

FIRST STEPS IN PRIMARY ENGLISH

LESSON PLAN

GRADE 1

Introduction to Lesson Plans for *First Steps in Primary English – Book 1*

This lesson planner supports teachers in delivering **First Steps in Primary English – Book 1** for **Grade 1**. It provides a **structured yet flexible** approach to early literacy, with lessons designed to be **interactive, multisensory, scaffolded**, and **developmentally appropriate**. The planner integrates **phonics, vocabulary, grammar, reading comprehension, writing, speaking and listening** across all units, with consistent routines that build confidence and fluency in young learners.

Purpose of These Lesson Plans

- To offer **clear, step-by-step guidance** for every page and topic in the textbook.
- To ensure structured development in the **five core literacy strands: Phonics, Reading, Writing, Speaking, and Listening**.
- To promote **active learning** through games, pair work, TPR, oral rehearsal, and hands-on tasks.
- To support teachers in implementing **systematic phonics**, sentence building, comprehension skills, and early writing techniques.

How to Use This Planner

Flexibility

Suggested timings, groupings, and daily lesson flows are **guidelines**, not fixed requirements. Teachers may adjust based on:

- learner needs
- lesson pacing
- school timetable
- classroom environment
- available materials

Integration

Phonics, vocabulary, grammar, reading and writing tasks can be connected with **other subjects** or thematic units to build deeper understanding.

Differentiation

- **For support:**
Sentence frames, picture clues, dotted tracing, phoneme cards, guided blending, modelling, bilingual scaffolds, reduced word banks.
- **For challenge:**
Independent blending, extra words, sentence extensions, creative writing prompts, additional adjectives, story innovations.

Assessment

Each lesson includes simple, practical assessment options:

- oral checks
- blending/reading tasks
- mini dictations
- exit slips
- notebook reviews
- performance/role-play
- peer/partner checking

Teachers may adapt these to fit their context.

Materials

Where flashcards, word cards, objects, or props are mentioned, teachers can easily use **locally available items**. Learning remains effective with simple, improvised resources.

Key Features

- **Learning Objectives** matched to each lesson and aligned with the textbook.
- **Intro/Hook** strategies using pictures, objects, actions, questions, or sound cues.
- **Lesson Structure** that includes teacher modelling, guided practice, partner work, independent tasks, assessment, and closure.
- **Classwork and Homework** reinforcing the skills learned during the lesson.
- **Teacher Tips** for behaviour management, pacing, troubleshooting common learner errors, and scaffolding language.
- **Extra Support Activities** to help struggling learners without slowing the entire class.

Phonics

The Book 1 planner uses a **systematic, consistent phonics approach**, reflected throughout all units:

- **Daily phonics warm-ups** (sound review, blending, segmenting, flashcards).
- **Explicit teaching of target sounds/digraphs** (e.g., a/e/i, ck, ng, th, sh, ch, nk, or, ou, ir, -le).
- **Blending routines:** *Point → Sound → Blend → Read → Write → Check*.
- **Segmenting routines:** *Say → Tap sounds → Write → Read back*.

- **Use of Elkonin boxes**, sound taps/claps, and actions to reinforce phoneme awareness.
- **Word building** using letter tiles/cards for CVC and CCVC patterns.
- **Phonics in context** through story reading, poems, chants, and unit vocabulary.
- **Decoding practice** integrated into reading tasks and echo/choral reading.
- **High-frequency/sight words** taught as whole words (not segmented), as required by the textbook.
- **Routine error-fixing strategies** such as vowel boxing, underlining digraphs, and highlighting endings.
- **Differentiation in phonics:**
 - Support: tracing, slower blending, limited word sets.
 - Challenge: replacing sounds to create new words, minimal pairs, “swap-a-sound” tasks.

Revision

UNIT-WISE LESSON PLAN

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Use of 'a' and 'an'	REFERENCE: Textbook
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LEARNING OBJECTIVES:

Students will identify naming words (nouns).
Students will correctly use 'a' and 'an' before nouns.
Students will understand the rule for vowel and consonant sounds.

MATERIALS NEEDED: • Flashcards with pictures of objects (apple, ball, elephant, dog, etc.) • Whiteboard and markers • Worksheet for practice	INTRO/HOOK: • Show two objects (apple and ball) and ask: <i>"What is this? How do we say it in a sentence?"</i> • Write on board: a ball, an apple. Ask students what they notice.
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LESSON STRUCTURE:

- **Explain**

- Define naming words (person, place, animal, thing).
- Explain rule:
 - Use '**an**' before words starting with vowel sounds (a, e, i, o, u).
 - Use '**a**' before words starting with consonant sounds.
- Give examples from the textbook.

- **Guided Practice**

- Show flashcards and ask students to say: **a/an + word**.
- Example: Show picture of an orange → students say **an orange**.

- **Pair Activity**

- Students work in pairs with a set of pictures and sort them into **a** and **an** groups.

CLASSWORK ACTIVITY:

Instructions:

1. Distribute the book and ask students to turn to page 2.
2. Read through the page and explain to the students that the content is what they have just studied.
3. Guide the students to attempt the activity given on the page.
4. Provide help if/when required.

ASSESSMENT/LESSON CLOSURE:

- Quick oral quiz: Teacher says a word, students respond with **a** or **an**.
- Example: *elephant* → *an elephant*; *dog* → *a dog*.
- Homework: Write 5 sentences using **a** and **an**.

UNIT-WISE LESSON PLAN

GRADE: I

SUBJECT: ENGLISH

DATE:

LESSON TOPIC: Action words

REFERENCE: TEXTBOOK

LEARNING OBJECTIVES:

- Students will identify action words in sentences.
- Students will describe actions in pictures using correct verbs.
- Students will use action words in their own sentences.

MATERIALS NEEDED:

- Pictures of people doing actions (running, eating, playing, flying)
- Whiteboard and markers
- Worksheet for matching actions to pictures

INTRO/HOOK:

- Play a quick game: Teacher acts out an action (jumping, clapping) and asks: "*What am I doing?*"
- Students respond: *You are jumping!*

LESSON STRUCTURE:**• Explain**

- Define action words: Words that tell what we do.
- Read examples from the textbook:
 - Talha is kicking a ball.
 - Sara is running fast.

• Guided Practice

- Show pictures and ask: *"What is he/she doing?"*
- Students answer: *He is eating ice cream.*

• Group Activity

- Students in groups act out an action; others guess and say the sentence.

CLASSWORK ACTIVITY:**Instructions:**

5. Distribute the book and ask students to turn to page 3.
6. Read through the page and explain to the students that the content is what they have just studied.
7. Guide the students to attempt the activity given on the page.

Provide help if/when required.

ASSESSMENT/LESSON CLOSURE:

- Worksheet: Match pictures to correct action words.
- Homework: Write 3 sentences about what you did yesterday using action words.

UNIT-WISE LESSON PLAN**GRADE:** I**SUBJECT:** ENGLISH**DATE:****LESSON TOPIC:** "It is ..."**REFERENCE:** TEXTBOOK**LEARNING OBJECTIVES:**

- Students will understand how to introduce objects using "It is ...".

- Students will write simple sentences starting with a capital letter and ending with a full stop.

MATERIALS NEEDED:

- Flashcards or real objects (bus, hat, doll, train, blackboard, duster)
- Whiteboard and markers
- Textbook page for classwork

INTRO/HOOK:

- Show an object (e.g., a hat) and ask: *"What is this?"*
- Teacher says: *It is a hat.* Write on board.
- Repeat with another object (e.g., a bus picture).

LESSON STRUCTURE:

- **Explain**

- Introduce the sentence structure: **It is + object.**
- Emphasize capital letter at start and full stop at end.

- **Guided Practice**

- Show pictures or objects and ask students to say: *It is a ...*
- Example: Show a doll → students say: *It is a doll.*

- **Pair Activity**

- Students work in pairs, pick an object from the classroom, and make a sentence orally.

CLASSWORK ACTIVITY:

Students will write sentences for the six pictures in the book:

- It is a bus.
- It is a hat.
- It is a train.
- It is a doll.
- It is a blackboard.
- It is a duster.

ASSESSMENT/LESSON CLOSURE:

- Quick oral quiz: Teacher shows an object, students respond with "It is ...".
- Homework: Draw two objects and write sentences using "It is ...".

UNIT-WISE LESSON PLAN**GRADE:** I**SUBJECT:** ENGLISH**DATE:****LESSON TOPIC:** "He is ..." or "She is ..."**REFERENCE:** TEXTBOOK**LEARNING OBJECTIVES:**

- Students will learn to introduce people using "He is ..." or "She is ...".
- Students will write sentences correctly with capital letters and full stops.

MATERIALS NEEDED:

- Pictures of people (boy, girl, man, woman, teacher)
- Whiteboard and markers
- Textbook page for classwork

INTRO/HOOK:

Teacher points to a picture of a boy and says: He is a boy.
Then points to a picture of a girl: She is a girl.
Ask students: What do you notice? (He for male, She for female).

LESSON STRUCTURE:**• Explain**

- Introduce sentence structure: **He is ... / She is ...**.
- Explain that names can also be added: *He is Jamil*.

• Guided Practice

- Show pictures and ask students to make sentences orally.
- Example: Show a picture of a teacher → students say: *He is a teacher*. or *She is a teacher*.

• Group Activity

- Students in groups pick a picture card and make two sentences: one with "He is ..." or "She is ..." and one with the name.

CLASSWORK ACTIVITY:

Students will write sentences for the four sets of pictures in the book:

- He is a boy. He is Jamil.
- She is a girl. She is Sara Khan.
- He is a man. He is Mr Riaz. He is a teacher.
- She is a woman. She is Miss Naz. She is a teacher.

ASSESSMENT/LESSON CLOSURE:

- Quick oral drill: Teacher shows a picture, students respond with "He is ..." or "She is ...".
- Homework: Draw a picture of a person and write two sentences using "He is ..." or "She is ...".

UNIT 1: MAMA DRAGON'S EGG – A FANTASY STORY

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I	SUBJECT: ENGLISH	DATE(S):
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LESSON TOPIC: Mama Duck's Egg	REFERENCE: TEXTBOOK
SKILLS COVERED: Reading, comprehension, phonics (a, e, i sounds), vocabulary, grammar (present tense, pronouns), writing, speaking.	

LEARNING OBJECTIVES:

- Predict story events from pictures and key words (*duck, egg*).
- Listen to a modeled read-aloud with actions and onomatopoeia ("C-R-A-CK!").
- Identify initial phonemes in **a/e/i** words from the text (*egg, leg, crack*).

MATERIALS NEEDED: • Big book / textbook (pp. 6–7) displayed. • Flashcards or board pictures: duck, egg, nest. • Word cards: duck, egg, nest, crack, leg. • Chart paper/markers; sticky notes for predictions. • (Optional) rhythm sticks / claps for "C-R-A-CK!" beats.	INTRO/HOOK: • Show a large picture of a nest with an egg. • Ask: "What animals lay eggs? What could be inside this egg?" • Students place sticky-note predictions on the board (draw a big egg outline and stick notes on it).
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KEY WORDS:

1. Duck

- **ehg**
- : duhk - /dʌk/
- **Part of Speech:** *noun*
- **Meaning:** A bird that lives on water, has webbed feet, and says "quack-quack."
- **Example Sentence:** *The duck is swimming in the pond.*
- **Synonyms:** — (but you may mention "bird" as its animal group)
- **Teaching Tip:**
 - Show a picture or short action: flap arms like wings, say "quack-quack."
 - Ask students: "Where do ducks live?" (pond, lake, farm).

2. Egg

- **Pronunciation:** ehg - /eg/
- **Part of Speech:** *noun*
- **Meaning:** A smooth, oval object laid by birds; baby birds grow inside eggs.
- **Example Sentence:** *A baby duck comes out of an egg.*
- **Synonyms:** —
- **Teaching Tip:**
 - Show a real egg or picture.
 - Ask: “Which animals lay eggs?” (birds, reptiles).

LESSON STRUCTURE:

Methodology

1. Concept Link

- On the board, draw an oval **egg**. Ask: “Which animals lay eggs?” (accept all ideas).
- Write two key words inside the oval: **duck, egg**.

2. Picture Walk

- Point to Mama Duck on her nest. Prompt: “Where is she? What is she doing?”
- Elicit “nest”, “spots”, “big egg”. Circle these words on the board.

3. Teacher Read-Aloud with Actions

- Read the text in short chunks.
- **Action cues:**
 - *Mama Duck sitting* → students fold arms like wings and “sit”.
 - *Egg has red spots* → students pretend to count spots on an egg.
 - *C-R-A-CK!* → clap 4 quick beats while opening hands like cracking.
 - “*Sh!*” → finger on lips; class whispers “Sh!” together.
- Stop after each action line; ask a **prediction**: “What will happen next?”

4. Phonics Mini-Lesson

- Draw three columns: **a / e / i**.
- From the text, write: **crack, egg, sit**.
- **Blend routine:** Tap under each letter while saying the sounds → /e/-/g/-/g/ → egg; /c/-/r/-/a/-/ck/ → crack; /s/-/i/-/t/ → sit.
- Students **air-write** the focus letter while voicing the sound.

5. Guided Practice: Echo Reading

- In pairs, Partner A reads a line; Partner B repeats **with the action**. Swap roles.

Extra Support Activities

- **Sound Fist Trick:** Students make a fist (for the whole word), then open one finger per sound while segmenting, close fist to **blend** and say the whole word.
- **Picture-Word Match:** Provide 3 small pictures (duck/egg/nest). Students place the correct **word card** below each picture.

- **Onomatopoeia Meter:** Draw a simple “loudness” meter. Practice how “Quack!” is loud and “Sh!” is soft.

CLASSWORK ACTIVITY:

- **Echo Reading in Pairs:** Partner A reads a line; Partner B repeats with actions (e.g., flapping, sitting, shushing). Swap roles.
- Quick **word-match** on mini whiteboards: teacher flashes a picture; pairs write the word (*egg/duck/nest*).

ASSESSMENT/LESSON CLOSURE:

- **Exit Ticket (Oral):** Each child says **one word** from the sound columns (a/e/i) and performs the related action (e.g., says “sit” and pretends to sit).
- Collect sticky-note predictions; circle any that matched the text so far.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I

SUBJECT: ENGLISH

DATE:

LESSON TOPIC: Complete Reading & While-Reading (pp. 6–7)

REFERENCE: TEXTBOOK

LEARNING OBJECTIVES:

Students will:

1. Read/act the complete story with appropriate expression.
2. Answer a while-reading question: “*Who comes out of the egg?*”
3. Blend and read **CVC** and simple words from the story (e.g., *has, red, sit*).

MATERIALS NEEDED:

- Textbook visible to all.
- Character badges or headbands (Mama Duck, Tidli Duck, Baby Duck).
- Word cards for phonic words (*has, red, sit, this, in, still*).
- Chart for shared responses.

INTRO/HOOK:

Quick revisit: Show 3 actions (*crack, jump, sit*). Students call out the matching word.

LESSON STRUCTURE:

A. Action-Word Recap

- Call out **crack / jump / sit**. Students perform the action **and** say the word.

B. Second Read-Aloud: Choral Lines & TPR

- Read the full story. Students **chorally** join on repeated lines: **“Quack!”**, **“C-R-A-CK!”**, **“Sh!”**
- **TPR cues:** When Baby Duck “jumps on the pot/jug/box/cup”, students do safe **mini-hops in place**.
- After “Sit still,” do a **freeze pose** for 3 seconds to reinforce meaning.

C. Comprehension Stop & Re-tell

- Ask: *“Who comes out of the egg?”* → **Baby Duck**.
- **3-Picture Re-tell:** Draw three quick icons (egg → crack → duck). Students narrate in 3 short sentences.

D. Phonics Word-Building

- With board letters/tiles, build: **sit, red, has, this, in, still**.
- **Swap-a-Sound:** Change one letter (sit → sat → set → sip) to feel vowel shifts.
- Students copy **3 words** neatly and **underline** the vowel.

E. Reader’s Theatre

- Roles: Mama Duck / Tidli Duck / Baby Duck / Narrator.
- **Performance coaching:** voice (loud/soft), pacing, pause before “Sh!”.
- Each group performs **one minute**; audience gives **two-stars-and-a-wish** feedback.

Extra Support Activities

- **Jump Map Tracker:** Draw 4 shapes (pot/jug/box/cup). As you read, students move a counter to the correct shape; this aligns text to action for concrete thinkers.
- **Blend Ladders:** Write **s-i-t**; ladder up/down by changing **one letter** at a time. Students hear and say how meaning/sound changes.
- **Word Frames:**
 - **It is a** ____ (object).
 - **It is on the** ____ (place/thing).Use these while pointing to pictures so children can form complete sentences.

CLASSWORK ACTIVITY:

- **Reader’s Theatre (Groups of 3–4):** Assign roles; each group acts and reads their lines.
- Peer audience uses **two-star-and-a-wish**: 2 things they liked + 1 wish (e.g., “Speak louder!”).

ASSESSMENT/LESSON CLOSURE:**• Thumbs Signal:**

- 👍 "I can tell who came out of the egg."
- 👉 "I'm almost there."
- Teacher notes students needing re-practice with blending or expression.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)**GRADE:** I**SUBJECT:** ENGLISH**DATE:****LESSON TOPIC:**

Exercises: Comprehension & Phonics Practice (pp. 8–10)

REFERENCE: TEXTBOOK**LEARNING OBJECTIVES:**

Students will:

1. Complete text-based comprehension tasks (matching & choosing correct words).
2. Label pictures with correct **a/e/i** words; insert missing vowels and consonant blends.
3. Read sight words from the unit as wholes (e.g., *baby, what, here, she, says*).

MATERIALS NEEDED:

- Textbooks, pencils/erasers, highlighters.
- Word banks on the board; small counters for checking answers.
- (Optional) QR/audio if available; otherwise teacher modeling.

INTRO/HOOK:

Phonics Warm-Up: Rapid-fire reading of word lists from p. 9 (teacher points, class reads).

LESSON STRUCTURE:**Lesson Structure / Methodology (step-by-step)****A. Rapid Phonics Warm-Up**

- Teacher points to **a/e/i** columns; class reads in chorus, then **row by row**.

B. Page 8 — Guided Comprehension

- **Q1 Match (I-Do/We-Do/You-Do):** Model one match on board → students complete → pair-check.
- **Q2 Circle Correct Word:** Model first item (think aloud which picture clue helps). Time-box 4–5 min; display answers for quick self-mark.

