide them with a maximum number, for example, 5 objects per shop, etc. (depending on the total number of items you have present).

Help the children place the objects on the table, leaving ample space for labels that you have created before class. After the decoration is done, provide the children with the labels of the objects present in their shops.

Help the children pronounce the words by sounding out and blending the words of the labels. Ask the children to place the label with the correct object. Facilitate the children with any difficult item, otherwise let all the children finish labelling before going back to the first shop and discuss the labels as a class.

Once all the objects have been labelled, ask the children to get back to their seats, and go through the picture on the page 55. Help the children sound out and blend the labels on the page.

Ask the children if they can find any labels in the classroom, for example, in the contents of boxes or drawers. Encourage the children to look through the books and identify labels.

Next, ask the children to draw their favourite toy in the given space on page 55 and colour the picture. Let them have some fun and show their creativity. The toy can be something they own or something imaginary.

Then, have a class discussion about what name they would give to the toy that they have drawn. Later, help the children label the picture of the toy with the help of a pencil in the space given next to it. Facilitate the children with the spellings and formation of the letters.

Student's book activity

Facilitate the children to turn to page 56 and ask them to go through the pictures present on the page. Read the labels present on top of the page carefully. Assist the children in sounding and blending the letters to make words. Talk about the meaning of the word to see if they are able to comprehend the meaning properly.

Give the children plenty of time to find the correct word and copy it carefully. Check that the children are able to form the letters correctly and keep the letters close together. Be vigilant about whether individual children are having difficulty with any letters and encourage them to practise said letters later on.

Recapitulation

Help the children turn to page 57 and ask them to go through the page carefully.

Inform the children that they have to find the correct name from the options given above and fill in the blanks. Remind them to keep in mind that the first letter of the name has already been filled.

Give the children plenty of time to find the correct name and copy it carefully. Check that the children are able to copy the names correctly and keep the letters close together. Remind them that names always begin with a capital letter.

Lesson 5 (pages 58–62)

Instructions and Directions

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- paper tape
- chart papers
- black marker
- round-tipped safety scissors

Pre-activity preparation

Cut large rectangular shapes from the chart paper, so the children can read the words written on it from a distance. Cut 3 or 4 rectangular sheets and write simple class instructions such as, 'Speak in English', 'Silence', 'No Running', 'Keep Your Hands to Yourself', etc.

You can paste these instructions with paper tape anywhere for the children to read easily, such as the wall or the door.

The maze activity

You will need to arrange the desks in a manner to create an irregular route from one end of the classroom to the other. There must be more than one possible route, few of which may also have dead ends. You may also use chairs or beanbags, but keep in mind that the maze should be designed keeping the age of the children in mind. They should not so complicated that the children are unable to cross the maze on their own.

You can name the starting point as 'Start' and the end point as 'Finish!' Make sure that there are no sharp corners sticking out and all safety precautions are taken so

that the children do not hurt themselves. Keep ample space between the desks for children to move freely. This is a good activity to help develop a student's gross motor skills.

Class activity

Before starting the lesson, point towards the instructions which you have placed before the class started and read aloud to the children. Ask the children to repeat after you and pronounce the words correctly.

Talk about the meanings of the words and the importance of instructions; how they should follow instructions as they will help them lead a better life, as a citizen of their country.

Help the children to turn to page 58 and look at the content carefully. Read the instructions out loud to the children and help them understand the meaning of the words.

Next, encourage the children to read the instructions with expression. Point out how instructions with an exclamation mark at the end need to be read with force. Ask the children if they have ever been told to 'Get off!' or 'Keep off!'?

Group work: Divide the children into groups of four and ask them to work together and pair each instruction with the correct picture using a pencil. Walk around the class and diligently check if the children have paired the correct instruction with the picture.

Help the children turn to page 59 and ask them to look at the contents of the page carefully. Then, complete the instructions as a group by discussing the possible matches and what the blanks mean. Move around the class and help the children with the spellings and formation of the letters.

Encourage the children to write the last instruction on their own, taking assistance from their group members if needed. Remember to be vigilant and check that the children are forming the letters and spelling the words correctly.

Class activity [Navigation]

First walk through the hurdle to show children how the game is played. Go through the dead ends and discuss how you cannot go any further because the road has finished.

You may make a longer and a shorter route as well and ask the children which would be better to take. Encourage children to follow you through the maze.

You may use the same instructions to form a maze in the class as you may have done for Lesson 3, Unit 1. Instruct the children to follow a designated path and follow the instructions which you will provide at the same time. You may place some candy or sweets at the end of the maze for the children to have after they have crossed the maze properly.

Pair work: Divide the children in pairs. After you are done with the maze activity, help the children turn to page 60 and 61. Ask the children to work together and help the rabbit reach the barn at the finish line. Ask the children to talk about the different shops and places they will see during their journey.

Encourage the children to draw a line from start to finish to show where they would go if they were the rabbit. Ask the children to follow their line with a finger saying: 'I am going to ... and ... and...'. Encourage an exploration of spoken vocabulary, and the repeated use of the word 'and'.

Student's book activity

Help the children turn to and look at the page carefully. Talk about the topic of determining the correct position of the objects on the page.

As a revision exercise you may talk about the positions of a few objects in the classroom. For example, ask the children 'Where is the book?'. Answers could be 'It is on the desk', etc.

Read out the given options for each picture. Ask the children to choose the correct answer. Applaud those providing the correct answer, and give helpful suggestions and options to those having trouble, without scolding them.

If necessary, begin by focusing on the pictures. You can ask questions such as 'Is he 'in' or 'on'? Help the children read out the sentences. Sound out and blend unfamiliar words.

Recapitulation

Discuss the position of objects present in the classroom.

Unit 6: Independent Reading

Expected Learning Outcomes

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

- talk about a story
- read and understand 'ck' words
- identify, colour, and revise 'th', 'sh', and 'ch' words
- learning to finish rhyming words
- learn to read and talk about a story
- learn sentences about daily actions

Lesson 1 (pages 63–68)

Reading a story, 'ck', 'th', 'sh', 'ch' words, and Rhyme time

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- colour pencils
- sock puppets for four characters in the first story (optional)

Introduction (story time)

Talk about any story that the children may have heard before. Talk about the characters and the story setting, what they liked about the story and how it ended.

Circle time: You can use previously prepared sock puppets, or you may just hold up page 63 of the student's book, to begin the lesson. Introduce the characters, for example, by saying, 'They are animals, three of them are rabbits and the fourth character is a fox'.

The fox is trying to come inside the hut where the rabbits live. The rabbits do not want him inside of their house. Ask the children, should we enter someone's house or room without permission? Or should take someone else's things without their permission? Talk about how the fox tried to enter the house, but failed each time.

Before starting the story ask the children to pay attention, listen closely, and then read it on their own.

Encourage the children to read unfamiliar words on their own. Ask the children to connect the sentences in the speech bubble with the pictures in order to understand the story better. Before moving on to the next page, ask the children simple questions to ensure that they have understood what is being said on the page.

Turn the attention of the children to repeated words, and ask the children if they are able to read them with proper expressions. After they have read the story, discuss what has been read. Point to a particular picture and ask them what is happening in it.

You can ask the children questions such as, which hut was best, and why? Which part of the story did they like best? Why?

Class activity

Pair activity: Divide the children in pairs and ask them to turn to page 66 and look at the pictures. Write the letters 'ck' in large letters on the white/blackboard and pronounce the /ck/ sound, asking the children to repeat it after you.

Ask each pair to join the first part of the sentence to the other using a pencil. You may join the first incomplete sentence as an example.

Remind the children of how two letters can join together and make one sound (ck, ch, th, sh). Walk around the class and check if the children are pairing correctly in respect to the picture.

Once all the sentences are done, ask the children to read the first phrase: 'duck in a muck'. Ask them to repeat the phrase at a faster speed; challenge them to say it as fast as they can.

Review: 'th', 'sh', 'ch' (Lesson 2, Unit 3)

You may go back to Unit 3 and revise the 'th', 'sh', and 'ch' sounds. Help the children turn to and read the words on page 67. Check to see if they are able to recognise which pairs of the letters make one sound.

Provide the children with the required colour pencils (green, blue, and grey) and ask them to place dots using the colour they think a specific bucket should be.

Go around the classroom and check if the children have placed correct coloured dots. Once you have checked, ask the children to colour the buckets properly.

Provide the children with extra sheets of paper and ask them to draw their own word bucket and ask their friend to colour them accordingly.

Class activity (rhyme time)

Revise a few nursery rhymes that the children have already learned, by emphasising on the rhyming words. Ask the children to focus on the rhyming words and note the kind of sounds that they make.

Instruct the children to turn to and look at page 68. Next, help them break up longer words as they read the rhyme. Point out the 'ck' and remind them that it makes one sound. Encourage the children to repeat the rhyme as a class, following the words with a finger. You can lead a discussion about time, talking about whether the children follow a schedule or if they have to be somewhere at a certain time.

Repeat the first stanza on the top of the page a few times, and emphasise on the rhyming words. When you move to the second stanza, emphasise on the word 'tock' in the first line and ask which word would fit in the first blank.

Try to see if the children can come up with the answer. You can provide helpful hints if you feel the need, and encourage them to continue trying till they find the correct answer. Once the answer has been finalised for both blanks, ask the children to fill in the blank using a pencil. Facilitate them with spelling and check to see if they are forming the letters correctly.

Recapitulation

Revise nursery rhymes which the children may have studied/learned before. Focus on the rhyming words and ask the children if they are able to point out or identify them.

Lesson 2 (pages 69–71)

Reading together and daily routine

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- football
- chalk

Introduction (story time–wordless story)

Provide the children with two scenarios: 1. Where they have to behave themselves and be quiet; and 2. Where they have to cheer, make noise, and be loud. Ask them what action will be suitable in each scenario.

You can provide examples like they have to be quiet and respectful during a lesson, a test, an exam, in a hospital, etc. They can make noise during a game, a party, a get together, etc.

Help the children turn to pages 69 and 70 and ask them to observe the pictures and read the sounds written in the speech bubbles. Talk about the scenarios and whether they are labelled correctly. For example, ask the children if we can make noise in the first picture on page 70? Is it allowed or not?

Support the children in sounding out and blending the words.

Class activity (football game)

Circle time: Talk to the children about different kinds of sports and how each sport is special for different countries. Inform the children that although cricket and football are the popular sports in our country, however, the national game of Pakistan is hockey. It is much similar to football, the major difference is that the players use a hockey stick to move the ball.

Take the children and go outside in the playing area (if you do not have a playing area in your school, you may clear the desks in your class and empty out the centre of the room.) You will need access to one wall which will act as the goal post.

Divide the children in teams and ask them to stand with their particular team. Pick one child from each team and ask them to stand in front of the designated wall (which is acting like a goal post). Mark the beginning points with the help of chalk and ask the players to stand behind the starting line.

Place the football on the starting line and help the children kick the ball towards the goal. Each player will have three chances to kick the ball straight into the wall. Be vigilant that the child does not fall or hurt themselves by accident.

When the players hit the goal, ask the children standing on the side (the audience) to cheer the players and scream phrases like: Hurrah!, Yes!, Goal!, etc.

Student's book activity

Ask the children about their daily routine. What is the first thing they do in the morning and how does their day generally progress. After asking every child, move on with the written work.

Help the children turn to page 71. Help the children read the words. Some of the letter pairs and sounds (for example, 'eat', 'play') will be unfamiliar to them, however, you can use the pictures to aid understanding.

Go through all the pictures on the page and ask the children about the order in which the actions should be. The action that is the most important should be done first.

Ask the children to number the pictures (write 1 in the circle on the top left of the picture) which they think will come first. Go through all the pictures and number them accordingly. Go around in the classroom and check if the children have numbered the pictures correctly.

After the written work, ask the children why washing, brushing teeth, and eating breakfast are important tasks to do.

Recapitulation

Talk about how the children can improve their routine to follow a healthier lifestyle.

Unit 7: More Words

Expected Learning Outcomes

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

- learn to link rhyming words
- read, write, and draw rhyming words
- learn to link words with the same endings
- find the sounds in each word
- learn to use 'under', 'up', 'down', 'on'
- learn to use 'in' or 'out'
- perform actions of the songs being sung in class
- read and follow instructions

Lesson 1 (pages 72–76)

Funny rhymes and similar ending words

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil

Introduction

Revise a few nursery rhymes in class, especially the ones with which the children are most comfortable with and know inside out. Emphasise on the rhyming words/matching words and ask the children to listen carefully.

Help the children turn to page 72 and look at the page carefully. Provide the example that the word 'ball' rhymes with the word 'wall' as they have the same ending sound.

Ask the children to read the words present on the page; ask them to look at the pictures for reference. Encourage the children to listen for the matching sounds at the end of the words. Point out the matching 'all' spellings at the top of the page.

Ask the children to match the words with their finger. After they are done with all the words in the list, then ask the children to pair the words with the help of a pencil.

Take turns in the class and check to see if the children have paired the correct words. Ask the children if they know any rhymes with words that may sound the same. Encourage the children to recite a few on their own.

Class activity

Help the children turn to and look at page 73. Read the first rhyme and point towards the underlined words. Ask the children why these two words have been underlined. Then remind the children that these words have matching end sounds. Encourage the children to listen to the matching sounds at the end of each word. Go through the rest of the pictures in a similar manner. Ask the children to underline the rhyming words in each line with the help of a pencil/colour pencil.

Pair work: Divide the children into pairs. Help the children to turn to page 74 and read out the words present on the top of the page. Talk about the words, their pronunciation, meanings, etc. You can also join a few words to make up a funny lines with the children.

Facilitate the children with a few rhymes and help them out with the spellings, check to see that they have formed the letters properly. As they are silly rhymes, they do not have to make sense. You may put rhyming words on cards for the children to re-order them to make funny rhymes. Encourage them to have fun and read their rhymes to the class.

After writing the rhymes, ask the children to draw their rhymes in the given space. Provide the children with colours and give them ample time to finish their colouring and rhymes.

Class activity

Help the children to turn to page 75 and ask them to go through the page carefully. Check to see that the children can find or identify how some of the words on the left have the same ending sounds as the words on the right.

Ask the children to read the words carefully, and help them sound out and blend the sounds to make words. Ask them questions to find out whether they understand the meanings of the words, and if they have any difficulty, provide the answer by relating the words to real-life examples.

Direct the children to pair the words on the left with their matching words on the right using a pencil. Observe and see if the children have paired the correct words. Ask the children if they can think of any more words with similar or matching end sounds.

Group work: Divide the children into groups of four and help them turn to page 76. Ask the children to look carefully at the words present on the left side of the page. Ask the children if they are able to read the words and understand their meaning. Help them sound out and blend the sounds to make complete words. Encourage the children to use their fingers to point to the letters for each sound as they read a word. Remind them that double letters make one sound.

Inform them that the double letters making sound will be placed together. In this exercise, they have to divide letters with respect to the sounds they create. For example: ap+ple, bl+ack+boa+rd, com+pu+ter, pen+cil, etc.

Go through the words on the page and divide the letters as per the sound they create. Take turns in the classroom and check to see that the children are spelling out the words and forming the letters correctly.

Recapitulation

Encourage the children to come up with a few rhyming words on their own. Facilitate when required.

Lesson 2 (pages 77–81)	Position words and action words
------------------------	---------------------------------

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- few sheets of paper
- black pen/marker
- round-tipped safety scissors
- plastic bowl/container

Pre-activity preparation

Cut the sheets of paper into small chits and write action words on each chit. The

action words should be simple and easy to do by a child. The number of chits should be as many as the total strength of your class.

You may take a few action words from page 81, lesson 7 of the student's book.

Introduction

Help the children turn to page 77 and ask them to observe the pictures on the page carefully. Encourage them to talk about each picture and ask leading questions such as: Is it going up or coming down? Mime (copy) or point to objects in the classroom and ask: Is it going up or going down? Is it under or on?

After verbally going through all four pictures, ask the children to copy the words and label each picture correctly. Take turns in the classroom to check if the children are forming the letters correctly.

Student's book activity

Help the children to turn to page 78 and ask them to look at it carefully. Encourage the children to tell you what they think they have to do on the page. Ask a child to read the words 'in' and 'out' at the top of the page. You can facilitate if required.