C. Page 9 — Labelling

- Pre-teach labels: **a van, a man, a net, a tin, a pin** (say, clap syllables, write).
- Dictate each; students label and **box the vowel** (put a small square around a/e/i).

D. Page 10 — Vowels & Blends

- Read **o/u** word sets; sight words (**baby, what, here, she, says**) are read **as whole units** (no segmenting).
- **Q4 Vowels:** Say the **sound first** → write the **letter** → read the whole word.
- **Q5 Blends:** Clap once for the blend **cr / st**, then read the word (e.g., **crack, stop**).

Extra Support Activities

- **Vowel Parking Lot:** Five zones labeled **a/e/i/o/u**. Students “park” word cards in the correct zone by **sound**, not spelling.
- **Error-Fix Cards:** Present small incorrect samples (e.g., *eg*). Students discuss and fix to *egg*.
- **Sound-Spotter:** Students highlight the **vowel** in each word with a colour code (a=red, e=green, i=blue, etc.).

CLASSWORK ACTIVITY:

- Students **do the book work in class** (pp. 8–10).
- Structure: *Try* → *Pair check* → *Whole-class quick review* (students hold up books; teacher scans).

ASSESSMENT/LESSON CLOSURE:

- **Mini-Dictation (3 words):** teacher says *egg, stop, crack* → students write.
- **Checklist:** accuracy in matching, correct circling, correct vowel insertion, blend use.
- Targeted praise & quick reteach for any common error (e.g., confusing **e** and **i**).

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
LESSON TOPIC: Grammar & Pronouns; Action Words (pp. 11–13)		REFERENCE: TEXTBOOK
LEARNING OBJECTIVES:		

Students will:

1. Use **present tense** to answer "Where does a ___ live?" with **It lives...**
2. Use **pronouns** (*he, she, it*) correctly in simple sentences.
3. Identify and act out **action words**; distinguish **capital vs small letters**.

MATERIALS NEEDED:

- Textbook pages 11–13, board, markers.
- Picture cards: farm, river, forest, sea; people/animals doing actions.
- Letter chart for capitals; coloured pencils for circling tasks.

INTRO/HOOK:

Show 4 habitat pictures. Ask: "*Where does a shark live?*" Students shout the answer in chorus.

LESSON STRUCTURE:

Lesson Structure / Methodology

A. Sentence Frame Drill

- Board frame: **It lives in/on** _____. Practice with 4 habitat pictures (farm/river/forest/sea).
- Choral → individual turns (use name sticks for random selection).

B. Page 11 — Answering Questions

- **Q1:** Students answer in notebooks using the word bank; teacher checks subject–verb: **It lives...**
- **Q2:** Partners ask/answer similar questions (*Where does a crab live?* → *It lives in the sea.*).

C. Page 12 — Pronouns & Action Words

- **Pronoun Call-and-Change:** Show a picture, students say *He/She/It is* ____ -ing. Change picture, students **switch pronoun** correctly.
- **Action Charades:** Students act **running, jumping, reading, flying** and speak a sentence.

D. Page 13 — Picture Sentences & Capitals

- Guide students (a–f) to write one present-tense sentence per character.
- **Capital Transfer:** Circle capital letters in an alphabet line, then open the story and circle capitals there—explain **sentence starts**.

Extra Support Activities

- **Pronoun Tri-Fold:** Paper folded into **he / she / it** columns; students sort mini-pictures under the right column.
- **Sentence Starters:**
 - **He/She/It is** ____ -ing.

○ It lives in/on ____. Provide starters on strips to reduce cognitive load. ● Mini-Frames on the Desk: Laminated cards with Capital + Verb + Ending checklist (✓ Capital, ✓ verb, ✓ full stop).
CLASSWORK ACTIVITY: ● Students complete the book exercises on pp. 11–13 in class. ● Pronoun Sort: Teacher places 10 mini-sentences on slips; groups sort under he/she/it headers.

ASSESSMENT/LESSON CLOSURE: ● Oral Check: Pick any picture; random student answers using the frame. ● Quick Write: One sentence each with he, she, it in notebooks (3 lines total). ● Collect 3–5 notebooks from a mixed-ability sample; note who needs extra support.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Listening, Speaking & Writing (pp. 14–15) + Unit Wrap-Up	REFERENCE: TEXTBOOK
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LEARNING OBJECTIVES: Students will: 1. Listen and draw a stacked-objects picture; ask/answer questions about position ("on the mat," "on the bin"). 2. Write 4–6 sentences describing the picture using capitals and full stops. 3. Speak/write a brief personal description using the frame (about self and family). 4. Review the unit's phonics and vocabulary.

MATERIALS NEEDED: ● Textbook pp. 14–15, blank drawing sheets, colours.	INTRO/HOOK: Mystery Stack: Hide 3–4 real classroom items (mat/book/cup/jug lid substitute).
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• Sentence starters on the board; family word bank (mother, father, sister, brother, years old). • Stickers or stamps for completion.	Build a quick stack. Ask: <i>“What’s on the bottom? What’s on the top?”</i>
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LESSON STRUCTURE:

Lesson Structure / Methodology

A. Concrete Hook

- Build a small **real stack** (mat/book/cup/lid substitute) on a table.
- Ask: *“What’s on the bottom? What’s on the top?”* Students answer using prepositions.

B. Page 14 — Listen & Draw; Ask Questions

- Give **sequenced instructions** slowly (one per line):
 1. Draw a mat.
 2. Put a bin on the mat.
 3. Put the lid on the bin.
 4. Put the cup on the lid.
 5. Put the pot on the cup.
 6. Put the jug on the pot.
- Partners then **ask and answer** two questions: *“What’s on the bottom?”* / *“What’s on the top?”*

C. Descriptive Writing

- Model sentence: **“The bin is on the mat.”** underline **The** (capital T) and add a **full stop**.
- Students write **4–6 sentences** describing their stack; teacher circulates with a **Capital/Full Stop** stamp.

D. Page 15 — About Me & My Family

- Read the model frame together; choral repeat key chunks (*My name is... I am... years old.*).
- Students complete their frames; stronger writers add 1–2 personal details.

E. Unit Review

- Phonics recap: students hold up or write a word for **/a/** (*crack*), **/e/** (*egg*), **/i/** (*sit*).
- Story recap: *“Baby Duck jumps... Mama Duck says ‘Sh!’”* (call-and-response style).

Extra Support Activities

- **Sentence-Starter Strips:**
 - The ___ is on the ___.
 - My name is ___. I am ___ years old.
 - I have ___ sister(s)/brother(s).
- **Peer Check Rubric (mini card):** Capital  / Full stop  / Spacing  / Spelling of target words .

- **Word Wall Review:** Keep **duck, egg, nest, crack, sit, red, has** posted; students point and read before writing.

CLASSWORK ACTIVITY:

- **All tasks on pp. 14–15 done in class.**
- **Peer Share:** In pairs, read one best sentence to partner; partner checks for capital letters and full stops using a simple two-box rubric  / .

ASSESSMENT/LESSON CLOSURE:

- **Phonics & Vocabulary Review Game:**

- Teacher says a sound (/e/); students hold up a word from their notebook (*egg/leg*).

- **Exit Reflection (Oral):**

- "What did Baby Duck do?" (jumped, sat)
- "Say one sentence about your family."

- **Teacher Notes:** Record who:

- used capitals and full stops consistently,
- confused **e/i** sounds,
- needed support forming "It lives..." sentences.

Teacher Toolkit (quick add-ons you can paste anywhere)

- **TPR Protocol:** *Hear the word → Do the action → Say the word → Use it in a sentence.*
- **Blending Routine:** *Point → Sound → Blend → Read → Write → Check.*
- **Error-Fix Routine:** *Hear → Find → Fix (rewrite correctly).*
- **Differentiation:**
 - *Support:* picture-word cards, sentence frames, guided pointing, partner echo.
 - *Core:* pair reading with actions, choral segments, Try → Pair-Check → Show.
 - *Stretch:* add adjectives (*big egg, red spots*), extend lines, write an extra sentence in present tense.

UNIT 2: WINGS AND FEET – A NON-FICTION EXPLANATORY TEXT

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Animals; what they can/cannot do; sounds they make.	REFERENCE: TEXTBOOK
SKILLS COVERED: First-time poem reading, oral fluency & actions, comprehension, phonics (ck/ng, th/sh; plus ch/ng in handwriting), syllables, grammar (present continuous), sentence frames, speaking & writing.	

LEARNING OBJECTIVES: Students will: 1. Experience a poem for the first time—identify repeated patterns, rhythm, and refrains (e.g., <i>They say, Baa! They say, Quack!</i>) 2. Use TPR (Total Physical Response) to act verbs: walk, run, swim, fly. 3. Understand basic facts: what animals can/cannot do.

MATERIALS NEEDED: Textbook pp. 16–17 on the board/visualizer; verb/action picture cards (walk/run/swim/fly); simple beat instrument (claps, desk taps).	INTRO/HOOK: • “Action corners”: label four corners—WALK, RUN, SWIM, FLY. • Call an animal; students go to the corner they think fits (e.g., “Spider”—walk/run). Quick discuss: “<i>Can a spider swim?</i>” (No).
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KEY WORDS: 1. Flying • Pronunciation: /'flaɪ-ɪŋ/ - flai-ing • Part of Speech: <i>verb</i> (action word) • Meaning (simple): Moving in the air. • Example Sentence: <i>The bird is flying in the sky.</i> • Teaching Tip: ○ Stretch arms out like wings and pretend to fly.

- Ask: “*What can fly?*” (birds, planes, bees)

2. Running

- **Pronunciation:** /'rʌn-ɪŋ/ - run-ning
- **Part of Speech:** *verb*
- **Meaning (simple):** Moving fast on your feet.
- **Example Sentence:** *The boy is running in the playground.*
- **Teaching Tip:**
 - Do a tiny running action on the spot.
 - Ask: “*Where do we run?*”

3. Swimming

- **Pronunciation:** /'swɪm-ɪŋ/ - swim-ming
- **Part of Speech:** *verb*
- **Meaning (simple):** Moving your body through water.
- **Example Sentence:** *The girl is swimming in the pool.*
- **Teaching Tip:**
 - Move arms in a swimming motion.
 - Ask: “*Can you swim in the sand?*” → *No!* (reinforces concept)

4. Walking

- **Pronunciation:** /'wɔ:-kɪŋ/ - waw-king
- **Part of Speech:** *verb*
- **Meaning (simple):** Moving slowly on your feet.
- **Example Sentence:** *The children are walking to school.*
- **Teaching Tip:**
 - Walk in place slowly.
 - Ask: “*Is walking fast or slow?*”

LESSON STRUCTURE:

Teacher instruction:

How to Read the Poem as a Class

Use this brief routine daily in the **Warm-up** before content work:

1. **Eyes on lines:** “Poems have short lines and beats.”
2. **Teacher model** (stanza): fluent, clear, natural pacing.
3. **Beat & pause:** tap once at line end; short pause at punctuation.
4. **Echo line:** class repeats each line after you.
5. **Choral refrain:** all read the repeated sound/action lines (*They say, Baa!, They say, Quack!*).
6. **Act the verbs:** when hearing **walk/run/swim/fly**, students do safe mini actions.
7. **Voice choice:** loud for animal sounds (*Baa!, Quack!*), softer for **cannot** statements.

8. **Reader's roles:** small groups perform one stanza each (Day 2).

A. What is a poem?

- Teacher talk: "A poem has **short lines, beats** (rhythm), and sometimes **repeated words**. We will **listen** and **act**."
- Example:

Short lines, clear rhythm, repetition

Clap, clap, clap, Clap, clap, clap,

Clap your hands up high!

Clap, clap, clap, Clap, clap, clap,

Touch your nose, then try!

(Students clap and follow actions)

B. Picture Walk & Vocabulary

- Point to the spider, butterfly, sheep (pp. 16–17). Elicit prior knowledge: colours, legs, sounds (*Baa!*, *Quack!*).
- Write a quick word bank on board: **walking, running, swimming, flying; can, cannot**.

C. First Read-Aloud (I-Do) with Beat

- Teacher reads the spider stanza **smoothly**.
- **Beat routine:** tap once at the end of each line; emphasize **can/cannot**.
- Show how to **pause** at commas and **drop voice** at full stops.

D. Second Read-Aloud (We-Do) with Actions

- Stanza by stanza: class **chorally repeats** the last line and performs actions.
 - Spider: count **eight legs** (students touch knees while counting 8), mime walking/running; cross arms for **cannot swim**.
 - Butterfly: flap hands for **flying**; cross arms for **cannot run/swim**.
 - Sheep: walk, run, and say "**Baa!**" together.
 - Ducks: flap → walk/swim/fly; chorus "**Quack!**".
 - Fish: hands as fins → **swim**; cross arms and finger on lips for **cannot walk/run/fly & cannot say anything**.

E. Guided Choral Reading (You-Do)

- **Echo lines:** Teacher reads a line; class echoes **with the action**.
- **Refrain practice:** choose two repeated lines (e.g., *They can walk and run. / They cannot swim.*). Class chants with actions.

F. Quick Comprehension Check

- Ask: "*How many ducks are there?*" (count in picture).
- "*Name one thing fish can do and one thing they cannot do.*"

Extra Support Activities

- **Can/Cannot sorting:** Give mini picture cards; students sort under two headings.
- **Action flash:** Teacher flashes **RUN**; students whisper a sentence: "*Sheep can run.*"
- **Echo-strip frames:** Provide sentence starters: "**It can** ____." / "**It cannot** ____." for emergent speakers.

CLASSWORK ACTIVITY:

- Students re-read one stanza **in pairs** (poem in their books) and mark verbs with a light underline.
- Draw one animal and write **two lines** under it: "*It can* ____." / "*It cannot* ____."

ASSESSMENT/LESSON CLOSURE:

Exit call-and-response: Teacher says animal; class responds with **one can + one cannot** line (in poem voice).

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Comprehension + Phonics (ck / ng) & Syllables (pp. 18–19)	REFERENCE: TEXTBOOK
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LEARNING OBJECTIVES:

Students will:

1. Complete comprehension tasks (matching and circling correct words/numbers).
2. Read and spell **ck** and **ng** words; identify/underline **ending sounds**.
3. Recognize **syllables** (one/two syllables) and mark lines accordingly.

MATERIALS NEEDED:

Textbook pp. 18–19; letter cards; highlighters; mini whiteboards; two large posters: **ck** and **ng**; clapping for syllables.

INTRO/HOOK:

Sound spotlight: Show **duck, quack** (ck) / **running, swimming** (ng). Ask: “*What do you hear at the end?*”

LESSON STRUCTURE:

A. Page 18 — Comprehension

- **Q1 Match:** Model one on board (a spider → spider picture). Students match remaining; **pair-check**.
- **Q2 Circle correct words/numbers:**
 - Think-aloud: “Spider has **eight** legs—count!”
 - Students circle; teacher roves, then reveal answers; quick self-mark with ticks.

B. Page 19 — Phonics: Two letters, one sound (ck/ng)

- **I-Do (ck):** Write **duck, black, quack, crack**. Tap the end sound: /k/ → explain “two letters make **one sound** at the **end** of a short word.”
- **We-Do (ng):** Write **running, swimming, jumping**. Circle **ng**; stretch final nasal /ŋ/.
- **You-Do:** Students **underline ending sounds** in the list on p. 19 and **read** each word aloud.

ck (final /k/ in short words)

- **Explain:** Two letters, one sound at the end (duck, black, quack, crack).
- **Routine:** See → Say /k/ → Blend → Write → Underline **ck** → Read a phrase.
- **Exercise:** p. 19 #1 (underline endings), #3 (match words/pictures read as wholes); mini-dictation in closure.

ng (final /ŋ/)

- **Explain:** Nose sound; feel vibration by touching nose (running, swimming, jumping).
- **Routine:** See **ng** → mouth closed, air through nose → Blend → Write → Underline **ng**.
- **Exercise:** p. 19 #1 (underline), #2 (syllable lines in the **ng** box), plus word building on mini boards.

C. Syllables

- Clap beats: **duck** (1 clap), **running** (2 claps).
- **Task:** In the **ch** and **ng** boxes (p. 19 activity 2), students draw **one line** for 1-syllable words and **two lines** for 2-syllable words (follow book instruction).

Phonics Routine (ck/ng)

- **See** the ending (ck/ng).
- **Say** the sound (/k/ or /ŋ/).
- **Blend** the word.
- **Write** and **underline** the ending.
- **Read** in a short phrase: *"black duck", "duck is running"*.

Extra Support Activities

- **Ending-Sound hats:** Students wear paper bands labeled **ck** or **ng**; when a word is called, the correct group stands and reads.
- **Picture sort:** Place picture cards under **ck** or **ng** mats.
- **Syllable taps:** Desk-tap instead of claps for learners sensitive to sound.

CLASSWORK ACTIVITY:

Complete **p. 18 (Q1–2)** and **p. 19 (Q1–3)** in class. Teacher uses **Try → Pair-Check → Show** cycle; scan for common errors (e.g., circling *six* for spider).

ASSESSMENT/LESSON CLOSURE:

Mini dictation (3 words): *duck, black, running*. Students write and **underline ck/ng**.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Handwriting (ch/ng), Phonics (th/sh) & Sentences (pp. 20–21)	REFERENCE: TEXTBOOK
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LEARNING OBJECTIVES:

Students will:

1. Read, trace, copy **ch/ng** words with correct **start-points** and **letter joins** (as per workbook lines).
2. Read and spell **th** and **sh** words; match pictures to words.
3. Complete sentences with **th/sh** words using capitals at sentence start.

MATERIALS NEEDED:

Textbook pp. 20–21; pencils; highlighters; word/picture cards (this/that/these/those/thumb/three/thief; sheep/fish/shed/shell/she); starter dots for writing lines.

INTRO/HOOK:

Show big **th** and **sh** cards; exaggerate mouth position for **/θ/** (tongue between teeth) and **/ʃ/** (rounded lips) → quick mirror drill.