Ask the children to fill in the blanks using 'in' and 'out' by taking help from the picture. Which word will suit which picture? Ask the children to look carefully at the pictures before choosing a word.

Class activity (Rhyme time and mime it)

Circle time (Rhyme): Help the children turn to pages 79 and 80 and read the rhyme. Ask the children to carefully look at the pictures and note how the children are acting with the rhyme. After you have sung the song a few times ask the children to leave their books in the corner and stand up.

Sing the song with the children first, demonstrating the actions. Then encourage them to follow the words with a finger as you read each verse slowly. After performing the actions a few times, ask the children to mimic (follow your actions) carefully. Repeat the actions until the children have memorised the actions.

This activity will strengthen the children's gross motor skills and help with their muscle development. Practice the song with actions every day before starting the class or in the middle of the day (as it will work as the perfect exercise song to refresh them) and ask the children to do the same at home.

Group work (mime): Divide the children into two groups. Place the bowl

containing chits in the front of the class. Draw two columns on the white/blackboard and write Team A and Team B on top of each column, letting the children know that here each team will be given marks.

Demonstrate how to play the game. Remind the children to guess from your actions what you are trying to do. Take a chit from the bowl and start acting it out. Do not make a single sound.

Keep on trying different actions till the first team figures out what you were trying to do. The team which answers first gets the point. Write 1 under the name of the team which answered.

Call the first child from any team and ask them to pick a chit from the bowl. If the child is having difficulty in reading the word or they do not know how to enact it, help them by talking to them aside in the corner, so the other children do not hear the answer by mistake.

Once all the children have had their turns, extend the exercise by asking them to mime doing something from a familiar event or festival. Then ask the class: What am I doing?

Recapitulation

Select some children at random and whisper a position or action word into their ear, then ask them to act out the whispered word. Encourage the rest of the class to guess the position or action word.

Lesson 3 (pages 82–84)

Following instructions

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- recycled sheets of paper (newspaper)
- paint bottles
- paint brushes
- glue
- old shirts/aprons for the children
- old bedsheets or table cloth

- children's desks maybe used to create a pathway (lesson 3, unit 1)

Pre-activity preparation

You will need to arrange the desks in a manner to create an irregular route from one end of the classroom to the other. You may also use chairs or beanbags, but remember that the maze should be designed by keeping the age of the children in mind. It should not so complicated that they are unable to cross it on their own. Unlike the first activity done in lesson 3, Unit 1, there is no need for a starting or end point. This activity is a mere directions activity, just like a road.

Make sure there are no sharp corners sticking out and all safety precautions are taken into consideration so that the children do not hurt themselves. Keep ample space between the desks for the children to move through freely. This is a good activity to help develop a student's gross motor skills.

Introduction

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..

Class activity [pathway]

First, walk through the hurdle to demonstrate how the game is played. Stop at the dead ends and discuss how you cannot go any further because the road has finished.

You may make a longer and a shorter route as well and ask the children which one is a better option. Then encourage children to go through the pathway. You can ask them questions, such as: How do I get from one point of the pathway to the other? Once every child has had their turn, clean up the classroom and ask the children to take their seats. Next, help them turn to and look at the pages 82 and 83. Ask the children to work in pairs, where one gives instructions to the other to follow with a finger or a counter.

You can ask the children questions, such as: How do I get from the Snacks shop to the bus stop? The instructions must guide you to that place. Ask the children to follow the path with their finger.

Group activity

Make a tree: Turn to page 84 and read the instructions aloud to the children. Emphasis on the command words: paint, tear, crunch, stick. Demonstrate how to make a branch to the children. Encourage the children to listen to different kinds of sounds while performing this activity. For example: tearing paper, crunching it into a ball, squishing out the glue, etc.

Once you have made a dummy for the children, provide the arts and crafts material to them and ask them to start making the branches on their own. Keep a diligent eye and help children with anything that they may require help with.

Recapitulation

Play the game Simon Says and ask the children to follow your instructions to win the game.

Rules for Simon Says:

1. One person is designated Simon, the others are the players.
2. Standing in front of the group, Simon tells players what they must do. However, the players must only obey commands that begin with the words 'Simon Says'.
3. If Simon says, 'Simon says touch your nose', then players must touch their nose. But, if Simon simply says, 'jump', without first saying 'Simon says', players must not jump. Those that do jump are out.

Unit 8: Families

Expected Learning Outcomes

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

- identify vowel sounds a, e, i, o, and u
- revise the use of 'a' and 'an'
- learn to use of plural 's'
- learn to use 'am' and 'are'
- draw and label
- learn to link words by subject
- learn to read labels
- learn to write labels
- learn to write captions
- read and complete instructions
- learn to use 'in' and 'on'

Lesson 1 (pages 85–87)

'He', 'She', or 'They'

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil
- colour pencils/crayons

Introduction

Talk to the children about their family members. How many family members do they have? Do they have brothers or sisters? Do they have cousins? What are their names? Do they live just with their parents and siblings or do they have their aunts and uncles living with them as well?

Help the children turn to page 85 and ask them to try and read the sentences in the speech bubbles. Facilitate the children with sounding out and blending the words in the exercise.

Inform the children that 'he' is used for boys, 'she' is used for girls, and 'they' is used

for multiple people. Go over the concept a few times so the children are able to grasp the concept in a better manner. Provide a few examples from the classroom. Give the children plenty of time to choose the correct words for each blank. Remind the children where to use each word. Once you have gone over the blanks verbally, ask the children to fill in the blanks with the help of a pencil. Check to see that they are forming the letters correctly.

Individual activity

Have a class discussion about children's siblings or best friends. Discuss with the children why they like their siblings or their friends the best. Talk about the things they like about them, their favourite dress, or things that they are always doing or saying or eating, etc.

Next, help the children turn to page 86. Ask the children to draw their brother/sister/friend or all three of them in the given space. They can be as creative as they want, by adding speech bubbles or anything else to make their drawing stand out. Provide the children with plenty of colour pencils or crayons for this exercise.

Next, encourage the children to write sentences based on the following models: This is [name]. He/She is my brother/sister/friend.

Support the children with spellings and check to see that they are forming the letters correctly. Once everyone is done, you may conduct a show and tell activity and ask the children to one by one share their picture with the entire class and talk about their sibling or best friend.

Recapitulation

Help the children turn to page 87 and ask them to go over the contents of the page carefully. Encourage the children to make up a sentence for each picture that they can see on the page.

Prompt them to choose the correct pronouns by asking questions such as: What is he doing? Practise as a class by asking the children to sit on a bench (or placing an object somewhere) and then ask the children to write the correct pronoun in the given blank with the help of a pencil. Check to see if the children are spelling the words and forming the letters correctly.

Ask the children to clap when you use the correct word and to raise their hand if you are wrong. For example: She is on the bench. It is on the shelf. Provide the children with extra sheets of paper or have them write the complete sentences in their notebooks.

Materials required

Select any activity style, depending on the resources available:

- student's book
- pencil

Introduction

Talk about different stories which the children may have heard. Ask the children to share a few stories with the class and talk about the setting, characters, and events which take place there.

Ask the children about their favourite stories at the end of the sharing time. Which story did they like best and why?

Class activity (Story time)

Circle time: Sit with the children on the floor in a circle, introduce the characters, and read the story with the children several times. Ask questions about the picture to check the children's understanding of the story.

Ask questions from the story that you are telling to check that the children understand why the goat followed Haris. Ask them questions such as: How do you think the goat feels? Why did the goat leave its field?

At the end of the story, ask questions to check that the children understand how the problem is solved, and the goat is no longer fed up. Ask: How do you think the goat feels now?

After going through the story, discuss the plot, and ask questions randomly, making the children turn to page 91 in order to answer them. Check that the children remember to use capital letters for Miss Bhatti and Haris, and form the letters correctly. Ask: Which character do you like best? Why?

Recapitulation

Ask the children to share any stories which they may have heard from their grandparents or parents with the class. Remind them that they may take time but make sure that the story is cohesive and makes sense.

Activity Bank

Activity 1: Mock interview

Fill in the gaps. Read the dialogue with a friend.

Friend: What is your name?

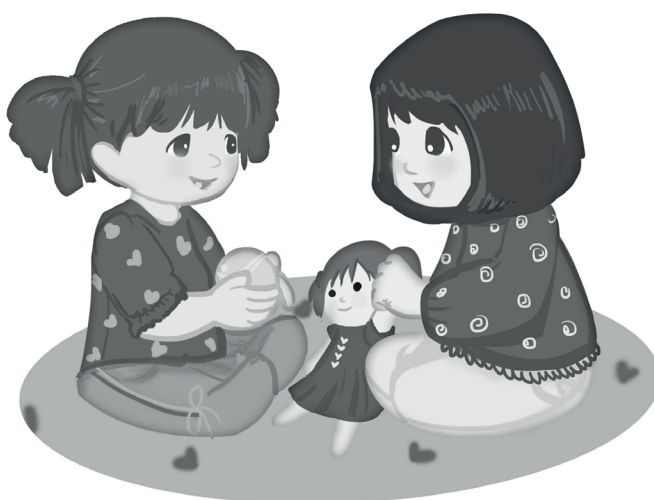
You: My name is _____.

Friend: How old are you?

You: I am _____.

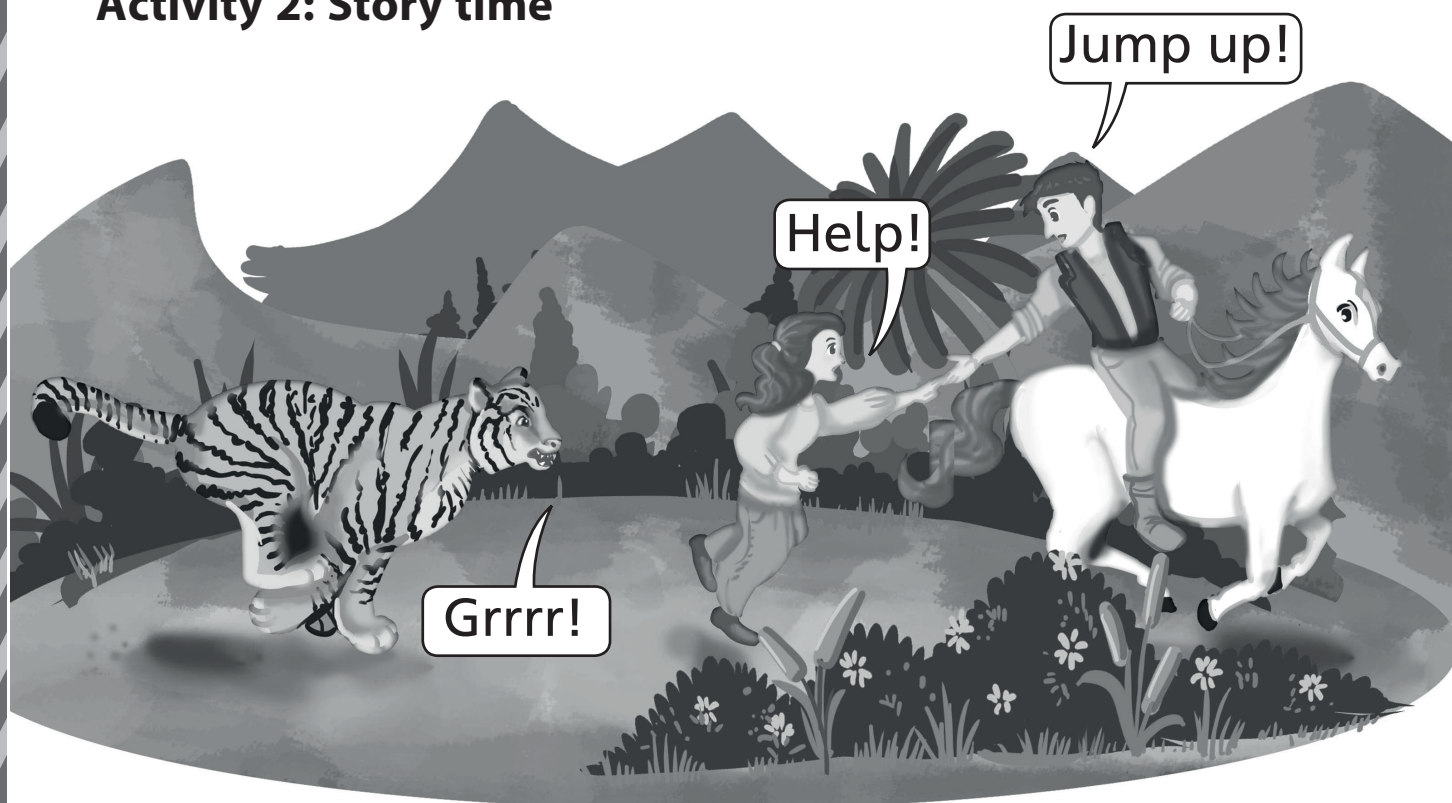
Friend: Will you play a game?

You: _____.



Skills learnt: Building vocabulary, handwriting practice, social development, 4 skills of language learning

Activity 2: Story time



Now read the dialogue.

The tiger roared.

Zara ran.

'Help!' said Zara.

'Jump up!' said Khan.

Answer the questions. Tick 'yes' or 'no'.

Did Zara ask for help?

Yes

☐

No

☐

Were Zara and Khan in a city?

Yes

☐

No

☐

Was the tiger running after Khan?

Yes

☐

No

☐

Is it a sad ending?

Yes

☐

No

☐

Skills learnt: Stories and comprehension; 4 skills of language learning

Activity 3: Show and tell

Ask the children to bring one toy from home (which is their favourite, easy to carry, and something which they are willing to share with their friends). On the day of the activity, list down the vocabulary words for the toys in general on the white/blackboard. Take one toy and with the children say that it is soft, comfortable, cute, colourful, etc. In the same manner, go over the majority of the similar looking toys and keep on extending the list. Ask the children to repeat the words after you and make sure that they understand the meaning of the vocabulary words. Do not erase the words.

Next, ask the children to come up to the front one by one and talk about their toys. Encourage them to be confident and ask their friends to cheer them up and make them feel comfortable. Clap after each child is done with their presentation to boost their morale. However, if any child does not want to go to the front, do not force them. Ask them to stand on their place and talk about their toys.

The selected item can be anything: favourite toy, clothes, book, stationery item, any gift that they have received.

Divide the children into groups and provide them with a sheet of paper and some colour pencils/crayons and ask them to copy the vocabulary words which they think suit their toy (selected item) from the white/blackboard. They have to make two lists, one for their own item and the other can be one of the items they saw on the day. Help them with forming the letters and spelling them out properly. Ask them to write their own names on the top (facilitate as required).

Skills learnt: Personal, social, and emotional development; reading skills and phonics; building vocabulary

Assessment Guide

Research indicates that formal tests and examinations are not completely 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. Though 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, picking 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.