LESSON STRUCTURE:

A. Page 20 — Read, Trace, Copy (ch/ng) (10–12 min)

- **I-Do:** Demonstrate starting from the **dot**, follow the line, maintain **midline/descenders**.
- **We-Do:** Class traces one **ch** word together (e.g., **chair** if present / or book picture labels), then **ng** word.
- **You-Do:** Students trace and copy in their books; match each word to its correct picture.

ch/ng handwriting — Day 3

- **Explain:** Start at dot; maintain line height.
- **Exercise:** p. 20 #4 (trace/copy & match picture). Teacher uses three checks: start points, letter size, spacing.

th (/θ/, /ð/) & sh (/ʃ/) — Day 3

- **Explain:** Tongue between teeth for **th**; lips rounded for **sh**.
- **Routine:** Mirror mouth shapes → Blend → Read → Write → Circle digraph.

- **Exercise:** p. 21 #6 (read & match) and #7 (complete sentences; capital **T** for “This ...”).

B. Page 20 — Complete sentences (Q5)

- Use the **word box** above; model one sentence, think aloud how the picture helps.
- Students fill all blanks; underline verbs.

C. Page 21 — th / sh Phonics

- **Read word lists** in columns (teacher → class chorus → row-by-row).
- **Match pictures** to words (fish, sheep, shell, shed, she).
- **Sentence Completion (Q7):** Remind: **Capital T** at the start for “This ...”; model the first; students complete the rest.

Phonics Routine (th/sh)

- **Mouth shape:** tongue slightly out for **th**, lips rounded for **sh**.
- **Sound → Blend → Read → Write;** circle the digraph at the **start** (*this, shell*) or **end** (*fish*).

ADDITIONAL Phonics Activity: TH and SH Digraphs

PHONICS ROUTINE: TH / SH

Step 1: MOUTH SHAPE

Teacher models:

- TH sound: "Stick your tongue out just a little bit between your teeth. Say /th/."
- SH sound: "Round your lips like you're blowing out a candle. Say /sh/."

(Students mirror the mouth shapes)

Step 2: SOUND → BLEND → READ → WRITE

TH Words:

Sound	Blend	Read	Write
/th/	th + is	this	Circle: this
/th/	th + at	that	Circle: that
/th/	th + in	thin	Circle: thin
/th/	ba + th	bath	Circle: bath
/th/	pa + th	path	Circle: path

SH Words:

Sound	Blend	Read	Write
/sh/	sh + e	she	Circle: she
/sh/	sh + op	shop	Circle: shop
/sh/	sh + ell	shell	Circle: shell
/sh/	fi + sh	fish	Circle: fish
/sh/	wa + sh	wash	Circle: wash

Step 3: CIRCLE THE DIGRAPH

Teacher instruction: "Circle the digraph (the two letters that make one sound) at the start or end of the word."

Examples for students to circle:

- ~~Circle the start:~~ this, that, she, shop
- ~~Circle the end:~~ bath, fish, path, wash

Step 4: GUIDED PRACTICE

Activity: Match & Circle

Draw lines to match, then circle the digraph:

Raw code

this fi__ fish __at that __op shop ba__ bath __ell shell __in thin wa__ wash __e she pa__
path __is

Step 5: INTERACTIVE ACTIONS

Teacher says: "When I say a TH word, stick your tongue out. When I say a SH word, round your lips!"

Word list: this, fish, shell, that, wash, path, she, bath, thin, shop

Would you like me to create:

- A printable worksheet version?
- Sentence frames using these words?
- A decodable story using TH/SH words?

Extra Support Activities

- **Mirror sounds:** small pocket mirrors to check mouth shape for **th/sh**.
- **Minimal pairs drill:** *this-sis, shell-sell* → hear the difference; students point to correct word.
- **Write-cover-write:** trace once, cover, then write from memory to build automaticity.

CLASSWORK ACTIVITY:

Complete class work.

ASSESSMENT/LESSON CLOSURE:

Review sh words.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Grammar & Punctuation: Present Continuous + am/is/are (pp. 22–23)	REFERENCE: TEXTBOOK
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LEARNING OBJECTIVES:

Students will:

1. Form present continuous sentences (verb + **-ing**) to show actions happening **now**.
2. Use **am / is / are** correctly with singular/plural subjects.
3. Write six sentences about a picture (ants, frog, fish, butterfly, rats, fox) using present continuous.

MATERIALS NEEDED:

Textbook pp. 22–23; action picture cards; sentence frame strips; coloured pens for verb-ing marking.

INTRO/HOOK:

Action snapshot: Teacher mimics an action (running). Ask: “*What am I doing?*”
→ Students: “*You are running.*” (highlight **are + running**).

LESSON STRUCTURE:

A. Concept & Frame

- On board: **Subject + am/is/are + verb-ing.**
- Examples: **I am walking. He is swimming. They are flying.**

B. Page 22 — Write six sentences

- Show the picture; model one: “**Five ants are walking.**”
- Students write **six** sentences (a–f). **Underline the verb-ing** and circle **am/is/are**.

C. Page 23 — Make sentences by adding verbs (Q2)

- Provide verb bank: **eating, reading, sleeping, flying, walking, kicking.**
- Students complete: **I am ___ing / He is ___ing / They are ___ing** etc.

D. Page 23 — am/is/are (Q3)

- **We-Do:** Fill first two together; discuss singular/plural cues (one boy → **is**, two children → **are**).
- **You-Do:** Complete the rest.

ADDITIONAL ACTIVITY (OPTIONAL)

WE DO: Together

Sentence 1: “I ___ happy.”

- One person (me) → am

Sentence 2: "The cats ___ sleeping."

- More than one → are

YOU DO: Complete

3. She ___ reading. → is

4. We ___ playing. → are

5. My dog ___ brown. → is

6. They ___ my friends. → are

7. I ___ seven. → am

8. The birds ___ flying. → are

QUICK RULE

One	More than one
I am	We are
He/She/It is	They are

Extra Support Activities

- **Subject cards:** I / He / She / It / We / You / They—students **hold up** the correct **am/is/are** card when teacher calls the subject.
- **Verb-ing tag:** Put sticky ' -ing ' on base verbs and read aloud.
- **Colour coding:** blue for **am/is/are**, red for **-ing** to visually separate grammar parts.

CLASSWORK ACTIVITY:

Complete **p. 22 (Q1)** and **p. 23 (Q2–3)** in class using the frames; teacher checks for **agreement** and **punctuation**.

ASSESSMENT/LESSON CLOSURE:

Two-line check: Students write any two present-continuous sentences from classroom reality: *"She is reading."* *"We are sitting."*

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Listening, Speaking & Composition: Yak & Parrot (p. 24) + Unit Wrap-Up

REFERENCE: TEXTBOOK

LEARNING OBJECTIVES:

Students will:

1. Listen, identify, and talk about **yak/parrot** using question frames.
2. Write 4–6 sentences using the provided **writing frame** with **capitals** and **full stops**.
3. Review poem vocabulary, phonics patterns, and grammar learned in the unit.

MATERIALS NEEDED:

Textbook p. 24; writing frame strips; word bank on board (colour, legs, can/cannot, fly/run); stickers for completion.

INTRO/HOOK:

Mystery animal: show silhouettes of a bird and a large bovine. Ask: “Which one can fly? Which one runs?”

LESSON STRUCTURE:**A. Listen & Do**

- Teacher says: “*Point to the parrot.*” “*Point to the yak.*” “*Show its legs.*”—students respond physically.

B. Ask Your Friend (Q2)

- Model a mini dialogue with speech bubbles:
 - A: “*What’s this?*”
 - B: “*It’s a yak.*”
 - A: “*What colour is it?*”
 - B: “*It is black.*”
 - Continue with legs, can/cannot, fly/run.

C. Make Sentences with the Writing Frame (Q3)

- Board the frame:
 - **This is ...**
 - **It is ...** (colour)
 - **It has ...** (two/four legs)
 - **It can ...** (fly/run)
 - **It cannot ...** (fly/run)
- **Model two sentences**, underline capital letters at the start and add **full stops**.
- Students write **about both animals** (parrot **and** yak), 4–6 sentences total.

D. Unit Review

- **Poem recap:** Class chants **one animal stanza** with actions.
- **Phonics recap game:** Teacher says sound **ck/ng/th/sh**; students write or hold up a matching word.
- **Grammar recap:** Rapid fire: teacher points to a classmate—others say: “*He/She is ___ing.*”

Extra Support Activities

- **Sentence-starter cards:** provide strips for each line of the frame to reduce cognitive load.
- **Word wall** (keep visible during writing): duck, fish, sheep, walk, run, swim, fly, black, red, legs, cannot.

- **Peer check:** mini rubric—Capital ✓ Full stop ✓ Spacing ✓ Spelling of target words ✓.

CLASSWORK ACTIVITY:

Complete **p. 24 (Q1–3) in class**. Teacher circulates, stamps one correctly written sentence per student.

ASSESSMENT/LESSON CLOSURE:

- **Oral presentation:** Select 3–4 students to read two sentences each (one about yak, one about parrot).
- **Exit reflection:** *"Say one thing the fish can do and one thing it cannot do."*

Differentiation & Extra Support (use across all days)

- **Visual anchors:** Stick words on pictures (e.g., "fish" under fish image).
- **Sentence frames:**
 - It can ___ / It cannot ___
 - This is ___ / It is ___ (colour).
 - Subject + am/is/are + verb-ing
- **Partner roles:** Strong reader leads; partner echoes and acts.
- **Error-fix routine:** Hear → Find → Fix → Read again.
- **Syllable support:** clap/tap beats; draw 1 or 2 short lines under words to mark syllables (as book shows).
- **Pronunciation micro-drills:** 10-second bursts for **th/sh/ng** with mirror or finger cue.

UNIT 3: OUR HOME – A TRADITIONAL STORY

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Pre-Reading & First Read (Pages 25–28)	REFERENCE: TEXTBOOK
SKILLS COVERED: Guided reading & story sequencing Pre-reading discussion Key words	

LEARNING OBJECTIVES: • Predict from pictures; activate background knowledge about animal sounds/movements. • Read the story aloud with actions up to the wolf's arrival. • Identify key words: rat, fly, snake, frog, bird, wolf.

MATERIALS NEEDED: • Student book (Unit 3 pages 25–35), notebooks, pencils/colours, flashcards (animal/verb/adjective), word cards (ss/ff/zz endings), sentence strips, sticky notes, projector (if available), mini whiteboards. • Classroom organization: Whole-class carpet time → pair/triad work → independent work → plenary.	INTRO/HOOK: • Picture walk: Point to the pot, pump, animals. Ask: “<i>What do animals sound like? What movement do they make?</i>” • TPR (Total Physical Response): Students mimic sounds: <i>buzz buzz, ee ee, ribbit ribbit, hiss hiss, reee reee, huff puff</i>.
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KEY WORDS: 1. Rat • Pronunciation: /ræt/ - rat (rhymes with cat) • Part of Speech: noun • Meaning: A small animal with a long tail. • Example Sentence: <i>The rat ran into the hole.</i> • Teaching Tip: ○ Show the picture and make a tiny running movement with fingers. ○ Ask: “<i>Is a rat big or small?</i>”

2. Fly

(the insect, not the verb)

- **Pronunciation:** /flaɪ/ - flai (or fly)
- **Part of Speech:** *noun*
- **Meaning:** A very small insect with wings.
- **Example Sentence:** *The fly is sitting on the wall.*
- **Teaching Tip:**
 - Make a buzzing sound “bzzzz” and move fingers like wings.
 - Ask: “Can a fly fly?” (helps reinforce the concept)

3. Snake

- **Pronunciation:** /sneɪk/ - snayk
- **Part of Speech:** *noun*
- **Meaning:** A long animal with no legs; it moves by sliding.
- **Example Sentence:** *The snake is hiding in the grass.*
- **Teaching Tip:**
 - Move your hand in an “S” shape like a sliding snake.
 - Ask: “Does a snake have legs?”

4. Frog

- **Pronunciation:** /frɒɡ/ - frawg
- **Part of Speech:** *noun*
- **Meaning:** A small green animal that jumps and lives near water.
- **Example Sentence:** *The frog is jumping on the leaf.*
- **Teaching Tip:**
 - Do a tiny jump to show how a frog moves.
 - Ask: “What sound does a frog make?” (croak-croak)

5. Bird

- **Pronunciation:** /bɜːd/ - burd
- **Part of Speech:** *noun*
- **Meaning:** An animal with wings and feathers; it can fly.
- **Example Sentence:** *The bird is flying in the sky.*
- **Teaching Tip:**
 - Flap arms gently like wings.
 - Ask: “Where do birds live?” (trees, nests)

6. Wolf

- **Pronunciation:** /wʊlf/ - wulf
- **Part of Speech:** *noun*
- **Meaning:** A wild animal that looks like a big dog.
- **Example Sentence:** *The wolf is howling at night.*
- **Teaching Tip:**
 - Make a soft howling sound (“awooo!”) to help students remember.
 - Ask: “Is a wolf wild or a pet?”

LESSON STRUCTURE:

How to Read the Text as a Class

1. **Pre-teach vocabulary** (animals, actions) with pictures and gestures.
2. **Model fluent reading** with **clear pacing** and **intonation** (rise for questions, strong for exclamations).
3. **Echo reading** sentence by sentence (teacher → class).
4. **Choral reading** for repeated lines (e.g., “Hi! Come along in!”).
5. **Roles reading** (assign animal groups); add **actions** (slither, jump, fly, run).
6. **Paired whisper reading** (students read to a partner; partner corrects one word).
7. **Independent read & track** (finger tracking for emerging readers).
8. **Performance read** (small groups act out a page with voices and gestures).

Methodology for Reading Aloud

1. **Teacher model (first read):**
 - Voice modulation: soft/sad for the woman, tiny for the fly, sneaky for the snake, big/boomy for the wolf.
 - **Actions** with each line (students repeat):
 - *drop a pot* → pretend to drop; show *crack* with hands.
 - *flies/slithers/jumps/runs* → act out quickly.
 - “*Come along in!*” → beckoning gesture (*palm up, gentle wave*).
2. **Echo reading (short chunks):** Teacher reads a sentence; students echo. Focus on punctuation pauses (comma = short pause; full stop = stop).
3. **Choral reading:** Whole class reads the dialogue “Hi! Come along in!” each time it appears.
4. **Roles reading:** Assign groups: **Fly, Rat, Frog, Snake, Bird, Wolf**. Each group stands and reads their dialogue lines when they appear; add **gesture** (e.g., snake: slither arms; bird: flap wings).

Guided Comprehension (While Reading prompts on pp. 26–27) (8–10 min)

- Ask: “**What do snakes eat?**”, “**What do you think will happen next?**”
- **Think-Pair-Share:** Students share predictions; teacher records two on the board.

Key Words Introduction

- Show the **Key Words** panel (p. 25). Quick drill:
 - **See-Say-Do:** Show picture → students say word → do matching action (e.g., rat = scurry fingers).
- **Word wall:** Post the six animal words. Students stick a small drawing or a symbol next to each.

Extra Support Activities

- **Phonics sneak peek:** Spot the sound words in text (buzz, hiss, huff). Circle the **double letters**.

- **Vocabulary support:** Use bilingual prompts if needed (Urdu glosses for animal names).
- **Differentiation:**
 - *Emerging readers:* Track with finger; echo short phrases only.
 - *Advanced readers:* Read one paragraph independently and identify a new adjective (e.g., **big** pot).

CLASSWORK ACTIVITY:

- **Reading task:** Students underline animal names in the text (p. 25–28).
- **Notebook:** Write **3 sentences** from today's pages, copying carefully (teacher pre-selects short sentences like *"The fly lives happily in the pot."*).

ASSESSMENT/LESSON CLOSURE:

- Exit ticket: *"Name two animals that live in the pot."*
- Teacher checks fluency and correct animal identification.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Vocabulary & Comprehension (Pages 29 – "Exercises")

REFERENCE: TEXTBOOK

SKILLS COVERED:

Comprehension & vocabulary (describing words, verbs) | While-reading questions

LEARNING OBJECTIVES:

- Predict from pictures; activate background knowledge about **animal sounds/movements**.
- Read the story **aloud with actions** up to the wolf's arrival.
- Identify **key words**: rat, fly, snake, frog, bird, wolf.

MATERIALS NEEDED:

Student book (Unit 3 pages 25–35), notebooks, pencils/colours, flashcards (animal/verb/adjective), word cards

INTRO/HOOK:

- **Picture walk:** Point to the pot, pump, animals. Ask: *"What do animals sound like? What movement do they make?"*

(ss/ff/zz endings), sentence strips, sticky notes, projector (if available), mini whiteboards.

Classroom organization:

Whole-class carpet time → pair/triad work
→ independent work → plenary.

• **TPR (Total Physical Response):**

Students mimic sounds: *buzz buzz, ee ee, ribbit ribbit, hiss hiss, reee reee, huff puff.*

LESSON STRUCTURE:

Re-read & Act (7–8 min)

- **Rapid recap:** Choral read selected lines; **freeze frames:** students pose as each animal entering the pot.

Vocabulary Mini-Lesson (8–10 min)

- **Adjectives anchor:** Show pictures; elicit adjectives:
 - Snake → **long**; Frog → **fat**; Bird → **tall (neck)**; Rat → **small**; Pot → **big**.
- **Adjective & noun pairing:** “a long snake,” “a fat frog.”
- **Action verbs:** Mime **runs/slithers/flies/jumps**; students guess and say the verb.

CLASSWORK ACTIVITY:

Classwork (Book p. 29)

1. **Comprehension Q1 (choose/underline)** – Students select the word that describes each animal.
 - Teacher models one: **long snake**.
2. **Q2 (complete sentences with verbs)** – Use word bank (runs, slithers, flies, jumps).
 - **Support:** Verb cards placed on table; students match to pictures.
3. **Q3 (match to make sentences in notebook)** – Guide students to sequence:
 - *One day → a woman drops a pot.*
 - *After some time → a big wolf comes along. (etc.)*

Methodology & Management Tips

- **Partner coaching:** Pair an emerging reader with a fluent reader; fluent reader whispers hints, emerging reader writes.
- **Sentence framing:** Provide **half-lines** for weak writers (e.g., “The rat ____ in the pot.”).

Extra Support Activities

- **Story order strip game:** Print lines on strips; groups arrange chronologically, then read aloud.
- **Word sorting:** Adjectives vs verbs on T-chart.

QR & Safety

- If an **Exercise audio QR** appears, **scan and play** once to model pronunciation of describing words.
- **Safety:** Teacher previews link; keep the device on airplane mode after opening the local file if possible.