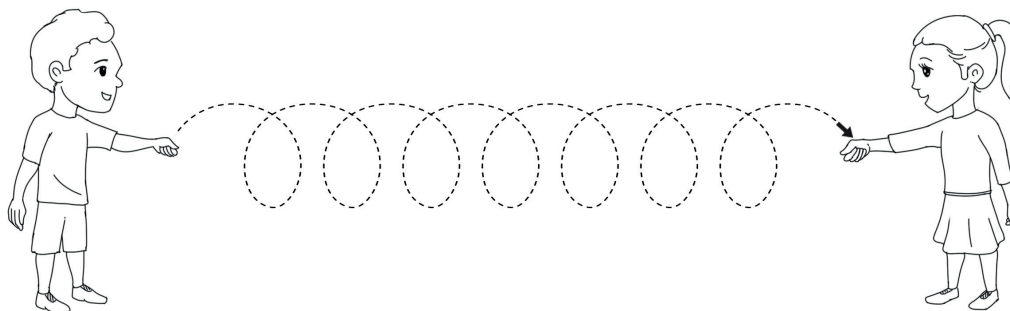
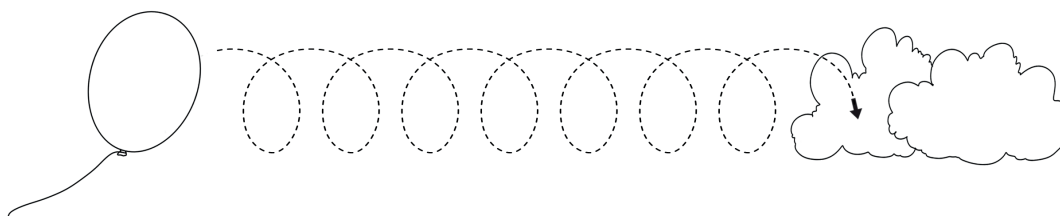
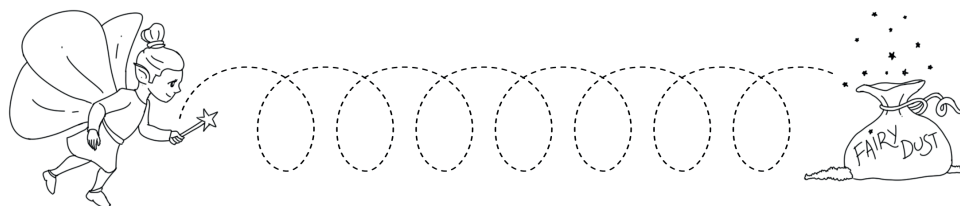
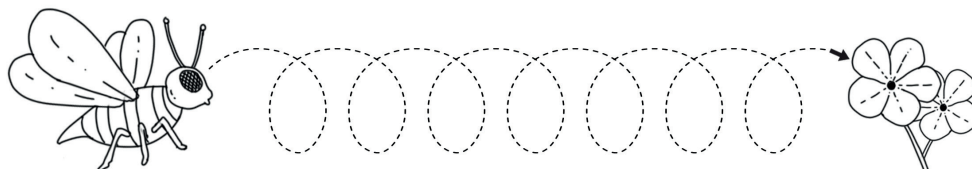
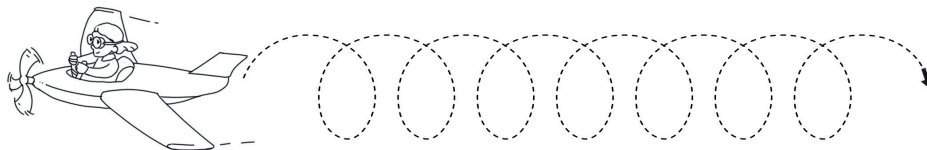
The following methods of assessment and record keeping are strongly recommended:

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

The Assessment Guide contains:

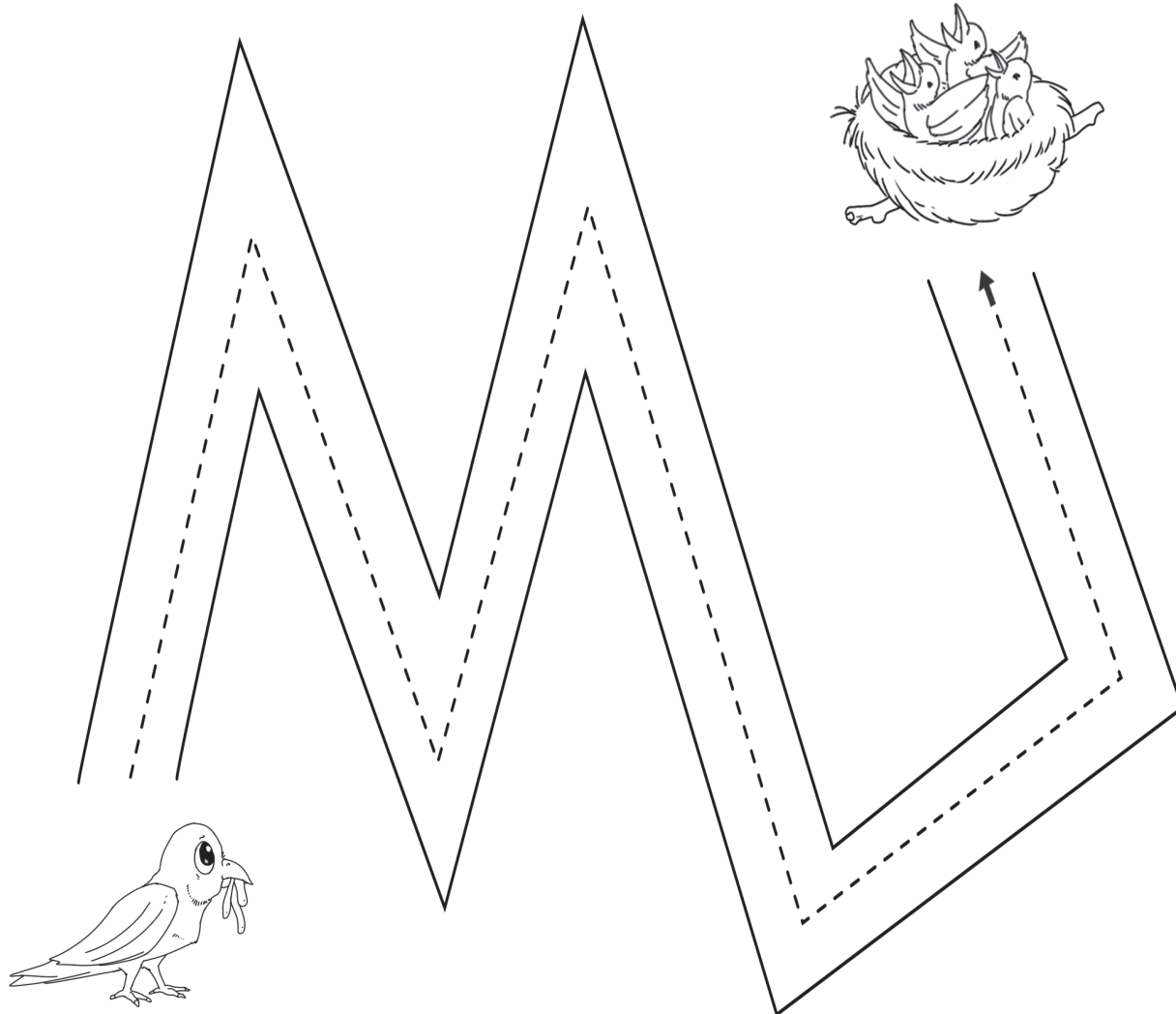
- Worksheets (Informal assessment)
- Observation checklist (the teacher will observe the points mentioned in the observation checklist and then fill it at the end of the year).

Worksheet 1: Patterns and Colours



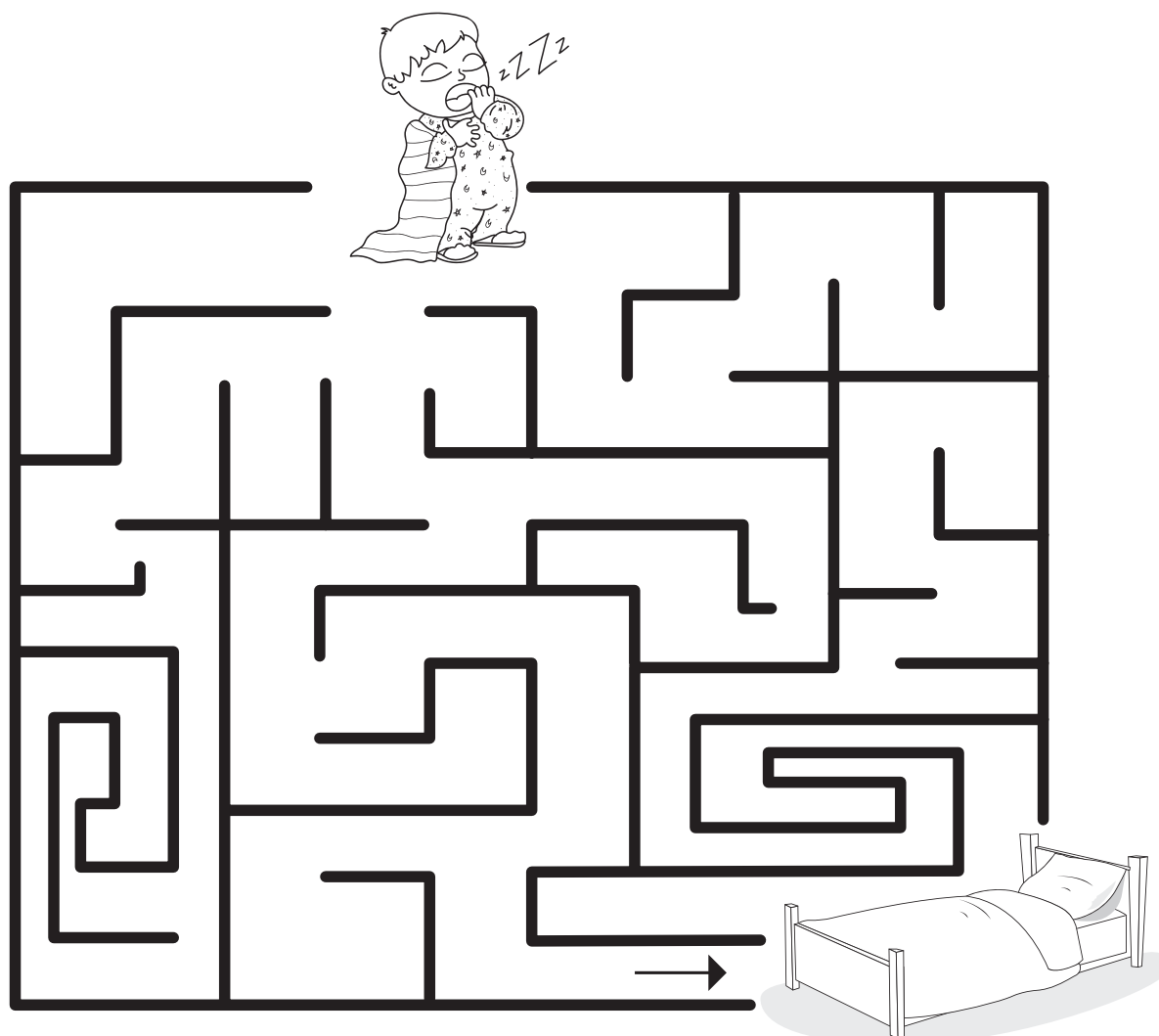
Teacher's note: The following worksheets can be used as an assessment sheet to check the skills of the children or can be sent as homework, as all the following concepts would have been covered in the classroom.

Worksheet 2: Mazes



Teacher's note: Ensure that the children are able to make sharp turns at the corner.

Worksheet 3: Mazes



Teacher's note: Help the children move through the maze and get to the other end.

Worksheet 4: Capital and small letters

A					
	d		e	F	
G			h		
	j		k		
	m	N			o
p					
	s		t		
V			w		
		y		Z	

Teacher's note: Revise the abc song with the children. Make sure that they are fluent with their alphabets (big and small letters) before moving on.

Worksheet 5: Sorting double-letter sounds




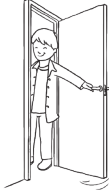


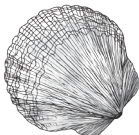

-ff	-ll	-ss	-zz

buzz	hill	hiss	puff
bell	kiss	cuff	full
toss	sniff	ball	jazz
off	fuzz	whizz	miss

Teacher's note: Help the children go through the words in the second table and facilitate them in placing the right word in the respective column.









Worksheet 6: Finish the words

Help finish the words by adding the missing two-letters then copy the words in the second column to complete the worksheet.

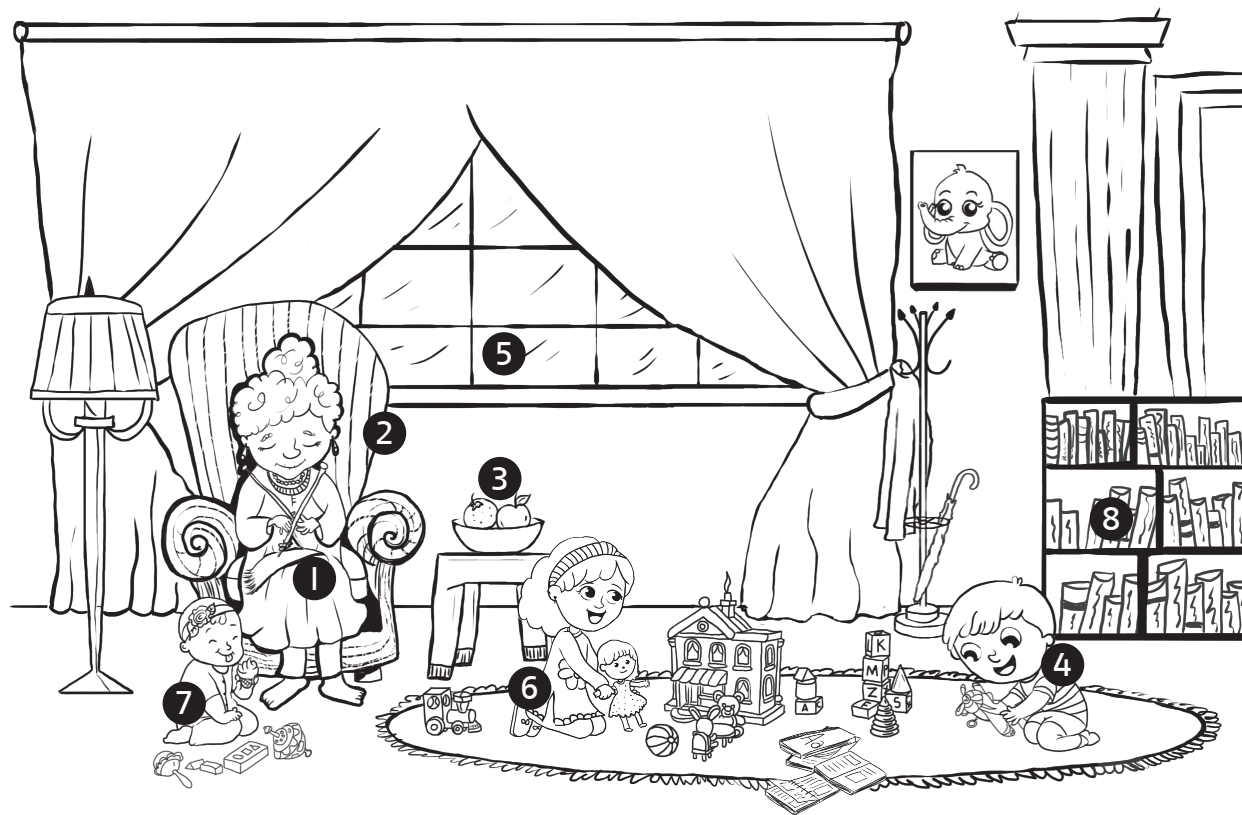
	____ ick	
	bro ____	
	____ ip	
	____ ut	
	tra ____	
	____ umb	
	____ ell	
	____ air	

Worksheet 7: Vowels and Consonants

Finish the words by adding the missing letters.

	m _ _ t	
	t _ _ p	
	b _ _ e	
	h _ _ n	
	p _ _ n	
	f _ _ n	
	l _ _ g	
	h _ _ p	

Worksheet 8: Read labels: What can you see in the sitting room?