ASSESSMENT/LESSON CLOSURE:

- **Oral check:** Ask 3 students: *"Which animal slithers?"*
- **Notebook check:** Correct verb usage and capitals/full stops.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Phonics & Spelling (Pages 30–32)

REFERENCE: TEXTBOOK**SKILLS COVERED:**

Phonics focus (ss, ff, zz; plurals) | Word reading & spelling | Sight words

LEARNING OBJECTIVES:

- Read and spell **ss, ff, zz** words (hiss, miss; huff, puff, off; buzz, buzz).
- Apply phonics to **complete sentences** (p. 30 #1–2).
- Understand **plurals** (add **s**) and practise **numbers & time** (p. 31).
- Read **sight words** (p. 32) and practise **all, ll, y, ies** patterns.

MATERIALS NEEDED:

- Student book (Unit 3 pages 25–35), notebooks, pencils/colours, flashcards (animal/verb/adjective), word cards (ss/ff/zz endings), sentence strips, sticky notes, projector (if available), mini whiteboards.

- **Classroom organization:** Whole-class carpet time → pair/triad work → independent work → plenary.

INTRO/HOOK:

Let's play a sound game! Listen carefully: hiss hiss like a snake, huff puff like a wolf, buzz buzz like a bee! These sounds hide in words with double letters—ss, ff, zz. Today, we'll be word detectives and find them!

LESSON STRUCTURE:**Phonics Methodology****1. Sound awareness:**

- /s/ → **ss** (snake hissing: **hiss hiss**), /f/ → **ff** (wolf breathing: **huff puff**), /z/ → **zz** (fly: **buzz buzz**).

- **Articulation demo:** lips/teeth/tongue positioning; students mirror.
- 2. **Word building (magnet letters/board):**
 - Build **hi + ss, pu + ff, bu + zz**.
 - Replace onset to read **miss, off, puff, buzz**.
- 3. **Blending routine:**
 - **Tap sounds:** /h/ /i/ /ss/ → **hiss**; write and underline the **double letter** chunk.
- 4. **Dictation (quick):** miss, hiss, off, puff, buzz (say → trace → write).

Extra Support Activities

- **Phonics sorting baskets:** Students drop word cards into **ss/ff/zz** baskets.
- **Plurals station:** Singular picture cards → add **s** sticker to make plural; students read aloud.
- **Sight-word bingo:** Teacher calls *come, some, want, live, slither*; students mark on mini-grids.

Differentiation

- **Emerging:** Trace over dotted **ss/ff/zz**; use pictorial cues.
- **Advanced:** Write **two new words** per ending (e.g., **glass, cliff, fizz**) and use in sentences.

Phonics Teaching – Corresponding Exercises (pp. 30–32)

- **Targets:** **ss, ff, zz** endings; **plurals -s**; **all/ll/y/ies** patterns; **sight words**.
- **Sequence:**
 1. **Sound–symbol mapping:** show **ss/ff/zz** cards; students touch throat (voiced/voiceless) to feel difference.
 2. **Blend & read:** build **CVC + double ending** (e.g., **hiss, puff, buzz**).
 3. **Word hunt:** find these words in story pages and **underline**.
 4. **Book exercises:** p. 30 #1–2; p. 31 #3–5; p. 32 #6–9.
 5. **Dictation & sentence writing:** use target words in short sentences with correct punctuation.

QR & Safety

- **Scan QR on p. 30 or p. 32 (if present):** Play the phonics/sight-word audio once for accurate modelling.
- **Safety:** Teacher ensures the QR opens in the official app/site and closes the tab immediately after playback.

CLASSWORK ACTIVITY:

Classwork (Book-based)

- **p. 30 #1:** Read phonic words and **complete sentences**; teacher models (a) orally, then students attempt b–f.
- **p. 30 #2:** Complete with **-ff, -zz, -ss**; copy in notebook.
- **p. 31 #3:** Plurals — label pictures, **add s** (e.g., **flower → flowers**).
- **p. 31 #4:** Trace/copy numbers; **#5:** Write time in words (e.g., *six o'clock*).
- **p. 32 #6–9:** Sounds **all, ll, y, ies** + **sight words** (read as whole words: **come, some, want, live, slither**).

- **#7 & #9:** Complete sentences with given words (bell, pill, wall, ball, shell, doll).

ASSESSMENT/LESSON CLOSURE:

- **Quick read:** Each child reads one **ss/ff/zz** word.
- **Plurals check:** Students write **three plurals** correctly.

HOMEWORK:

Make a **mini word list** of **ss/ff/zz** words from home objects (glass, cuff, fizz).

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Grammar, Sentences & Structured Writing (Pages 33–34)

REFERENCE: TEXTBOOK

SKILLS COVERED:

Grammar & sentence work | Writing frames (camel) | Q&A writing

LEARNING OBJECTIVES:

- Identify sentence features: **capital letter** at start, **full stop** at end.
- Count words in sentences; copy with proper spacing (p. 33 #1).
- Use a **writing frame** to describe a **camel** (p. 34 #2).
- Write **questions/answers** (p. 34 #3).

MATERIALS NEEDED:

- Student book (Unit 3 pages 25–35), notebooks, pencils/colours, flashcards (animal/verb/adjective), word cards (ss/ff/zz endings), sentence strips, sticky notes, projector (if available), mini whiteboards.

INTRO/HOOK:

Look at this sentence: ‘A rat runs along.’ What do you notice? It starts with a big letter and ends with a dot! Today, we’ll learn the secret of making perfect sentences and even write about a camel. Ready to be sentence experts?

- | | |
|--|--|
| <ul style="list-style-type: none"> • Classroom organization: Whole-class carpet time → pair/triad work → independent work → plenary. | |
|--|--|

LESSON STRUCTURE:

Step 1: Sentence Features

- **Teacher Assistance:**
 - Use **sentence strips** with missing capitals/full stops.
 - Model correction: "*a cat runs fast*" → "*A cat runs fast.*"
 - Students correct 2–3 examples on mini whiteboards.
- **Student Activity:**
 - Circle capital letters and full stops in given sentences (p. 33 #1).

Step 2: Spacing & Word Count

- **Teacher Assistance:**
 - Demonstrate finger spacing between words using air-writing.
 - Show how to count words in a sentence: "*A rat runs along*" → 4 words.
- **Student Activity:**
 - Copy sentences from the book with proper spacing.

Step 3: Camel Writing Frame

- **Teacher Assistance:**
 - Display the writing frame on the board:
"*This is a tall camel. It has a long neck...*"
 - Read aloud and explain each part.
 - Provide **adjective flashcards** (tall, short, big, small) for support.
- **Student Activity:**
 - Write 5–6 lines using the frame and draw a camel.
 - Advanced learners add "because" clauses:
"*This is a tall camel because it has a long neck.*"

Step 4: Question & Answer Writing

- **Teacher Assistance:**
 - Model one question and answer on the board:
"*What is this? It is a camel.*"
 - Emphasize neatness and punctuation.
- **Student Activity:**
 - Copy questions and answers from p. 34 #3.

Extra Support Activities

- **Emerging Learners:**

- Provide sentence starters and dotted letters for tracing.
- **Advanced Learners:**
 - Encourage adding descriptive details or extra sentences.

CLASSWORK ACTIVITY:

- **p. 33 #1:** Count the words; copy sentences leaving big gaps; start with capital letter.
- **p. 34 #2 (Camel writing frame):**
 - Start with: **"This is a tall camel."**
 - Complete features: **It has a long neck / big hump / short fat legs / small ears / a long tail.**
 - **Notebook:** Write **5–6 lines** using the frame; draw a camel.
- **p. 34 #3 (Q&A):**
 - Model **question** without "after want" (per book note).
 - Students copy **questions and answers** neatly.

Extra Support Activities

- **Punctuation hunt:** In yesterday's story pages, circle **capitals** and **full stops**.
- **Frame & flip:** Give word cards (tall/short/long/big/small) to build **descriptive sentences**.

Differentiation

- **Emerging:** Provide **sentence starters** and picture prompts.
- **Advanced:** Add **because** clauses: "This is a tall camel **because** it has a long neck."

QR & Safety

- **Scan any QR on grammar/writing page (if present):** Use for model reading of the frame before writing.
- *Safety: Teacher previews and screenshares; do not let students browse to other links from the QR page.*

ASSESSMENT/LESSON CLOSURE:

- **Peer check:** Partners verify **capital** and **full stop** in two copied sentences.
- Teacher collects **camel writing** for accuracy and sentence completeness.

HOMEWORK:

Write **three camel sentences** using the frame.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)**GRADE:** I**SUBJECT:** ENGLISH**DATE:****LESSON TOPIC:**

Listening, Speaking & Composition
(Pages 35 + Post-Reading on p. 28)

REFERENCE: TEXTBOOK**SKILLS COVERED:**

Listening & speaking | Story retelling | Composition (guided story writing) | Post-reading reflection

LEARNING OBJECTIVES:

- Retell the story; report **what each animal says** (dialogue practice).
- Listen and draw; complete **guided story writing** in notebook.
- Reflect on **post-reading**: *"What do wolves eat?"*, *"What do you think will happen next?"*

MATERIALS NEEDED:

- Student book (Unit 3 pages 25–35), notebooks, pencils/colours, flashcards (animal/verb/adjective), word cards (ss/ff/zz endings), sentence strips, sticky notes, projector (if available), mini whiteboards.
- **Classroom organization:** Whole-class carpet time → pair/triad work → independent work → plenary.

INTRO/HOOK:

- Teacher calls the class to the carpet and says:
"I'm going to make a sound... you tell me *who* from the story it could be!"
- Make short sound cues:
 - **"Ribbit ribbit!"** → Students: *"Frog!"*
 - **"Ee ee!"** → *"Rat!"*
 - **"Buzz buzz!"** → *"Fly!"*
 - **Hissssss** → *"Snake!"*
- Ask:
"What do they say in the story? What words do they use?"
(Lead into dialogue practice.)

LESSON STRUCTURE:

Oral Language Routines

1. **Tell to a friend (p. 35 #1):**
 - Pair work: Students use prompts: "The frog says, 'Hello!' How are you?"
 - Teacher models **polite turn-taking** and **speech marks** (" ").
2. **Role-play circle:** Assign 6 students as animals; each says a line and action; class repeats.

Listening & Drawing (p. 35 #2)

- Teacher reads a short description; students **draw** (e.g., "*A long snake slithers near the big pot.*").

Composition (p. 35 #3)

- **Start like this:** "*One day a frog says 'Hi' to the rat and they talk. After some time the snake slithers along and the rat runs.*"
- Students **write the story in notebook**; add **one more sentence** if possible.
- **Optional frame:** Beginning → Mid → End; include **two dialogues** and **one action verb**.

Post-Reading Reflection (p. 28)

- Discuss: "*What do wolves eat?*"
- Predict: "*What do you think will happen next?*" (students draw or write one sentence).

Extra Support Activities

- **Dialogue punctuation practice:** Write **Hi!** and **Hello! Anyone there?** with correct **exclamation/question marks** in notebooks.
- **Story map:** Pot in center; arrows for each animal entering; students label with verb/adjective.

Differentiation

- **Emerging:** Provide **sentence starters** and picture cues; allow drawing + labels.
- **Advanced:** Add a **new ending** (e.g., the woman finds a new pot and invites animals to live near it).

CLASSWORK ACTIVITY:

Complete **speech bubbles** (p. 35 #4 "What are they saying?"), writing appropriate lines from the story or polite phrases (e.g., "Hello! Anyone there?" / "Come along in!" / "Oh dear! Sorry!").

ASSESSMENT/LESSON CLOSURE:

- **Oral retell rubric (quick):** Beginning (woman drops pot), middle (animals enter), end (wolf, crack).
- **Writing check:** At least **5 sentences**, correct capitals/full stops, one adjective, one verb.

UNIT 4: WHEELS – A NON-FICTION INFORMATION TEXT

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Shared Reading: Wheels (pp. 36–37)	REFERENCE: TEXTBOOK
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SKILLS COVERED:

- Reading fluency (choral, echo, and performance reading)
- Vocabulary: *engine, wheel, horn, door, cart, bicycle, train, bells*
- Speaking & listening; sound-symbol link (onsets/rimes in key words)
- Print tracking and punctuation awareness

LEARNING OBJECTIVES:

- Pupils will follow text left-to-right, top-to-bottom.
- Pupils will read or repeat short lines with correct rhythm and actions.
- Pupils will identify and label key parts: engine, wheel, horn, door.
- Pupils will answer who/what/how many/what sound questions.

MATERIALS NEEDED:

- Textbook pp. 36–37 (project on screen if possible)
- Word cards/picture cards for *engine, wheel, horn, door, cart, bicycle, train, bells*
- Mini whiteboards/markers (or notebooks and pencils)
- Sticky notes for tracking/marking lines
- **Teacher resource:** a simple sound bank card with noises: **HONK HONK, CHOO CHOO, TINKLE TINKLE, TRING TRING**
- **Optional:** toy car/train/bell (or pictures)

INTRO/HOOK:

- Show a toy car (or picture). Ask: “What helps a car move?” (Elicit: *wheels, engine*.)
- Quick **Sound Guess:** Play/imitate **HONK HONK / CHOO CHOO / TRING TRING / TINKLE TINKLE**. Pupils guess the vehicle.

KEY WORDS:

1. Engine

- **Pronunciation:** /'en-jən/ - en-jin
- **Part of Speech:** *noun*
- **Meaning:** The part of a vehicle that makes it work or move.
- **Example Sentence:** *The car's engine makes a loud sound.*
- **Teaching Tip:**
 - Make a “vroom-vroom” sound and show a picture of a car or bus.

- Ask: “What helps a car move?”

2. Van

- **Pronunciation:** /væn/ - van (rhymes with man)
- **Part of Speech:** *noun*
- **Meaning:** A big vehicle used to carry people or things.
- **Example Sentence:** *The van is taking boxes to the shop.*
- **Teaching Tip:**
 - Show a picture of a van.
 - Compare with a car: “A van is bigger than a car.”

3. Door

- **Pronunciation:** /dɔːr/ - dor
- **Part of Speech:** *noun*
- **Meaning:** A flat part you open and close to go in or out of a place.
- **Example Sentence:** *The door of the room is open.*
- **Teaching Tip:**
 - Point to the classroom door.
 - Mime opening and closing.

4. Wheel

- **Pronunciation:** /wiːl/ - weel
- **Part of Speech:** *noun*
- **Meaning:** A round part of a vehicle that helps it move.
- **Example Sentence:** *The bike has two wheels.*
- **Teaching Tip:**
 - Draw a circle and pretend to roll it.
 - Ask: “How many wheels does a car have?”

LESSON STRUCTURE:

A. Pre-reading picture walk (pp. 36–37)

- T: “Point to wheels... engine... horn.” Pupils repeat words.
- **TPR (Total Physical Response):** Pupils mime a wheel turning with hands; mime pressing a horn; ring a bell gesture.

B. First read (Teacher read-aloud with actions)

- Track the print with a ruler or pointer.
- Read each short stanza with **dramatic sound effects**.
 - “Karim enjoys playing with his toy car... It has four wheels and two doors... The horn makes a loud noise. It goes **HONK HONK!**”
- **Actions:**
 - *wheels*—circular hand motions;

- *doors*—hands opening/closing;
- *horn*—press an imaginary button;
- *engine*—hand on chest, hum “rrrr”.

C. Echo reading (I do → We do → You do)

- Read one line; class echoes with the same intonation and action.
- Focus on punctuation: pause at full stops; raise voice slightly for questions.

D. Choral reading in voices

- **Voice 1:** Soft indoor voice for descriptions; **Voice 2:** big, clear voice for sounds (HONK, CHOO, TINKLE, TRING).
- Group A reads lines about the car; Group B reads lines about the train/cart/bicycle. Switch roles.

E. Vocabulary labelling

- Show page images (pp. 36–37) and place word cards next to features: *a door, an engine, a wheel, a horn, a toy car, a bicycle*.
- Pupils come to the board and match cards to pictures. Others give a thumbs-up if correct.

Differentiation

- **Support:** Pair EAL/SEN pupils with a reading buddy; provide picture glossary.
- **Challenge:** Ask stronger readers to spot numbers in the text (two, four, sixteen) and explain what they count.

QR moment

- If a QR code appears on these pages: *Teacher scans with school device; show content briefly to reinforce key vocabulary.*

CLASSWORK ACTIVITY:

• Oral Q&A from the text (teacher-led):

- Who enjoys playing with a toy car? (Karim)
- How many wheels has the car got? (Four)
- What noise does the horn make? (HONK HONK)

- **Short written task:** Pupils copy 3 sentences from the board using correct capital letters and full stops, e.g.:

1. *Karim has a toy car.*
2. *The engine goes choo choo.*
3. *The bells go tinkle tinkle.*

- **Fast finishers:** Draw and label *wheel, door, horn*.

ASSESSMENT/LESSON CLOSURE:

- **Exit slip (verbal):** Each pupil says one vehicle and one sound (e.g., “Bicycle—tring!”).
- **Success criteria (share aloud):**
 - I can point to and name *wheel, door, engine, horn*.
 - I can read with actions and correct pauses.

HOMEWORK:

- Draw your favourite toy with wheels. Label **two** parts (e.g., *wheel, door*) and write one sound word (e.g., *HONK*).
- **Safety reminder for parents:** Adults should supervise any QR/video viewing; do not post children’s work or names publicly.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Song/Poem & Comprehension (pp. 38–39)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Rhythm and rhyme; choral singing/chanting • Listening for detail; comprehension (who/what/how many/what sound) • Vocabulary: <i>bus parts—wipers, conductor, horn, engine, doors, wheels, bell</i>	

LEARNING OBJECTIVES:

- Pupils will perform "The Wheels of the Bus" with gestures for each verse.
- Pupils will answer comprehension questions using the book's table prompts.
- Pupils will complete simple sentence frames with key words.

MATERIALS NEEDED:

- Textbook pp. 38–39
- Flashcards or realia: *wipers, conductor, tickets, doors, wheels, bell, horn*
- Chart paper listing each verse action
- **Percussion** (shakers/claps) or table tapping for rhythm
- Sticky dots for chorus leaders

INTRO/HOOK:

- Play or clap the rhythm: **Round and round...** Pupils guess the song.
- Quick build of actions:
 - wheels—hands rolling;
 - horn—press + say **HONK HONK**;
 - wipers—swish-swish arms;
 - conductor—mime giving tickets;
 - doors—open-close hands;
 - bell—ring a small bell or pinch fingers to *ting-ting*.