1

2

3

4

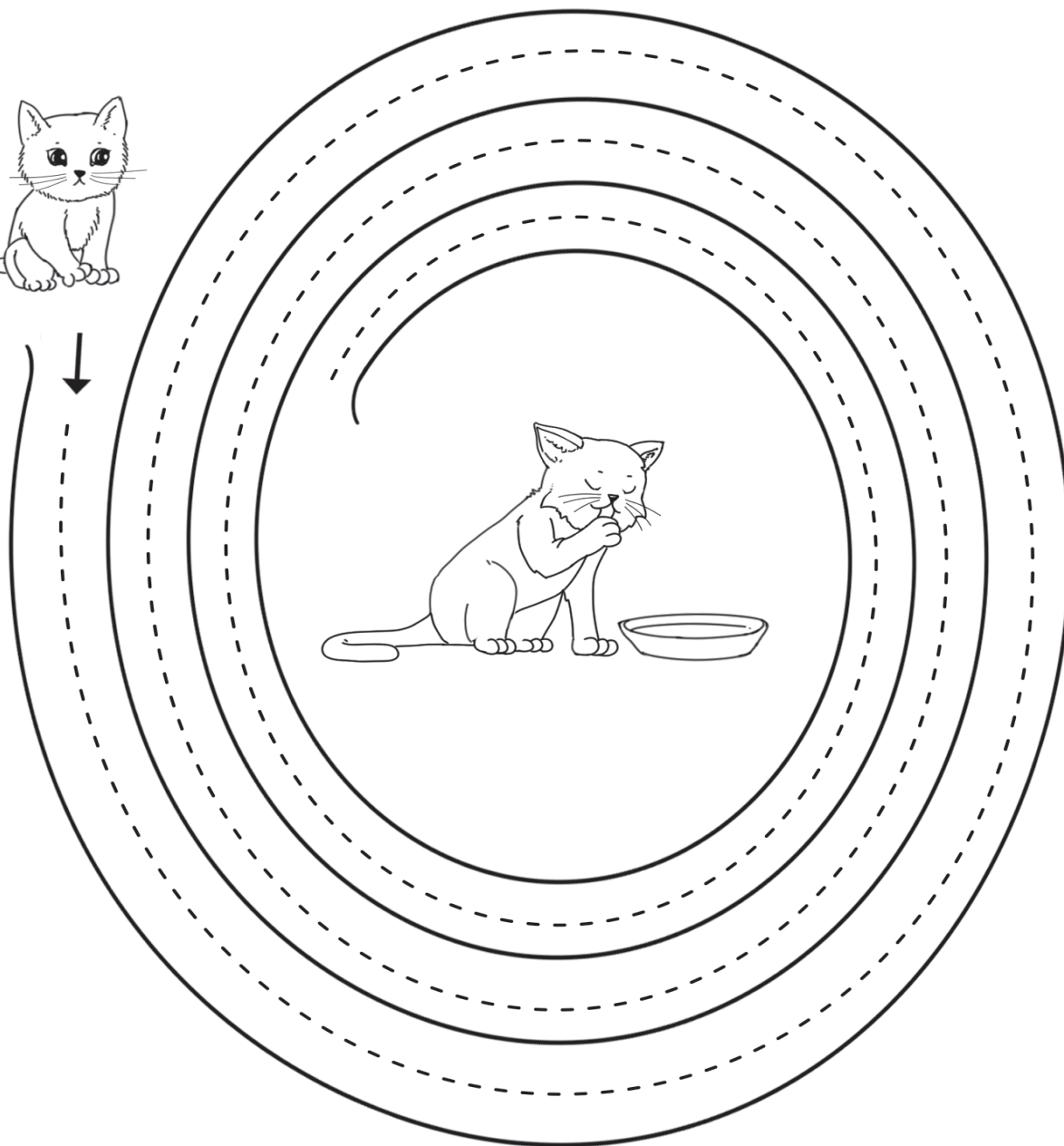
5

6

7

8

Worksheet 9: Draw a path



Teacher's note: Facilitate the children in tracing the path in an anticlockwise manner.

Worksheet 10: Write your name

Write your name and age in the given space; trace and write the remaining sentences to complete the worksheet.

My name is _____.

I am _____ years old.




I can write beginner's alphabet.

I can write beginner's alphabet.

Teacher's note: Facilitate the children with the spellings of their names. Encourage the children to write their age in words, however, if some children use figures, that is fine as well.

Mid-of-Year Teacher's Observation Checklist




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

CATEGORIES			
ACADEMIC			
Recognises sounds and identifies the use of capital letters			
Recognises rhyming words and can sing them			
Is aware of vowels and consonants			
Comprehends stories			
LANGUAGE DEVELOPMENT			
Expresses needs in mother tongue			
Asks questions using gestures			
Writes and colours fairly neatly			
Reads two- and three-letter words with some help			
Comprehends simple instructions (left, right, up, down)			
FINE MOTOR DEVELOPMENT			
Tries to write with a pencil			
Tries to follow a designated path			
Holds a book			
GROSS MOTOR DEVELOPMENT			
Performs basic self-care tasks with adult supervision			
Stacks building blocks, carries and puts toys/books in their place after a few attempts			
Arranges seat, moves in forward and backward directions with adult supervision			
TEAMWORK AND GROUP BEHAVIOUR			
Plays and interacts with classmates			
Shares stationery and toys with their friends			
Follows group rules to an extent: turn-taking			
SOCIAL DEVELOPMENT			
Shows awareness of personal safety to an extent (does not socialise with strangers)			
Uses basic greetings for elders (teachers, parents, and peers) after being encouraged and exhibits good behaviour			

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

End-of-Year Teacher's Observation Checklist

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

CATEGORIES			
ACADEMIC			
Recognises sounds, blends letters and identifies use of capital letters			
Recognises rhyming words, sings, and recites, and enacts poems			
Differentiates between vowels and consonants			
Comprehends and recalls stories			
LANGUAGE DEVELOPMENT			
Expresses needs adequately in mother tongue and in English (a few words)			
Asks questions using both words and gestures			
Writes within quad lines, colour within the lines			
Reads two- and three-letter words			
Listens to and comprehends simple instructions (left, right, up, down)			
FINE MOTOR DEVELOPMENT			
Writes with a pencil with adequate grip			
Good physical coordination (follows a designated path)			
Holds a book and turns pages			
GROSS MOTOR DEVELOPMENT			
Performs basic self-care tasks (washes hands after visiting washroom, brushes teeth, combs hair)			
Stacks building blocks, carries and puts toys/books in their place			
Arranges seat, moves in forward and backward directions			
TEAMWORK AND GROUP BEHAVIOUR			
Plays and interacts well with classmates			
Shares stationery and toys with classmates			
Follows group rules: turn-taking			
SOCIAL AWARENESS			
Shows awareness of personal safety (does not socialise with strangers)			
Uses basic greetings for elders (teachers, parents, and peers) and exhibits good behaviour			

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

Single National Curriculum

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
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.	a. Share what they like about themselves and what they like about a friend and others.	Unit 3: p. 19 Unit 8: p. 91 TOC
	b. Identify different occasions when they feel happy, sad, scared, loved, angry, excited and bored.	Unit 6: pp. 69-70
	c. Choose and talk about an activity/work that they enjoy doing the most in class	Activities
	d. Express their likes and dislikes and talk about their strengths and areas of improvement.	Unit 2: p. 12 Unit 3: p. 19 Unit 6: p. 65 Unit 7: p. 73 Unit 8: p. 91
	e. Develop and understand that as individuals, they have their unique needs, interests and abilities and that they are separate from each other.	Unit 5: pp. 52, 55 Unit 8: p. 91 TOC Activities
	f. Develop and understand how to dress up, know about eating habits, proper posture while walking, talking and sitting.	Unit 6: p. 71 TOC Activities
	g. Take care of his/her and others' belongings.	TOC Activities
	h. Perceive himself/herself in a positive way.	TG
	i. Ask for help when needed.	p. vii TOC

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
	j. Develop problem solving skills by identifying the problems and finding the best solutions through participating in different activities.	Unit 1: pp. 5-6 Unit 2: p. 8 TOC
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.	a. Show an understanding and respect for the feelings of their peers and others.	Unit 7: p. 77 TOC Activities
	b. Cooperate with peers, teachers, family and community members.	Unit 6: pp. 69-70 Unit 8: p. 86 TOC
	c. Work cooperatively and share materials and ideas amicably in groups.	Unit 8: p. 86 TOC
	d. Form friendly and interactive relations with peers and adult around them.	Unit 6: p. 65 Activities
	e. Learn to respect others' opinion while communicating.	Unit 5: p. 58 Unit 6: p. 65 TOC
	f. Learn to take turns.	Unit 5: p. 54 Unit 6: p. 65
	g. Cooperate with and be sensitive to peers, elders, and neighbours who may be differently abled.	TOC Activities
	h. Work in collaboration, in groups/project work to promote leadership skills.	Unit 4: p. 44 Unit 7: pp. 81-83 TOC
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.	Unit 5: p. 52
	b. Talk about the key cultural practices to resolve conflicts and issues and celebrate festivals.	Unit 7: p. 81

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
	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.)	TG
	f. Develop basic knowledge about Pakistani culture. (i.e. know about the national game, flag, flower, food, folk dances, languages etc.)	Unit 2: p. 13 Unit 5: p. 51
	g. Respect the feelings and views of others irrespective of their religion, caste, colour, creed and people with special need.	TOC Activities
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.	TOC Activities
	b. Associate and mingle with children having diverse abilities and backgrounds.	Unit 5: pp. 52, 57
	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.	TG