LESSON STRUCTURE:

A. Shared performance reading (p. 38)

- Read/sing each stanza once; pupils echo with actions.
- Emphasise repeated phrases, steady beat (tap lightly on table).
- Print awareness: Point to each line as you read.

B. Role assignment

- Divide into small groups; each group leads one verse (e.g., *wipers* group).
- On cue, the group stands and performs while the class joins the chorus.

C. Comprehension transition (p. 39)

- Use the **table** in the book to model how to note down answers.
- **Guided practice:** Complete the example question together.
- **Partner talk:** Pupils ask/answer 2 questions each using the stem:
 - "Who enjoys playing with ___?"
 - "How many wheels has it got?"
 - "What noise does it make?"

Differentiation

- **Support:** Provide sentence frames on a strip: "It has ___ wheels." "It goes ___."

- **Challenge:** Ask: "Which vehicle has **no engine** in the text?" (Bicycle; cart) "Why?"

QR moment

- If a QR is provided for the song: *Teacher scans and projects audio/video for one safe play-through.*

CLASSWORK ACTIVITY: (from book, p. 39)

- **Comprehension Q.1:** Pupils copy questions into notebooks and answer (guided first, then independent).
- **Q.2 (word bank):** Complete sentences using **engine, horn, wheels, wipers, chain, bells.**
- Teacher circulates, prompting use of capital letters and full stops.

ASSESSMENT/LESSON CLOSURE:

- **Read-Back:** Invite three pupils to read one completed answer each.
- **Success criteria:**
 - I can sing/chant with correct actions.
 - I can answer simple questions from the text.

HOMEWORK:

- Practise the song with family. Circle/underline **rhyming words** you can hear (adult helps).
- **Safety line for parents:** Stream only via the school-shared link; adults handle the device.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Phonics I & II (pp. 40–41)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Phonics: ch, nk, or (p. 40) and ou, ir, -le (p. 41) • Reading real and pseudo-words; segmenting and blending (oral & written) • Handwriting: <i>Read, trace, copy</i> routines	

LEARNING OBJECTIVES:

- Pupils will recognise spellings **ch, nk, or, ou, ir, -le** and say their sounds in common words.
- Pupils will read and match phonic words to pictures.
- Pupils will trace and copy target graphemes and words with correct formation.

MATERIALS NEEDED:

- Textbook pp. 40–41
- **Grapheme cards:** ch, nk, or, ou, ir, le
- **Elkonin boxes** or 3-sound frames (laminated) + counters
- Highlighters for target digraphs
- **Teacher resource:** mini anchor chart for each sound:

- **ch** = /ch/ as in *chop*
- **nk** = /ŋk/ blend as in *honk*
- **or** = /or/ as in *horn*
- **ou** = /ow/ as in *shout*
- **ir** = /ɜ:/ (r-controlled) as in *bird* (book uses *first/third*)
- **-le** final syllable as in *little, table*

INTRO/HOOK:

"Mystery bag" with picture objects/cards: *chicken, horn, bell, table*. Pupils pull one, say the word, and spot the target sound.

LESSON STRUCTURE:**A. Review I do–We do–You do**

- Teacher models segmenting: *honk* → /h/-/o/-/nk/ (tap boxes).
- Blend: /ch/-/oo/ → *choo* (connect to train sound).

B. Page 40 Phonics words – 10 min

- **Read → Match → Spell:** Pupils read word lists under **ch, nk, or**; draw lines to pictures.
- **Spot & Dot:** Put a dot under 1-syllable words; a dash under 2-syllable (per book note).
- **Mini-whiteboards:** Dictate 4 words (e.g., *chop, honk, horn, tinkle*). Pupils write; show boards.

C. Page 41 Phonics words

- Introduce **ou, ir, -le** anchor gestures:
 - **ou:** hands to mouth "ow!"
 - **ir:** finger swirl near ear for "whirr/ir"
 - **-le:** pinch small "little"
- **Read, trace, copy** lines (p. 41 #5). Emphasise starting point, spaces, finger grip.

D. Short fluency game

- **Around the Wheel:** Pass a “wheel” (paper plate). When music stops, holder reads 1 word from the page.

Differentiation

- **Support:** Provide dotted-letter handwriting sheets, and word cards with picture prompts.
- **Challenge:** Build a sentence using **one** word from each set (e.g., *The little bell goes tring.*).

QR moment

- Where QR icons appear on pp. 40–41, the teacher will scan and project the short phonic clip; replay once only to keep pace.

CLASSWORK ACTIVITY:

- **p. 40 #1–3:** Read, match pictures, mark 1-syllable/2-syllable, complete sentences with **ch/nk/or** words.
- **p. 41 #4–6:** Read spellings for **ou, ir, -le**; complete sentence exercise with **ir** words.

ASSESSMENT/LESSON CLOSURE:

- **Quick dictation (3 words):** *chop, horn, little.*
- **Success criteria:**
 - I can underline the letters that make the target sound.
 - I can read and write at least 4 target words correctly.

HOMEWORK:

- Sound hunt at home: Find 3 items or labels with **ch / or / -le** (e.g., *chip, door, little*). Write them or draw.
- **Safety:** Adults supervise any online phonics video; children should not click ads/links.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Phonics III & Grammar: Plurals (pp. 42–43)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Phonics: oy/oi, ay; sight words (p. 42)	

- Grammar: **regular plurals** (add **-s**) and **irregular** (e.g., *men, children, sheep*) (p. 43)
- Labelling pictures and writing simple Q&A

LEARNING OBJECTIVES:

- Pupils will read **oy/oi/ay** words and match to pictures, and label images correctly.
- Pupils will distinguish between adding **-s** and using irregular plural forms.
- Pupils will ask and answer “How many...?” questions using plurals.

MATERIALS NEEDED:

- Textbook pp. 42–43
- Word/picture cards: *boy, toys, oil, noise, day, say, train, engine, front, turns*
- Mini plural cards: *man* → *men*; *woman* → *women*; *child* → *children*; *sheep* → *sheep*
- Counting cubes for “How many...?” prompts

INTRO/HOOK:

- **Sound swap:** Show *boy*; swap **oy** → **oi** to make *boi* (explain: same sound, different spelling; correct form in English here is **boy**).
- Chant: **oi / oy / ay**—pupils point to the correct grapheme card as you say a word.

LESSON STRUCTURE:

A. Page 42 phonics

- **Read → Match → Sight words:** Pupils read lists; match to pictures; read sight words as wholes.
- **Box mark (#8):** Dot under 1-syllable; dash under 2-syllable words.
- **Labelling (#9):** Pupils label pictures (use word bank from Q1 and Q7 on p. 42). Teacher models one label.

B. Grammar & Punctuation: Plurals (p. 43)

- Mini-lesson:
 - Regular: add **-s** (*car* → *cars*, *wheel* → *wheels*).
 - Irregular: *man* → *men*, *woman* → *women*, *child* → *children*, *sheep* → *sheep*.
- **Guided practice Q.1:** Circle correct plural words using pictures.
- **Q.2:** Write questions and answers: Model one:
 - “How many sheep are there? There are five sheep.”
- **Q.3:** Say aloud names of letters of **sound words** (H-O-N-K, C-H-O-O, T-I-N-K-L-E, T-R-I-N-G) as a fun spelling chant.

Differentiation

- **Support:** Provide plural picture strips (singular on one side, plural on the other).
- **Challenge:** Write 2 original plural sentences including one irregular plural.

CLASSWORK ACTIVITY:

- **p. 42 #7–9:** Read/match phonics; mark syllables; label pictures.
- **p. 43 #1–3:** Answer plural questions; write Q&A; letter-name activity.

ASSESSMENT/LESSON CLOSURE:

- **Thumbs check:** Teacher says a noun; pupils show **one finger** for singular, **two fingers** for plural.
- **Success criteria:**
 - I can read **oy/oi/ay** words.
 - I can use **men, women, children, sheep** correctly.

HOMEWORK:

- Draw **two** of something with wheels and write a plural sentence (e.g., *Two buses go round and round.*).
- **Safety:** If searching images, parents should search and show; child does not browse alone.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Prepositions, Listening/Speaking & Composition (pp. 44–45) + Wrap-up

REFERENCE: TEXTBOOK

SKILLS COVERED:

- Prepositions of movement/place: **across, over, under, up, down, into** (p. 44)
- Capital letters and full stops
- Listening and guessing; riddle making; short sentence writing (p. 45)
- Oral presentation

LEARNING OBJECTIVES:

- Pupils will use prepositions to describe movement over a bridge/river scene.
- Pupils will correctly capitalise sentence beginnings and use full stops.
- Pupils will listen to clues and guess; create a simple riddle about a vehicle.

MATERIALS NEEDED:

- Textbook pp. 44–45
- Large picture/slide of a bridge scene (from book) for pointing
- Arrow stickers to show movement
- Preposition cards; capital letter chart (A–Z)
- **Riddle frame** card: "It is a _____. It has _____. It goes _____. What is it?"

INTRO/HOOK:

Action path: Lay a tape "bridge" on the floor. Move a toy animal **across/over/under/into** a box. Pupils call out the preposition.

LESSON STRUCTURE:**A. Prepositions practice (p. 44)**

- Read each sentence together; pupils point to the correct part of the picture.
- **Capital letter focus (#3 & #4):** Model: "Begin with a capital; end with a full stop." Pupils correct 2 sample sentences on the board.
- Pupils complete sentences using the word box; then do the capital-letter circle task in the poem line.

B. Listening & Guessing (p. 45 #1–2)

- Teacher reads a clue: "It has two wings and a green tail at the back. It has wheels and also an engine." Pupils whisper to partner, then chorus answer.
- Model writing a riddle using the frame on the board; class co-creates one.

C. Composition (p. 45 #3)

- Pupils write their own short riddle (2–3 sentences).
- **Peer share:** Swap notebooks; partner guesses; give a smiley for correct capitals/full stops and clear clues.

Differentiation

- **Support:** Provide fill-in-the-blanks riddle template with pictures.
- **Challenge:** Add a **preposition** in the riddle (e.g., "It goes **over** the bridge.").

QR moment

- If a QR is printed on p. 45, teacher scans to play any listening prompt once; repeat only if needed for clarity.

CLASSWORK ACTIVITY:

- **p. 44 #3:** Complete sentences using prepositions.
- **p. 44 #4:** Circle capital letters in the poem line; rewrite with correct capitals/full stops.
- **p. 45 #1–3:** Listen and guess; make and write riddles.

ASSESSMENT/LESSON CLOSURE:

- **Performance circle:** Pupils perform one line from the Unit text or their riddle with an action.
- **Quick review quiz:**
 - Say the plural of *child/woman/sheep*.
 - Read and correct: "the bus Goes round and round" (Capital T; full stop).
 - Identify sounds: which pattern in *honk, tinkle, shout, boy*?
- **Success criteria (visible on board):**
 - I can use **across/over/under/up/down/into** correctly.
 - I can write with **capital letters** and **full stops**.
 - I can read and present with actions.

HOMEWORK:

- **Choice board:**
 1. Draw a bridge scene and write 2 preposition sentences.
 2. Record (with adult help) reading your riddle; practise clear voice.
- **Safety:** Any recording is for school/home only; do not upload publicly.

Phonics Teaching Routine (use every day in warm-ups)

1. **Review sounds** with flashcards; pupils say sound and one word.
2. **Blending:** Show sound cards → blend to read (*ch + oo → choo*).
3. **Segmenting:** Teacher says the word; pupils tap sounds, then write.
4. **Dictation (2–3 words);** mark together.
5. **Connect to text:** Find one example of today's sound in the Unit pages and underline it.

Teacher resources for phonics

- Elkonin boxes, magnetic letters, mini sand tray (for tactile writing), coloured highlighters (sound = colour).

Extra Support Activities (use anytime)

- **Picture Talk Cards:** Vehicles with parts labelled faintly; pupils trace labels.
- **Sound–Action Corners:** Stations for *ch* (chop gesture), *nk* (honk nose horn), *or* (hand near mouth “or”), *ou* (ouch face), *ir* (stirring gesture), *-le* (tiny pinch).
- **Sentence Strips:** Mix-and-match: *The / wheels / go / round and round.*
- **Mini Readers:** 4–6 page booklet: *My Wheels*—simple patterned text for take-home reading.
- **Listening Lotto:** Play a vehicle sound; pupils match to picture.
- **Motor break:** “Steer the car” (cross-lateral arm movements) to reset focus.

Ongoing Assessment & Evidence

- **Anecdotal notes:** Mark pupils’ use of vocabulary and sounds daily.
- **Work samples:** Keep one phonics page and one writing page per pupil for the folder.
- **Reading checks:** By Day 5, each child reads one short line from pp. 36–37 with a matching action.
- **Mini rubric (share with pupils):**
 - Sound recognition (✓ for 4/6 sounds)
 - Word reading (reads 5/8 target words)
 - Writing (capitals/full stops present)
 - Speaking (clear voice + correct action)

Teacher Talk Track (examples)

- “Eyes on print, finger under word, read with me.”
- “Blend it, don’t guess: /ch/.../oo/... choo!”
- “Does this need a capital letter at the beginning? Show me with your hands—C for capital!”
- “Partner A reads, Partner B does the action, then swap.”

UNIT 5: RHYMES – MODERN RHYMES

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:	REFERENCE: TEXTBOOK
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RHYME INTRODUCTION & MAIN RHYME (pp. 46–47)	
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SKILLS COVERED:

- Listening and speaking
- Rhythm, rhyme, beat awareness
- Action-based choral reading
- Following patterned text
- Expressive reading

LEARNING OBJECTIVES:

By the end of the lesson, pupils will be able to:

- Read and chant verses 1–4 of “If you’re happy and you know it” with actions.
- Follow repeated sentence patterns and rhyme.
- Clap, click, and stamp in rhythm with the text.
- Identify what actions can be done with hands, feet, and fingers.

MATERIALS NEEDED:

- Textbook pp. 46–47
- Audio (optional) of rhyme
- Flashcards: *happy, clap, hands, click, fingers, stamp, feet*
- Small drum / tambourine (for beat-keeping)
- Chart paper with rhyme written in large font
- **Teacher aid:** Beat timer (clap every 4 counts)

INTRO/HOOK:

- Teacher plays a quick rhythm on a desk: **CLAP–CLAP–CLAP**.
- Ask: “What makes you happy?” → Accept 3–4 child responses.
- Say: “Today we will read a fun rhyme with actions. We will use our hands, feet, and fingers!”

LESSON STRUCTURE:**A. Pre-reading Picture Talk**

- Open book to p. 46.
- Ask guiding questions:
 - “What are the children doing?”
 - “Which action do you see?”

- Teach key vocabulary using flashcards + actions.

B. First Teacher Read-Aloud

- Teacher reads the entire rhyme **expressively**, tapping the beat on a drum or desk.
- Model the actions:
 - **Clap hands:** clap overhead
 - **Click fingers:** snapping gesture
 - **Stamp feet:** stomp lightly
- Track the text with your finger to model left-to-right reading.

C. Echo Reading (5 min)

- Teacher reads 1 line → pupils repeat.
- Add action cues:
 - "When I raise my hand, add the action."
- Reinforce rhyme words (*know it / show it*).

D. Choral Reading with Groups

- Group 1: "If you're happy and you know it..."
- Group 2: Action lines: "CLAP CLAP!"
- Swap roles after each verse.
- Encourage correct volume and rhythm.

E. While Reading (p. 46 box) – Action Discussion

Ask:

- "What action can you do with your hands when you are happy?"
 - "What can you do with your feet?"
- Model full-sentence answers.

F. Read Second Rhyme (p. 47) — Rhythm & Beat

- Pupils tap fingers softly on the desk.
- Teacher reads:
 - "Ooh! What a treat!" → pupils echo dramatically.
- Encourage sound effects: *Boom boom, Toot toot, Tai takka lagi!*

QR Code Moment

Teacher says: "I will scan the QR code using the school device to play the rhyme safely."

Internet & mobile safety: Only the teacher should scan; no child devices should be used.

CLASSWORK ACTIVITY:

Oral practice in pairs:

- Pupils perform verse 1 with actions for a partner.
- Pupils point to pictures on p. 47 and say the line linked to each instrument.

ASSESSMENT/LESSON CLOSURE:

- Quick check: "Show me CLAP / CLICK / STAMP when I call the word."
- Ask: "What makes *you* happy?" → Pupils answer in a full sentence.

HOMEWORK:

- Practise verse 1 with an adult at home.
- Draw yourself doing one action from the rhyme.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

COMPREHENSION & RHYME
UNDERSTANDING (p. 48)

REFERENCE: TEXTBOOK

SKILLS COVERED:

- Reading comprehension
- Identifying body parts and related actions
- Labelling pictures
- Completing patterned sentences

LEARNING OBJECTIVES:

Pupils will:

- Match actions to correct body parts.
- Label *drum, dhol, sax*.
- Use the rhyme to complete sentences.

MATERIALS NEEDED:

- Textbook p. 48
- Flashcards: *mouths, fingers, feet, hands*
- Chart showing "We sing with our..." patterns
- Mini whiteboards

INTRO/HOOK:

Play "Guess the action": teacher performs *clapping / clicking / stamping* while pupils guess.

LESSON STRUCTURE:**A. Review rhyme quickly**

Chant verse 1 together.

B. Comprehension Exercise #1

- Teacher models the example from the book.
- Use TPR:
 - "Show me your fingers!"
 - "Show me your feet!"
- Pupils match correctly then **copy full sentences** in notebooks.

C. Exercise #2 – Labelling

- Show each instrument; play a sound clip if available.
- Pupils write the correct word under each picture.
- Teacher circulates and checks spelling.

D. Exercise #3 – Completing sentences

- Pupils complete lines using actions from the rhyme.
- Read completed sentences aloud with expression.

CLASSWORK ACTIVITY:

- Written completion of all three comprehension tasks on p. 48.
- Encourage neat handwriting and correct use of full stops.

ASSESSMENT/LESSON CLOSURE:

- "Show me the instrument that goes 'toot toot'."
- "Which body part do we use to clap?"

HOMEWORK:

Draw an instrument from today and write one sentence about it.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)**GRADE:** I**SUBJECT:** ENGLISH**DATE:****LESSON TOPIC:**

PHONICS: tch, ow, wh (p. 49)

REFERENCE: TEXTBOOK**SKILLS COVERED:**

- Phonics blending and segmenting
- Reading tch / ow / wh words
- Using dots & dashes for syllable work
- Writing missing letters

LEARNING OBJECTIVES:

Pupils will:

- Recognise the sounds **tch, ow, wh**.
- Read words with these sound patterns.
- Match phonic words to pictures.
- Complete missing-letter words.

MATERIALS NEEDED:

- Textbook p. 49
- Grapheme cards: tch, ow, wh
- Picture cards: *match, cow, window, yellow, wheel, whip, watch*
- Sound boxes (Elkonin boxes)

INTRO/HOOK:

Teacher says:

- "Listen: /tch/. What word starts like this?" → *catch*
- "Listen: /ow/ like in cow. Say it with a sad mouth shape: ow!"
- "Listen: /wh/ — blow air lightly."

LESSON STRUCTURE:

A. Teach–Model

- Write *match* → underline tch.
- Stretch and blend: /m/–/a/–/tch/.
- Repeat for *cow* and *whip*.

B. Exercise #1 – Read & Match

- Pupils read phonic lists aloud in small groups.
- Match to pictures.
- Teacher supports decoding.

C. Exercise #2 – Dot & Dash

- Dot for 1-syllable words; dash for 2- or 3-syllable words.
- Model *window* (dash), *watch* (dot).

D. Exercise #3 – Missing Letters

- Pupils fill in **tch**, **ow**, or **wh**.
- Read completed words aloud.

QR Code Moment

Teacher scans QR code for phonics audio/video to play once.

⚠ Safety: Only teacher uses the device; children do not scan.

CLASSWORK ACTIVITY:

- Complete all three phonics exercises on p. 49.
- Underline the target sound in each word.

ASSESSMENT/LESSON CLOSURE:

- Quick board race: Teacher says a sound; pupils write a word with that sound.
- Exit ticket: pupils circle the correct spelling (*cow* or *couw*).

HOMEWORK:

Write three **tch** words.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:	REFERENCE: TEXTBOOK
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PHONICS (ear, other, ow, ee, ea) + GRAMMAR: MAKING VERBS (pp. 50–51)	
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SKILLS COVERED:

- Phonics reading and spelling
- Sight word reading
- Verb formation with -es
- Sentence completion

LEARNING OBJECTIVES:

Pupils will:

- Read **ear, other, ow, ee, ea** words.
- Add **-es** to verbs ending in tch, ss, zz, or sh.
- Complete grammar sentences correctly.

MATERIALS NEEDED:

- Textbook pp. 50–51
- Word cards: *ear, near, mother, brother, yellow, wheel, feet, read, sea*
- Verb cards for practice
- Mini whiteboards

INTRO/HOOK:

Teacher shows ear picture:

- “What sound do we hear with?”
Emphasise the long **ear** sound.

LESSON STRUCTURE:**A. Phonics Sets**

- Read phonic words aloud (teacher → pupils echo).
- Match words to pictures (p. 50).
- Dot/dash syllable activity (p. 50 #5).
- Handwriting practice for tricky words.

B. Sound Families (ear, ee, ea)

- Sort words into 3 baskets labelled EAR/EE/EA.

C. Grammar Lesson – Making Verbs

Teacher explains:

- "When a word ends with **tch, ss, zz, sh**, we add **-es**."
- Model from book examples.
- Pupils complete p. 51 #1.

D. Listening & Speaking (p. 51 #2)

- Conduct interview activity in pairs.
- Pupils circle Husna's answers.

QR Code Moment

Teacher scans QR code for listening audio.

⚠ Safety reminder: teacher scans; children do not handle devices.

CLASSWORK ACTIVITY:

- p. 50 #4, 5, 6
- p. 51 #1 and #2

ASSESSMENT/LESSON CLOSURE:

- Pupils read one phonics word and one verb sentence.
- Teacher checks correct -es usage.

HOMEWORK:

Write five verbs that need **-es**.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

LISTENING, ACTIONS, INSTRUCTIONS & WRITING (pp. 52–53)

REFERENCE: TEXTBOOK

SKILLS COVERED:

- Following instructions
- Giving oral & written instructions
- Sequencing steps
- Using capital letters and full stops

LEARNING OBJECTIVES:

Pupils will:

- Follow "Simon says" instructions correctly.
- Write simple instructions using sequencing words.
- Put steps in correct order.

MATERIALS NEEDED:

- Textbook pp. 52–53
- Instruction word cards: *First, Next, After that, Then, At last*
- Action flashcards
- Chart with rule: "Start with a capital, end with a full stop."

INTRO/HOOK:

Play a short "Simon says" warm-up:

- "Simon says clap your hands."
- "Simon says tap your ears."

LESSON STRUCTURE:

A. Listen & Do (p. 52 #3)

- Teacher reads instructions; pupils perform.

B. Simon Says Activity with QR (p. 52 #4)

Teacher scans QR code audio/video safely.

⚠ Safety: teacher scans only; use school Wi-Fi.

C. Writing Instructions (p. 52 #5)

- Model writing: *Look angry.*
- Emphasise capital & full stop.
- Pupils write 3–4 instructions.

D. Sequencing Steps (p. 53 #6)

- Teach sequencing words.
- Pupils number steps correctly for reaching the park.

E. Instructional Writing (p. 53 #7)

- Pupils write full instructions using sequencing words.

CLASSWORK ACTIVITY:

All exercises on pp. 52–53 completed in notebooks or book as required.

ASSESSMENT/LESSON CLOSURE:

- Pupils read one instruction they wrote.
- Quick check: "Does your instruction start with a capital?"

HOMEWORK:

- Write instructions for one task at home (e.g., "How to brush your teeth").
- Use at least **three sequencing words**.

UNIT 6: THE TAILOR AND THE SKIRT – A STORY WITH A FAMILIAR SETTING**UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)****GRADE:** I**SUBJECT:** ENGLISH**DATE:**

LESSON TOPIC: Story Reading: "The Tailor and the Skirt" (pp. 54–56)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Listening and shared reading • Story elements: characters, setting, problem/solution • Vocabulary in context (tailor, birthday, money, plain, sparkly, leaves, stars) • Oral fluency with actions and expression	

LEARNING OBJECTIVES: • Pupils will follow the story and identify the main characters and setting. • Pupils will read/echo short parts with correct intonation and actions. • Pupils will sequence the tailor's work from Monday to Saturday. • Pupils will use new vocabulary orally.
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MATERIALS NEEDED: • Textbook pp. 54–56 • Word & picture cards: <i>tailor, skirt, birthday, money, stars, birds, leaves, plain, sparkly</i> • Days-of-the-week strip (Monday–Saturday) • Sticky notes/bookmarks; mini whiteboards • Teacher resource: "Sound bank" for expressive reading (Hmmm..., Wait!, Oh dear!)	INTRO/HOOK: • Display a piece of cloth or a colourful scarf. Ask: "Who sews our clothes?" (Tailor). • Quick chat: "What do you wear for your birthday?" • Tell pupils: "We'll read a story about a tailor who worked very hard."
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KEY WORDS: 1. Tailor • Pronunciation: /'teɪ-lər/ - tay-lur • Part of Speech: <i>noun</i> • Meaning: A person who stitches and makes clothes. • Example Sentence: <i>The tailor is sewing a shirt.</i> • Teaching Tip: ◦ Mime sewing with your hands (pretend stitching).

- Ask: “*Who stitches our clothes?*”
- Show picture of a sewing machine.

2. Birthday

- **Pronunciation:** /ˈbɜːrθ-deɪ/ - burth-day
- **Part of Speech:** *noun*
- **Meaning:** The special day when you were born; the day you celebrate every year.
- **Example Sentence:** *Today is my birthday.*
- **Teaching Tip:**
 - Pretend to blow out candles.
 - Ask: “*What do we do on our birthday?*”
 - Show a simple cake picture.

3. Money

- **Pronunciation:** /ˈmʌ-ni/ - mun-ee
- **Part of Speech:** *noun*
- **Meaning:** Coins or notes that we use to buy things.
- **Example Sentence:** *We use money to buy food.*
- **Teaching Tip:**
 - Show pretend coins/paper (or picture).
 - Ask: “*What can we buy with money?*”
 - Emphasize safe message: “Only adults should handle real money.”

LESSON STRUCTURE:

A. Pre-reading picture walk

- On pp. 54–55, ask: “Who is this? Where are they?” (Shop/home).
- Pre-teach 6–8 key words with cards + actions:
 - *tailor* (pretend to stitch), *skirt* (hold sides out), *money* (fingers rub), *stars/birds/leaves* (trace shapes in air), *sparkle* (twinkle fingers).

B. First read (Teacher read-aloud)

- Track text with a pointer.
- **Expression cues:**
 - Woman says “*Hmm...*” → hand on chin;
 - Tailor says “*Wait!*” → hand raised;
 - Samina says “*Oh dear!*” → gentle sigh.
- Pause for micro-questions: “Which day did she first visit?” (Monday).

C. Echo + Choral reading

- Select short paragraphs; pupils echo in unison.
- **Action words:**
 - *too plain*—shake head;
 - *make it sparkle*—twinkle fingers;
 - *longer/shorter*—hand gestures high/low.

D. Sequencing strip (We do)

- Put **Mon–Fri–Sat** cards on the board. Pupils attach event pictures/phrases under each day.
- Teacher think-aloud: “On Tuesday she said it was plain... On Wednesday it was short...”

E. Values mini-talk

- “Was the tailor patient? How did he show kindness?”

QR moment

- If a QR is printed on p. 54 or 55: *Teacher scans and plays the audio/story clip once to reinforce vocabulary and pronunciation.*
- **Safety line:** Teacher-only scanning on school device.

CLASSWORK ACTIVITY:

- **Oral:** Pupils retell **two** days with actions (pair talk).
- **Written:** Copy 3 lines from board using capitals/full stops, e.g.:
 1. *On Monday, a rich woman came to the tailor’s shop.*
 2. *She asked for a green skirt with red flowers.*
 3. *The tailor worked hard all week.*

ASSESSMENT/LESSON CLOSURE:

- Exit circle: each pupil names **one** new word and **one** day from the story.
- Teacher notes who can track print and echo read.

HOMEWORK:

- Draw the skirt you imagine on **any one day**. Label **two** decorations (e.g., *stars, leaves*).
- Safety reminder for families: any online audio should be played by an adult; children should not click other links.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Comprehension & Retelling (p. 57 + p. 56 Post-reading prompt)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Reading for detail • Matching, true/false (tick/cross), sentence correction • Retelling with story language; empathy & fairness	

LEARNING OBJECTIVES: • Pupils will answer comprehension based on the text. • Pupils will correct false statements in full sentences. • Pupils will retell the ending and discuss right/wrong actions.
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MATERIALS NEEDED: • Textbook p. 57 (+ p. 56 Post Reading box) • Sentence strips for Q2 corrections • Green/red tick cards • "Because..." talk frame cards	INTRO/HOOK: Quick recap game: Teacher says a day; pupils say what changed on the skirt that day.
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LESSON STRUCTURE: A. Guided read-back • Re-read p. 56 ending aloud. Ask: "Why did Samina think, 'Oh dear'?" B. Exercise 1 – Match • Model one on the board (e.g., <i>skirt</i> → <i>b</i>). • Pupils complete; then read matches aloud: "a) skirt — ...". C. Exercise 2 – Tick/Cross + Corrections • Read each statement together; pupils show tick/cross card. • Pupils rewrite incorrect sentences in notebooks using a full sentence frame:
--

- "The tailor **did** what the woman asked." / "On Friday the woman said she **did not** like the skirt."
- Teacher circulates, checking capital letters and punctuation.

D. Mini-retell & values

- Partner A tells Monday–Wednesday; Partner B tells Thursday–Saturday.
- Whole-class: "Was it fair to the tailor? Why/Why not?" (Use *Because...* frames.)

QR moment

- If a QR appears on the exercise page: *Teacher scans to show a comprehension clip or audio.*
- **Safety line:** Teacher scans; children do not use personal devices.

CLASSWORK ACTIVITY:

- **Complete p. 57: Q1 (Match) and Q2 (Tick/Cross + write corrections in notebooks).**
- Optional fast finisher: draw one day's skirt and caption it.

ASSESSMENT/LESSON CLOSURE:

- Three quick oral questions (Who? What? Which day?).
- Collect notebooks from 4–5 target pupils for written evidence.

HOMEWORK:

Write **two** sentences about how the tailor felt on **Friday** and **Saturday**.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Phonics I & II (pp. 58–59)

REFERENCE: TEXTBOOK

SKILLS COVERED:

- Phonics: **ay**, **ai**, **a_e** (split digraph), **k** and **ch** spellings
- Reading, matching, dictation, handwriting (trace/copy)
- Syllable awareness (dot/dash)

LEARNING OBJECTIVES:

- Pupils will recognise and read words with **ay/ai/a_e** and with **k/ch**.
- Pupils will match words to pictures, fill sentences, and trace/copy accurately.
- Pupils will correctly dot/dash 1- or 2-syllable words.

MATERIALS NEEDED:

- Textbook pp. 58–59
- Grapheme cards: **ay, ai, a_e, k, ch**
- Elkonin (sound) boxes, counters
- Highlighters for target graphemes
- **Teacher aids:** anchor gestures
 - **ay:** draw a smile “ay!”; **ai:** “train” gesture (pull whistle)
 - **a_e:** hands apart to show split;
 - **k** (before e,i,y): point to front-of-mouth; **ch:** “choo-choo” hand train

INTRO/HOOK:

- Write **tap** → **tape**; add silent **e**; pupils notice sound change /æ/ → /eɪ/.
- Say: “When a word ends with a silent **e**, the vowel often says its **name**.”

LESSON STRUCTURE:

A. Page 58 #1 – Read & Match

- Model decoding 2 words from each column (e.g., *day, Monday; paid, rain; cake, name*).
- Pupils read in pairs and match to pictures.
- Emphasise: in **a_e**, the **e** is silent but makes **a** say /eɪ/.

B. Page 58 #2 – Dot/Dash

- Pupils put a dot under 1-syllable (*day, cake*) and a dash under 2-syllable (*Monday, Friday*).

C. Page 58 #3 – Complete sentences + Dictation

- Use word bank from Q1.
- After completing, dictate **3** words: *tailor, paid, cake*; pupils write on mini whiteboards.

D. Page 58 #4 – Read, trace, copy

- Correct pencil grip; start at the dot; finger spaces.

- Teacher models one line; pupils complete neatly.

E. Page 59 – Sounds k and ch

- **Rule prompt:** "We usually write **k** (not **c**) before *e, i, y* (kept, kitten)."
- **#5:** Read phonic words and match pictures.
- **#6:** Dot/dash in **k** and **ch** boxes.
- **#7:** Read, trace, copy (k, tch, ch) focusing on joins and correct start points.

Differentiation

- **Support:** Provide picture-supported word cards; allow tracing over highlighter.
- **Challenge:** Build a sentence with **one ay/ai/a_e** word and **one k/ch** word (e.g., *The rich man paid for a cake.*).

CLASSWORK ACTIVITY:

- p. 58: Q1–Q4; p. 59: Q5–Q7 (book or notebook as required).
- Underline target graphemes in every word written.

ASSESSMENT/LESSON CLOSURE:

- **Sound sort:** Pupils hold up correct card when teacher says a word (*rain* → *ai*; *make* → *a_e*; *sky* → *k*).
- Check 3 notebooks for letter formation.

HOMEWORK:

- Find **three** words at home with **ay/ai/a_e** (labels, books). Write or draw them.
- Family note: adults may help search; children should not browse the internet alone.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Spelling + Grammar & Punctuation (pp. 60–61)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Adding h, tch, ch to complete words (spelling)	

- Rhyming words
- Grammar: **Past tense (-ed), was/were**
- Days of the week spelling and capitalisation
- Listening, speaking & composition (guided story)

LEARNING OBJECTIVES:

- Pupils will spell words accurately using **h/tch/ch**.
- Pupils will form past tense with **-ed** and choose **was/were** correctly.
- Pupils will spell and capitalise days of the week.
- Pupils will listen and answer questions about a short story.

MATERIALS NEEDED:

- Textbook pp. 60–61
- Past-tense verb cards (looked, asked, lived, fed, skipped, added)
- **Was/Were** T-chart
- Days-of-week flashcards (capitalised)
- Audio for listening task

INTRO/HOOK:

Quick chant: "Yesterday I **looked**, I **asked**, I **played**." Emphasise **-ed** ending.

LESSON STRUCTURE:

A. Spelling task (p. 60 #8) – Add h/tch/ch

- Model one: "He lost his **key**, so he got in through the **kitchen** window."
- Pupils fill blanks; then read sentences aloud.

B. Word-building & Rhymes (p. 60 #9)

- Pupils find rhyming words from the grid; write them in pairs.
- Share 2–3 sets (e.g., *name–same*, *pay–day*, *much–such*).

C. Grammar – Past tense (p. 60, green box + #1)

- Explain: add **-ed** to show past (yesterday/last week).
- Model with story verbs; pupils complete sentences using **-ed words** from box.
- Read answers chorally.

D. Grammar – Was/Were (p. 61 #2)

- T-chart:

- **was** → I/he/she/it (singular)
- **were** → you/we/they (plural)
- Pupils make sentences: "The stars **were** blue." "The tailor **was** upset."

E. Days of the week (p. 61 #3)

- Pupils copy the days into notebooks with **capital letters**; chant Monday→Sunday.

F. Listening, Speaking & Composition (p. 61 #1–2)

- **#1 Listen and circle:** Teacher reads the short paragraph; pupils circle correct answers.
- **#2 Pair interview:** Pupils ask and answer using frames; teacher monitors.

QR moment

- If a QR is on p. 61 listening: teacher scans and plays audio once; repeat key lines if needed.
- **Safety line:** Teacher-only scanning; no personal devices.

CLASSWORK ACTIVITY:

- p. 60: Q8 & Q9 & Grammar #1
- p. 61: #2 (was/were) and #3 (days). Start #1 listening if time allows.

ASSESSMENT/LESSON CLOSURE:

- Quick four-card quiz: hold up **was** or **were**; add **-ed** to a base verb on mini whiteboard.
- Teacher ticks pupils who capitalised days correctly.

HOMEWORK:

- Write **three** past tense sentences about yesterday using **-ed**.
- Practise spelling the days of the week (cover–write–check).