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
	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 	TG
	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.	Unit 6: p. 71 TOC
	b. Take care of their own belongings and put classroom materials back in the right place after use.	TOC
	c. Identify and implement small tasks leading to a sense of responsibility for school, community and public property.	TOC
	d. Recognise that water, food, electricity and paper are very important resources and need to be used responsibly.	Activities
	e. Recognise and practice their responsibility in keeping the environment, home, classroom and neighbourhood clean.	TOC
	f. Take care of peers in class, school and neighbourhood.	TOC Activities
Competency 6: Children will use common courtesy expressions like greetings, please, welcome, thank you, sorry, excuse me.	a. Speak politely.	TOC Activities
	b. Take turns when speaking and respect the right of others to speak	Unit 5: p. 54 Unit 6: p. 65

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
	c. Respect everyone.	Unit 5: p. 58 Unit 6: p. 65 TOC
	d. Take initiative to greet others.	Unit 4: pp. 44-45 Unit 5: p. 53 TOC
	e. Use courtesy words as per situation.	TOC
	f. Facial expression and body language should be in accordance with the greeting words.	Unit 4: pp. 44-45 Unit 5: p. 53 TOC
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.	Unit 5: p. 58 TOC
	b. Understand why rules are necessary and how they help us.	TG
	c. Identify some basic traffic rules (traffic lights, zebra crossing, etc).	TG
	d. Exhibit the understanding that individuals have different opinions and learn the importance of listening to others' ideas and point of view patiently.	pp. vi-vii Unit 5: p. 52 Unit 6: p. 65
	e. Identify their responsibilities with respect to each right (go to school regularly and do homework, take care of the play equipment and environment).	Unit 6: p. 71 TOC
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.	Unit 2: p. 8 Unit 6: pp. 69-70 Unit 8: pp. 88-90 TOC
	b. Understand the importance of sharing and list the things they can share with others (toys/lunch).	TOC
	c. Understand that mistakes are a part of learning and nothing to be ashamed of or to make fun of.	p. vii

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
	d. Develop the ability to think about and take personal accountability for actions.	TG
	e. Develop and understanding of truthfulness, honesty, fairness and trustworthiness in their actions.	TG

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
2.5.1: 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.	Activities
	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'.	Unit 5: p. 52 Unit 6: p. 65 Unit 7: p. 81 Unit 8: pp. 89-90
	c. Talk about their experiences and feelings with peers and adults by using complete sentences.	Unit 5: pp. 60-61 Unit 6: p. 65 Activities
	d. Respond to and verbally express a range of feelings, such as, joy and sorrow, wonder and anger.	Unit 8: pp. 89-90
	e. Show respect for a variety of ideas and beliefs by listening and responding appropriately.	Unit 1: p. 3 Unit 5: p. 52 Unit 7: p. 77 Activities
	f. Wait for their turn to speak and not interrupt when others are talking.	Unit 3: p. 17 Unit 5: p. 52 Unit 7: p. 77 Activities
	g. Initiate conversations with peers and adults.	Activities

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	h. Recognition of letters with their initial sounds.	pp. iv-vii Unit 3: p. 16 Unit 4: p. 28 Unit 5: pp. 47-48
	i. Recognise and differentiate between sounds in the environment.	Unit 4: p. 26 Unit 7: p. 84 Activities
	j. Understand and follow instructions.	Unit 1: pp. 5-6 Unit 5: pp. 58-59 Unit 5: pp. 60-61 Unit 7: pp. 82-83
	k. Use correct pronunciation.	p. vi Unit 4: p. 36 Unit 4: p. 46 Unit 6: p. 66 TOC Activities
	l. Draw on words from enhanced vocabulary, and making new words through blending sounds.	Unit 5: pp. 50, 52-55, 62 Unit 6: p. 70 Unit 8: p. 85
	m. Make appropriate use of body language (eye contact, hands movements, facial expressions etc.) while speaking to the audience.	Unit 7: p. 81 TOC
Competency 2: Children will describe objects, events and their plans for the day.	a. Name things in their environment.	Unit 2: p. 13 Unit 3: pp. 21, 23 Unit 4: p. 36 Activities
	b. Describe and talk about pictures, drama, animated video, etc.	Unit 1: pp. 3-4 Unit 2: p. 8 Unit 3: p. 17 Unit 4: p. 46 Unit 5: p. 50
	c. Share their plans for the day and describe the previous or upcoming events and days.	Unit 6: p. 71

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	d. Express their ideas with clarity.	Unit 1: p. 3 Unit 5: p. 52 Unit 6: p. 65 Unit 7: p. 77 Activities
	e. Extend their ideas or accounts by providing some detail about their topic and daily routine.	Unit 2: p. 8 Unit 5: pp. 50-51 Unit 6: p. 65 Unit 8: p. 85 Activities
	f. Describe a picture by using appropriate words or simple sentences.	Unit 2: p. 8 Unit 4: pp. 26-27 Unit 5: pp. 50-51 Unit 6: p. 71
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.	Unit 2: p. 8 Unit 2: p. 14 Unit 3: p. 17 Unit 7: pp. 79-80 TOC
	b. Recognise and differentiate between sounds in the environment.	Unit 3: pp. 16, 20-23 Unit 4: pp. 26, 36-39
	c. Appreciate the concept of words, rhymes and syllables.	Unit 3: p. 23 Unit 4: pp. 28-30 Unit 7: pp. 72-74
	d. Make up their own stories and rhymes.	Unit 6: pp. 69-70 Unit 7: p. 74
2.5.2: 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.	TOC
	b. Enjoy skimming/scanning through age appropriate big books.	TG
	c. Predict the story by looking at the cover page and flipping through pages.	TG
	d. Predict what comes next in stories.	TG
	e. Ask open ended questions about the story to support critical and logical thinking.	Unit 1: p. 6 Unit 5: p. 52 Unit 8: pp. 88-90

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	f. Repeat simple repetitive sequences in traditional and popular children's stories.	Unit 5: pp. 63-65
	g. Tell a simple story by looking at pictures.	Unit 2: p. 8 Unit 3: p. 20 Unit 6: pp. 69-70
	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.	Unit 1: p. 4 Unit 2: p. 7
	b. Identify and name the characters in a story.	Unit 2: p. 8 Unit 5: p. 57 Unit 8: p. 91
	c. Recognise their names in print (Urdu & English).	p. i (Cover page) Unit 2: p. 11
	d. Begin to recognise letters of the Alphabet.	Unit 2: pp. 9-11, 15
	e. Identify sight words that are meaningful for them.	Unit 3: pp. 21-22 Unit 4: pp. 28-32 Unit 5: pp. 50-51, 58

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	f. Identify letter sounds through words that have personal meaning for them.	Unit 4: pp. 29-30 Unit 5: pp. 48, 50-51
	g. Associate initial letter sounds with names of objects in their classroom environment.	Unit 5: pp. 50-51, 58
	h. Think of a variety of objects beginning with a single letter of the alphabet.	Unit 4: p. 28 Unit 5: p. 48
2.5.3: 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.	Unit 1: 2, pp. 5-6
	b. Use some clearly identifiable letters in their writing to communicate meaning, representing some sounds correctly and in sequence.	Unit 2: pp. 12-13 Unit 3: p. 19 Unit 4: pp. 26, 31-32
	c. Draw pictures to communicate meaning.	Unit 5: p. 55 Unit 7: p. 74 Unit 8: p. 86
	d. Hold writing tools properly to develop a comfortable and efficient pencil grip.	p. vi TOC
	e. Colour a simple picture keeping within designated space.	Unit 1: pp. 3-4 Unit 3: p. 19 Unit 4: p. 24 Unit 6: p. 67
	f. Trace, copy, draw and colour different shapes, such as circles, squares, triangles and rectangles.	Unit 1: p. 3
	g. Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes.	Unit 1: pp. 1-4 Unit 2: pp. 9-11
	h. Trace, copy and write the letter of Urdu alphabet.	N/A

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	i. Trace, copy and write the letters of the English alphabet.	Unit 2: pp. 9-11, 15
	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.	Unit 2: p. 11
	n. Write a word or a sentence while describing a picture.	Unit 5: pp. 48, 56 Unit 7: pp. 77-78 Unit 8: p. 91

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 1 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.

[illegible]