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:	REFERENCE: TEXTBOOK
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Listening & Composition + Diary Writing (p. 61–62) & Unit Wrap-Up	
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SKILLS COVERED:

- Careful listening; answering questions
- Sequencing and writing short stories/instructions
- Diary writing in the past tense
- Oral presentation & reflection

LEARNING OBJECTIVES:

- Pupils will answer listening questions accurately (p. 61 #1).
- Pupils will write a short diary entry about "Sunday" (p. 62).
- Pupils will use **was/were** and **-ed** correctly in their writing.

MATERIALS NEEDED:

- Textbook pp. 61–62
- Sentence frames for diary writing
- Word bank cards (went, stayed, played, was, ate, came)
- Lined writing sheets for those who need more space

INTRO/HOOK:

Show a mini diary/notebook: "Writers keep diaries to remember yesterday."

LESSON STRUCTURE:**A. Finish Listening task (p. 61 #1)**

- Teacher reads the short text slowly **twice** (or plays QR audio).
- Pupils circle correct answers. Quick pair check, then whole-class check.

B. Picture talk (p. 62 #4)

- Discuss the scene; elicit words from the boxes (father, friend, rainy, car, banana, scooter).
- Pupils orally complete the sentences before writing.

C. Guided writing – Diary (p. 62 #3 & #5)

- On board, model:
 - Yesterday, I **went** to my cousin's house. I **played** carrom. We **ate** biryani. I **came** home at six.

- Pupils complete #3 frames, then write a neat diary entry for #5 using the word bank.
- Remind: start with **Yesterday, I... / On Sunday, I...**, use **-ed/was/were**, end with a **full stop**.

D. Sharing & Feedback

- 3–4 volunteers read diary lines.
- Class gives two stars (👍 👍) and a wish (one suggestion).

QR moment

- If a QR symbol is printed on this page: teacher scans to play a diary writing sample or listening prompt once.
- **Safety line:** Teacher scans on the class device; pupils do not handle phones.

CLASSWORK ACTIVITY:

- p. 61 #1 (if not finished)
- p. 62 #3, #4, #5 (diary writing tasks) — collected for assessment.

ASSESSMENT/LESSON CLOSURE:

• Unit Review Game:

- Phonics flash: *day/paid/cake/kept/kettle/chair*—*identify the spelling pattern*.
- Grammar check: "Choose: was or were?"
- Story recall: "On which day did the woman say the skirt was too short?" (Wednesday).

• Success criteria (read aloud):

- I can read and act parts of the story.
- I can use **ay/ai/a_e** and **k/ch** in words.
- I can write about yesterday using **-ed** and **was/were**.

HOMEWORK:

- Finish/colour your diary page and read it to someone at home.
- Optional: Draw a new skirt design and write one sentence using a **past tense** verb.

Phonics Teaching Routine (use daily)

1. **Review cards** (ay/ai/a_e, k/ch): say the sound, then a word.
2. **Blend**: show grapheme cards → pupils blend to read (*p + ai + d* → **paid**).
3. **Segment**: say the word, pupils tap sounds and write.
4. **Spot it in the book**: pupils underline the day/word that fits today's pattern.
5. **Quick dictation** (2–3 words); immediate feedback.

Teacher resources for phonics

- Elkonin boxes, magnetic letters, highlighter tape, mini sand tray/air-writing for motor memory.

Extra Support & Extension (use flexibly)

- **Support**
 - Picture–word matching grids (tailor/shop/skirt/money).
 - Sentence frames: *On Monday, the woman... / The tailor added...*
 - Tracing sheets for **ay/ai/a_e** and **k/ch**.
 - Partner reading with whisper phones.
- **Extension**
 - **Design Brief**: Plan a skirt with three decorations; write labels and one persuasive sentence: *"Please choose my design because..."*
 - **Timeline strip**: Draw six boxes (Mon–Sat) with one action each and captions.
 - **Grammar challenge**: Change present to past (work → worked; add → added; give → gave).

Assessment & Evidence (teacher quick guide)

- **Reading**: By Day 2, each child reads one short paragraph with an action.
- **Phonics**: Checklists for ay/ai/a_e and k/ch (recognition & 4/6 word read).
- **Writing**: Day 5 diary marked for capitals, full stops, past tense use, spacing.
- **Speaking**: Participation in retell and pair interviews.

UNIT 7: OUR SCHOOL TRIP

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I

SUBJECT: ENGLISH

DATE:

LESSON TOPIC: Pre-reading & Shared Reading (pp. 63–65)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Reading a report and a short poem • Speaking & listening; building background knowledge on theme parks • Vocabulary: <i>report, theme park, Big Wheel, Dragon Ship, Jumping Jack, shrieked, screamed</i> • Print tracking; choral and echo reading with action cues	

LEARNING OBJECTIVES: • Pupils will identify what a report is and name its parts (who, where, when, what happened, feelings). • Pupils will follow and perform a shared reading of Tariq’s trip report (p. 64) and The Big Wheel (p. 65) with actions and voice expression. • Pupils will answer two while-reading questions about their own last trip.
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MATERIALS NEEDED: • Textbook pp. 63–65 • Chart: What is a Report? (Who? Where? When? What? How did you feel?) • Word/picture cards for rides; feelings cards (<i>happy, scared, excited, tired</i>) • Sticky notes for vocabulary; mini whiteboards • (Optional) a small hand-held fan or paper plate to mime the Big Wheel movement	INTRO/HOOK: • Show a photo/illustration of a theme park. Ask, “What can you see? What rides do you know?” • Display the Report chart. Tell pupils: “Today we will read how Class 1 wrote reports about their school trip.”
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KEY WORDS: 1. Report • Pronunciation: /rɪ-ˈpɔːrt/ - ri-port/ree-port • Part of Speech: <i>noun</i> • Meaning (simple): A short piece of writing that gives information about something. • Example Sentence: <i>The teacher read a report about the class trip.</i> • Teaching Tip: ○ Show a simple paper or notebook page and say, “A report tells us facts.” ○ Use gestures: pretend to write on paper.
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- Keep it VERY simple: “A report = writing about what happened.”
- **Check Understanding:**
 - Ask: “Do we draw in a report or write about something?”

2. Theme Park

- **Pronunciation:** /θi:m pɑ:rk/ - theem park
- **Part of Speech:** *noun*
- **Meaning (simple):** A fun place with rides, swings, and exciting activities.
- **Example Sentence:** *We went to a theme park and rode the big wheel.*
- **Teaching Tip:**
 - Show a picture of swings, slides, roller coasters, or a Ferris wheel.
 - Use actions: pretend to ride a roller coaster (hands up!).
 - Explain simply: “A theme park is a place for fun!”
- **Check Understanding:**
 - Ask: “Do we go to a theme park to study or to have fun?”

LESSON STRUCTURE:

A. Pre-reading on p. 63

- Read the page title and bullet steps aloud. Point to the **Writing Wall** picture.
- Quick discussion: “Why did the teacher mark spellings **before** pinning reports?” (neatness, correctness).

B. Shared reading of Tariq’s report (p. 64)

- **Teacher read-aloud** first. Track lines with a pointer.
- **Vocabulary pop-ups** (place sticky notes over the words in the text):
 - *Big Wheel* (mime looking down), *shrieked/screamed* (cover ears + soft “aaah”), *Dragon Ship* (sway arms), *felt sleepy*.
- **Echo & Choral reading:**
 - Echo 1–2 sentences at a time; then a full paragraph choral.
- **Action cues:**
 - “I felt I was up in the sky.” → pupils look up;
 - “I’m glad I didn’t go.” → thumbs on chest, relieved face.
- **While-reading questions (p. 63 box)**—partner talk:
 1. “Where did you go on your last trip?”
 2. “What did you do?”

C. Poem performance: “The Big Wheel” (p. 65)

- Teacher chants the poem with a slow **up-and-down** hand movement to show the wheel.

- Choral reading with **soundscape**: Group A whispers “*I shut my eyes.*” Group B adds quiet crowd “*aaaah!*”
- Teach **senses** words heard in the poem: *see, hear, smell, feel* (point to eyes/ears/nose/hand).

CLASSWORK ACTIVITY:

- **Oral**: In pairs, pupils identify the **who/where/when/what/feeling** from Tariq’s report.
- **Written (notebook)**: Copy 3 modelled sentences from the board:
 1. *We went to a theme park.*
 2. *First, we rode on the Big Wheel.*
 3. *In the evening, I felt sleepy.*

ASSESSMENT/LESSON CLOSURE:

Exit prompt: each pupil says one thing Tariq **did** and one **feeling** word from the text.

HOMEWORK:

- Draw your favourite ride and label one **feeling** (e.g., *excited*).
- Parent note: adults may show a safe image/video of a wheel; children should not browse alone.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Comprehension & Sequencing (p. 66)

REFERENCE: TEXTBOOK

SKILLS COVERED:

- Sequencing events of a process (report preparation)
- Close reading; choosing correct answers
- Sensory vocabulary in context; copying lines neatly

LEARNING OBJECTIVES:

- Pupils will number steps of the report-making process correctly.
- Pupils will select correct answers about Tariq’s report and the poem.
- Pupils will copy a short poem verse and label **senses** words.

MATERIALS NEEDED:

- Textbook p. 66
- Sentence strips for sequencing
- Senses icons (👁️ 🦻 🙌 🖐️ 🗣️)
- Mini whiteboards

INTRO/HOOK:

Quick “Put it in order” game: Teacher says four morning tasks; pupils hold up number cards 1–4.

LESSON STRUCTURE:**A. Exercise 1—Number the sentences**

- Read all five sentences together.
- Model finding the **first** step (“They wrote about what they did”).
- Pupils number in books; then check against board sequence.

B. Exercise 2—Circle the correct answers

- Read each item; allow 20–30 seconds for pair discussion, then circle.
- Convert each MCQ into a **full sentence** in notebooks (teacher models sentence frames).

C. Exercise 3—Copy the poem lines & label senses

- Pupils copy the given verse neatly and write the correct senses word beside each line.
- Teacher circulates, correcting formation, spaces, and full stops.

CLASSWORK ACTIVITY:

Complete **p. 66: Q1, Q2, Q3** (with full-sentence answers for Q2 in notebooks).

ASSESSMENT/LESSON CLOSURE:

- **Thumbs check:** Thumbs up if a sentence is in the right order; sideways if unsure.
- Select 3 pupils to read a corrected Q2 sentence aloud.

HOMEWORK:

Oral rehearsal at home: tell an adult the five steps to make a class report.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Phonics & Senses Words (pp. 67–68)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Phonics: ee, ea, e_e (split digraph), ie (multiple spellings of /i:/ and /e/ sounds) • Syllable awareness (dot for 1-syllable; dash for 2- or 3-syllable) • Reading and writing missing letters • Understanding sense words and feeling words	

LEARNING OBJECTIVES: • Pupils will read, match, and spell words with ee, ea, e_e, ie. • Pupils will identify sight words and sense words and use them in short sentences. • Pupils will write feelings sentences using a picture prompt.
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MATERIALS NEEDED: • Textbook pp. 67–68 • Grapheme cards: ee, ea, e_e, ie • Sound boxes (Elkonin), counters; highlighters • Senses picture cards (eye, ear, nose, tongue, hand) • Feelings word bank strips (<i>happy, sad, scared, angry, sleepy, bored</i>)	INTRO/HOOK: • Write pet → Pete; add silent e to show vowel name. • Pupils say: "When there is a magic e, the vowel says its name!"
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LESSON STRUCTURE: A. Page 67 #1—Read phonic words • Teacher models sound–blend: <i>th-e-se</i> → <i>these</i>; <i>scr-ea-m</i> → <i>scream</i>. • Discuss that ea can sound like /i:/ (<i>team</i>) or /e/ (<i>bread</i>). • Pupils match words to pictures (if shown) and read the sight words as wholes. QR moment (p. 67) • Teacher scans the phonics QR for a short clip or audio and plays it once.

- **Safety line:** Teacher scans only; no pupil devices.

B. Page 67 #2—Dot/Dash syllables

- Model one example for each column; pupils complete the rest.

C. Page 67 #3—Missing letters

- Pupils fill **ee/ea/e_e/ie** to complete words (two **feet**, **theme** park, a **piece** of cake...).
- **Partner read** the completed words aloud.

D. Page 68 #4—Sense words & sight words

- Match the sense words to pictures (eye, ear, etc.); read sight words as wholes (*could, their, ours, yours*).
- Quick **What sense?** game: Teacher calls a stimulus; pupils hold the right icon.

E. Page 68 #5—Write feelings sentences

- Use a sentence frame on the board: "**She is** ____ **because** ____."
- Encourage linking to trip experiences: "He is scared because the ride is high."

Differentiation

- **Support:** Provide dotted letters, picture clues, and a reduced word bank.
- **Challenge:** Ask pupils to write a **compound sentence** with *and* or *but*: *He is scared but he tries the ride.*

CLASSWORK ACTIVITY:

- p. 67: Q1–Q3
- p. 68: Q4–Q5 (feelings sentences)

ASSESSMENT/LESSON CLOSURE:

- **Dictation (3 words):** *these, field, believe* (or your chosen set).
- Pupils underline the target grapheme after writing.

HOMEWORK:

- Phonics hunt: find three words at home with **ee/ea/e_e/ie** (labels/books). Write or draw them.
- Parent note: adults supervise any web search; children must not open new links.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Grammar & Punctuation + Speaking (p. 69)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Possessive adjectives (<i>my, your, his, her, its, our, their</i>) • Capital letters for Days of the Week and the pronoun I • Short oral responses; sentence copying accurately	

LEARNING OBJECTIVES: • Pupils will choose the correct possessive adjective to complete sentences. • Pupils will rewrite/copy sentences using capital letters correctly. • Pupils will orally use my/your/his/her/our/their in context.
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MATERIALS NEEDED: • Textbook p. 69 • Possessive adjective cards (<i>my, your, his, her, our, their, its</i>) • Days-of-the-Week cards (capitalised) • Mini whiteboards	INTRO/HOOK: Teacher shows a pencil and says: "This is my pencil." Give a book to a child: "This is your book." Pupils repeat with objects.
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LESSON STRUCTURE: A. Possessive adjectives (p. 69 #1) • Teach meaning with pictures: his (boy), her (girl), their (group), our (class), its (animal/thing). • Model two items on the board, then pupils complete the rest in books. • Choral read the completed sentences.
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B. Capital letters—Days & I (p. 69 #2–3)

- Rule chart:
 - Days of the week **always** begin with a **capital letter**.
 - The pronoun **I** is **always capital**.
- Pupils copy given sentences, inserting capitals in the right places.
- Underline all the **I's** in Tariq's report (quick scan activity).

C. Speaking pairs (5 min)

- Pupils talk about a ride using at least two possessive adjectives:
 - "**Our** class went on the Big Wheel. **My** friend was excited."

CLASSWORK ACTIVITY:

- p. 69: Q1 (possessive adjectives), Q2–Q3 (capital letters).
- Teacher collects 4–6 notebooks for a quick punctuation check.

ASSESSMENT/LESSON CLOSURE:

- **Hands-up quiz:** Teacher reads a sentence with a blank; pupils hold up the correct possessive card.
- Remind the class about capitalising days and **I**.

HOMEWORK:

- Write three sentences about your family using **my/our/their**.
- Optional parent prompt: help your child check capitals in the days of the week.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Listening, Speaking & **Report Writing with the Five Senses** (pp. 70–71) + Wrap-up

REFERENCE: TEXTBOOK

SKILLS COVERED:

- Careful listening & following simple instructions
- Oral recount of a trip using **five senses**

- **Guided report writing** with a frame
- Describing a picture with adjectives (market scene)

LEARNING OBJECTIVES:

- Pupils will orally recount a trip and complete a **senses-based report** using the frame.
- Pupils will write 3–5 clear sentences using capital letters and full stops.
- Pupils will describe the market picture using adjectives from the box.

MATERIALS NEEDED:

- Textbook pp. 70–71
- Report writing frame on chart paper (same as in book)
- Word banks:
saw/heard/smelled/ate/felt + adjectives (loud, quiet, soft, hard, sweet, sour, pretty, ugly, good, bad)
- Highlighters; crayons for the picture (extension)

INTRO/HOOK:

- **Listen & do:** “Touch your nose; show your ears; look at the fan; clap softly.”
- Explain: “Writers use the **five senses** to make reports interesting.”

LESSON STRUCTURE:

A. Listening task (p. 70 #1)

- Teacher gives 4–5 simple commands from the page; pupils perform.

B. Partner talk—Last school trip (p. 70 #2)

- Pupils tell a partner: *What did you see/hear/smell/eat/feel?*
- Encourage full sentences using stems: **I saw... I heard... I felt...**

C. Guided report writing (p. 70 #3)

- Model on the board using the exact frame:
 - *I went on a trip to **the zoo**. We **saw** lions. I **heard** children laughing. I **smelled** popcorn. I **ate** chips. I **felt** excited.*
- Pupils complete their own frame in books or on the page.
- Teacher conferences with 3–4 pupils for support.

D. Picture description—The Market (p. 71 #4)

- Discuss the picture briefly (nouns & activities).
- Pupils write **two** descriptive sentences using the adjective box and senses stems.
 - Frame: “**The** _____ **feels** _____.” “The _____ smells _____.”
- **Extension:** Colour the picture then add 1–2 original sentences.

QR moment

- If a QR icon appears on p. 70 for listening/report model: teacher scans and plays the clip once.
- **Safety line:** Teacher scans with the class device; pupils never scan on their own.

CLASSWORK ACTIVITY:

- p. 70: #1, #2, #3 (report frame)
- p. 71: #4 (market description)

ASSESSMENT/LESSON CLOSURE:

- **Author’s chair:** 4–5 pupils read their reports. Audience gives **two stars and a wish** (two positives, one suggestion).
- **Quick review quiz:**
 - Phonics: circle the correct spelling—*feel* / *feal*
 - Grammar: choose **my/our/their**.
 - Comprehension: “Which ride made some children shriek?” (Jumping Jack).
- **Success criteria (say aloud):**
 - I can write a short **report** using the **five senses**.
 - I use **capital letters** and **full stops**.
 - I can read aloud with clear voice and simple actions.

HOMEWORK:

- Finish/copy your report in neat writing and read it to your family.
- Optional: write one extra sentence about what you would like to do on your **next** trip.

Phonics micro-routine (use daily)

1. **Flash cards:** **ee, ea, e_e, ie**—pupils say sound + one word.
2. **Blend** 2–3 words (teacher points to graphemes; pupils blend).
3. **Segment & write** one word on mini boards; underline the target letters.
4. **Find it** in the unit pages; highlight.
5. **Quick dictation** (2–3 words).

Teacher resources for phonics

- Elkonin boxes, magnetic letters, coloured highlighters, dotted-trace sheets for **ee/ea/e_e/ie**.

Extra Support & Extension (use flexibly)

- **Support**
 - Sentence frames: “**I saw ____.**” “**I felt ____ because ____.**”
 - Picture–word banks for rides and senses; cloze versions of the report frame.
 - Partner reading with whisper phones; tracing lines for tricky spellings.
- **Extension**
 - **Mini poster:** “My Best Ride” with 3 senses sentences.
 - **Paragraph challenge:** turn the frame into a connected 5–6 sentence paragraph using **First, Then, Next, At last**.
 - **Adjective hunt:** find and list adjectives in the poem and report.

Evidence & Assessment guide

- **Reading:** By Day 2, each pupil reads a short sentence from p. 64 or a line from the poem with an action.
- **Phonics:** Checklist for recognising **ee/ea/e_e/ie**; accurately writing 4/6 target words.
- **Writing:** Day 5 report—criteria: capitals, full stops, at least **three senses** sentences, legible handwriting.
- **Speaking:** Pair talk and Author’s Chair participation.

UNIT 8: THE FOX AND THE TIGER – A FABLE

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Story Reading with Actions (pp. 72–73)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Listening & shared reading; fluency with expression • Vocabulary in context (fox, tiger, jungle, frightened, king, behind/in front) • Predicting, inferring feelings, identifying moral	

LEARNING OBJECTIVES: • Pupils will follow the story, echo-read short parts with actions, and identify the characters and setting. • Pupils will retell why animals were frightened and explain the trick. • Pupils will state the moral in their own words.
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MATERIALS NEEDED: • Textbook pp. 72–73 • Word & picture cards: <i>fox, tiger, jungle, frightened, king, walk behind/in front</i> • Emotion cards (<i>proud, scared, surprised, clever</i>) • Days-of-week cards (for later reference if needed) • Teacher resource: simple headbands (fox/tiger) or small stick puppets	INTRO/HOOK: • Show two animal pictures: fox and tiger. Ask: “Who is stronger? Who might be clever?” • Share unit goal: “We’ll read a fable—a short story that teaches a lesson.”
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KEY WORDS: 1. Tiger • Pronunciation: /'taɪ-ɡər/ - tai-ger • Part of Speech: <i>noun</i> • Meaning (simple): A big wild cat with stripes. • Example Sentence: <i>The tiger is running in the jungle.</i> • Teaching Tip: ○ Show the picture and make a soft “grrr” sound. ○ Ask: “Is a tiger a pet or a wild animal?” ○ Gesture: pretend to show stripes on arms.

2. Fox

- **Pronunciation:** /fɒks/ - foks
- **Part of Speech:** *noun*
- **Meaning (simple):** A small wild animal with a bushy tail.
- **Example Sentence:** *The fox is hiding behind the tree.*
- **Teaching Tip:**
 - Point to its fluffy tail in the picture.
 - Ask: “*What colour is a fox?*”
 - Gesture: trace a tail shape with your hand.

3. Jungle

- **Pronunciation:** /'dʒʌŋ-gəl/ - jung-gul
- **Part of Speech:** *noun*
- **Meaning (simple):** A place with many trees, plants, and wild animals.
- **Example Sentence:** *The tiger lives in the jungle.*
- **Teaching Tip:**
 - Show a picture of trees and plants.
 - Ask: “*What animals live in the jungle?*”
 - Gesture: use hands to show tall trees.

LESSON STRUCTURE:

A. Pre-reading picture talk

- On p. 72, point: “Where are they?” (jungle).
- Pre-teach key words with TPR:
 - *frightened*—hug yourself and gasp;
 - *king of the jungle*—hands like a crown;
 - *walk behind/in front*—two children model positions.

B. Teacher read-aloud

- Track the text with a pointer. Use **voice contrast**: deep voice for Tiger; quick, light voice for Fox.
- Pause for micro-predictions: “What do you think the fox will do next?”
- **Action cues:** when the text says ‘*The birds flew into the sky*’—children flutter fingers; ‘*people ran away*’—mime running in place.

C. Echo & Choral reading

- Echo read short speech lines.
- Choral read the walk-through scene (fox in front, tiger behind).

- **Focus on punctuation:** pause at commas; full stop = breathe.

D. Think-pair-share

- Q1: "Why did the fox say, 'Walk behind me'?"
- Q2: "What made the tiger run away?"

E. Moral spotlight

- Read the moral box (p. 73): *"You can do it—a little at a time."*
- Link: Fox changed the tiger's belief step by step.

QR moment

- If a QR appears on pp. 72–73, *teacher scans and plays the story audio once.*
- **Safety line:** Teacher-only scanning on the class device.

CLASSWORK ACTIVITY:

- **Oral:** In pairs, pupils act a 3-line exchange (Fox: "Let's try this then..." Tiger: "Oh yes?").
- **Written (5–7 min):** Copy two modelled sentences with capitals/full stops:
 1. *There was a tiger in the jungle.*
 2. *The fox walked in front and the tiger walked behind.*

ASSESSMENT/LESSON CLOSURE:

- **Exit ticket (verbal):** Each child names one animal and one action from the story.
- Teacher notes pupils who tracked print and echoed fluently.

HOMEWORK:

Draw the two animals walking. Label **in front** / **behind**.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:	REFERENCE: TEXTBOOK
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Comprehension & Guided Re-reading (p. 74)

SKILLS COVERED:

- Labelling pictures; multiple-choice/correct-answer selection; sentence correction
- Finding text evidence; neat copying

LEARNING OBJECTIVES:

- Pupils will label *monkey, tiger, fox*.
- Pupils will choose correct answers and **rewrite** them as full sentences.
- Pupils will justify an answer using "because".

MATERIALS NEEDED:

- Textbook p. 74
- Picture labels; red/green tick cards
- Sentence frames chart: "**The tiger lived in the ___ because ___.**"

INTRO/HOOK:

Quick recap: hold up three animal flashcards; pupils call their names and make a gesture (monkey—scratch head; tiger—prowl; fox—ears up).

LESSON STRUCTURE:

A. Fast re-read

- Read paragraphs on p. 72 aloud; select two pupils to echo one line each.

B. Exercise 1—Label the pictures

- Pupils label (a) monkey, (b) tiger, (c) fox in their books.

C. Exercise 2—Circle the correct word; write sentences

- Model item (a) with think-aloud: "I'll underline **jungle** in the text; now write the full sentence."
- Pupils circle answers, then write each corrected sentence in notebooks.
- Teacher prompts use of capitals and full stops.

Differentiation

- **Support:** Provide sentence starters (The tiger lived in the ___).
- **Challenge:** Add *because* clauses (...because animals were frightened).

QR moment

- If there is a QR on the exercise page: *teacher scans and displays the comprehension clip once.*

Safety line: Teacher scans; pupils do not handle devices.

CLASSWORK ACTIVITY:

p. 74: **Q1 (labelling) and Q2 (circle + write sentences)** completed in book/notebook.

ASSESSMENT/LESSON CLOSURE:

- Two pupils read one corrected sentence each.
- Quick thumbs: "Was the fox scared?" (Down) "Was he clever?" (Up)

HOMEWORK:

Write two sentences about the fox using **is/was** (e.g., *The fox was clever. He was not strong.*)

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Phonics I: igh, y (long i), ie, i_e + Phonics Sentences (p. 75)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Phonics: igh, y (as long /i/ at word end), ie, i_e (split digraph) • Reading word lists; syllable awareness (dot/dash); handwriting (trace/copy) • Sentence completion with phonic words	

LEARNING OBJECTIVES:

- Pupils will say, read, and write words containing **igh, y, ie, i_e**.
- Pupils will sort 1-letter vs 2- or 3-letter sounds and mark syllables.
- Pupils will complete six short sentences about coloured pictures using target words.

MATERIALS NEEDED:

- Textbook p. 75
- Grapheme cards: **igh, y, ie, i_e**
- Elkonin boxes; mini whiteboards and markers
- Colouring pencils (for sentence picture prompts)
- **Teacher aids:** anchor gestures
 - **igh:** point up ("high in the sky"); **y** (long i): draw a smile and say "my";
 - **i_e:** hands apart to show split; **ie:** "pie" gesture

INTRO/HOOK:

On the board: **rid** → **ride** (add magic **e**).
Say: "Magic e makes the vowel say its name."

LESSON STRUCTURE:**A. Word reading (p. 75 #1)**

- Teacher models sound-blend for a word in each column (e.g., *high, cry, pie, like*).
- Pupils read down columns in pairs; teacher monitors.

B. Syllable/letter-sound boxes (p. 75 #2)

- Pupils put a dot under 1-letter sounds; a dash under 2- or 3-letter sounds in the boxes.

C. Handwriting trace/copy (p. 75 #3)

- Emphasise starting points, finger spaces; complete **i_e** rows neatly.

D. Picture-colour prompts & sentences (p. 75 #4)

- Pupils colour as directed (bike red, crocodile green, etc.).
- Then complete sentences using phonic box words.
 - Example frames: "There are ___ crows on the ___." / "This ___ can ride a ___."

E. Mini dictation

- Dictate three words: *light, pie, smile*. Pupils write on mini boards and underline the target grapheme.

QR moment

- If a QR icon appears on p. 75, *teacher scans and plays the phonics audio/animation once*.

Safety line: Teacher-only scanning.

CLASSWORK ACTIVITY:

Complete **p. 75 #1–4** in the book; underline target graphemes.

ASSESSMENT/LESSON CLOSURE:

- Fast **choral read** of each phonics column.
- Exit ticket: “Which spelling makes the /ai/ sound in *high*?” (igh)

HOMEWORK:

Find or write 4 words at home with these patterns (e.g., **night, try, pie, bike**). Draw one.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Position Words + a as /o/ + Question Marks + Listening & Speaking (pp. 76–77)

REFERENCE: TEXTBOOK

SKILLS COVERED:

- Reading **a** as /o/ in *was/what/ want*; position words (**in front of, behind, beside, into, out of, under**)
- Completing sentences about a picture; grammar: **question mark (?)**
- Listening to a short story and sequencing

LEARNING OBJECTIVES:

- Pupils will use correct **position words** in sentences about a jungle picture.
- Pupils will place **?** correctly at the end of questions and answer in full sentences.
- Pupils will listen to a short story and point to matching pictures in order.

MATERIALS NEEDED:

- Textbook pp. 76–77
- Position word cards; arrow stickers
- Question word cards: *Did, Do, Is, Are, Can*
- Audio/QR for listening (if provided)

INTRO/HOOK:

Human positions: Choose two pupils; place one **in front of** the other; ask class to describe using correct phrase.

LESSON STRUCTURE:**A. Sentence completion with picture (p. 76 #5)**

- Read the sentence starters; supply the **phonic word box** words (e.g., *flying, into*).
- Pupils complete in books; then **teacher dictates** 2 completed sentences for neat copying.

B. Sound focus: a → /o/ + Position words (p. 76 #6)

- Read phonic words (monkey, money, Monday, front) and position words list.
- Quick **Point & Say** on classroom items (book **under** chair, bag **beside** desk).

C. Writing sentences about animals at the bus stop (p. 76 #7)

- Model first: *The rabbit is in front of the monkey.*
- Pupils complete all lines; read aloud to a partner.

D. Grammar — Question marks

- Mini lesson: “Use **?** after a question. Start with a capital. Use **I** capitalised in answers.”
- Pupils add **?** to each line and answer about themselves. Model one:
 - *Did you eat a banana yesterday?* → *Yes, I did./No, I did not.*

E. Listening & Speaking (p. 77 #1–2)

- Play the QR story or read the script; pupils **point** to pictures 1–4 in sequence.
- Pair retell using prompts: *Once upon a time... One day... Little by little... At last...*

QR moment

- If a QR appears on p. 76 or 77, teacher scans to play audio once; repeat tricky parts if needed.

Safety line: Teacher scans on school device; pupils do not scan.

CLASSWORK ACTIVITY:

- p. 76: **#5, #6, #7**
- p. 77: **#1 (questions and answers)**; begin **Listening #1–2** if time permits.

ASSESSMENT/LESSON CLOSURE:

- **Quick quiz:** Teacher shows arrowed picture; pupils hold up the correct position phrase card.
- One pupil reads a question with a clear **?** intonation; class answers.

HOMEWORK:

Write three **questions** you can ask a classmate about the story. Use **?** at the end.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Writing a Fable (p. 78) + Wrap-up

REFERENCE: TEXTBOOK

SKILLS COVERED:

- Time-order words: **Once upon a time..., One day..., At first..., Then..., Little by little..., At last...**
- Matching story parts; guided writing; oral storytelling

LEARNING OBJECTIVES:

- Pupils will match parts to build the **Crow and the Pitcher** fable and write it using the frame.
- Pupils will tell the **Rabbit and the Tortoise** story using picture prompts.
- Pupils will sequence and write 4–5 sentences using time-order phrases.

MATERIALS NEEDED:

- Textbook p. 78

INTRO/HOOK:

• Time-order phrase strips (reusable) • Lined paper for those who need more space • Word bank for tricky words (<i>crow, pot, pebbles, thirsty, water</i>)	• Ask: “What is a fable?” (A short story that teaches a moral.) • Revisit yesterday’s retell prompts.
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LESSON STRUCTURE:

A. Model a complete example

- Read the orange example aloud (top of p. 78).

B. Task 3—Match & Write the fable

- Pupils draw lines to match phrases.
- Then write the story in their notebooks using the **time-order starters** (copy from green box).
- Teacher conferences to ensure capital letters, full stops, and correct sequence.

C. Task 4—Tell a friend the Rabbit & Tortoise story

- Partners take turns telling the 4 pictures using the phrase starters on the board.

D. Task 5—Number & Add phrases

- Pupils number the sentences and add appropriate time-order phrases at the start.
- Read final sequence aloud as a mini-choral performance.

E. Moral talk (2–3 min)

- What lesson do we learn from each fable? (Steady effort; clever thinking can help; courage.)

QR moment

- If a QR appears on p. 78, *teacher scans to show a model fable reading once.*

Safety line: Teacher-only scanning.

CLASSWORK ACTIVITY:

- p. 78: **#3 (match + write), #4 (oral tell), #5 (number + add phrases)**
- Collect writing from 6–8 pupils for quick marking.

ASSESSMENT/LESSON CLOSURE:

- **Author's chair:** 4 pupils read their fable paragraphs.
- **Unit review flash:**
 - Vocabulary: *frightened, king, behind/beside/in front.*
 - Phonics: show *night, cry, pie, ride*—pupils identify **igh, y, ie, i_e**.
 - Punctuation: hold up sentence; class decides . or ?
- **Success criteria (share):**
 - I can read and act parts of the story.
 - I can spell words with **igh/y/ie/i_e**.
 - I can write a short fable using **time-order words**.

HOMEWORK:

- Write 3–4 neat sentences about a new mini-fable you imagine (begin with **Once upon a time...**).
- Optional: illustrate your fable and bring it to our class "Fable Wall".

Phonics Micro-routine (use daily)

1. **Flash** grapheme cards (**igh, y, ie, i_e**): pupils say sound + one example.
2. **Blend** on the board (e.g., **l + igh + t** → *light*; **tr + y** → *try*).
3. **Segment & write** (dictate 2–3 words). Pupils underline the target graphemes.
4. **Find it:** pupils locate one unit word on pp. 75–76 with today's pattern and highlight.

Teacher resources for phonics

- Elkonin boxes, magnetic letters, coloured highlighters, dotted handwriting strips for **i_e**.

Extra Support & Extension (use anytime)

- **Support**
 - Picture glossary (fox, tiger, frightened, jungle).
 - Cloze sentences with word banks for p. 74 Q2 and p. 76 Q5–7.
 - Whisper-phone partner reading; teacher-led echo lines for hesitant readers.
 - Sentence frames for fable writing: *Once upon a time, there was a ____.*
One day, ____. *Then, ____.* *At last, ____.*
- **Extension**

- **Role-play script:** Add 4 lines of dialogue between Fox and Tiger; perform.
- **Map the jungle:** Draw the walking path; label **in front/behind/beside/under**.
- **Fable twist:** Change the animals but keep the moral; write 5–6 sentences.

Evidence & Quick Marking Guide

- **Reading fluency:** by Day 2, each pupil echoes one sentence with correct pause at full stops.
- **Phonics:** by Day 3, reads at least **6/8** target words; underlines correct grapheme.
- **Writing:** Day 5 fable shows: time-order phrase at the start of each sentence, capitals, full stops, logical order.
- **Speaking:** Completes pair retell using **Once upon a time/One day/Then/At last**.

UNIT 9: WIND RHYMES – POEMS

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Shared Reading with Actions (pp. 79–80)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Choral and echo reading of poems • Rhythm, stress on underlined parts; expression and actions (TPR) • Vocabulary in context: <i>tremble, rock, bow, branch, cradle</i> • Infer meaning from pictures and text	

LEARNING OBJECTIVES: • Pupils will read and perform key lines from both poems with correct stress and actions. • Pupils will identify clues that the wind is blowing (visual evidence). • Pupils will explain unfamiliar words using picture/gesture support.

MATERIALS NEEDED: • Textbook pp. 79–80 • Flashcards: <i>wind, leaves, trees, bow, tremble, cradle, branch, rock</i> • A light scarf/paper strips/fan (to demonstrate “wind”) • Highlighters for underlined lines • (Optional) soft shaker/tambourine to keep beat	INTRO/HOOK: • Turn on a small fan or wave a scarf. Ask: “How do we know wind is blowing if we can’t see it?” • Elicit: <i>leaves move, trees bend, hair blows, kites fly.</i>
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KEY WORDS: 1. Tremble • Pronunciation: /'trem-bəl/ - trem-bul • Part of Speech: <i>verb (action)</i> • Meaning (simple): To shake a little because you are scared, cold, or excited. • Example Sentence: <i>The little boy began to tremble when he heard the loud sound.</i> • Teaching Tip: ○ Show trembling by shaking your hands gently. ○ Ask: “Do we tremble when we are hot or cold?”

2. Rock (verb)

- **Pronunciation:** /rɒk/ - rok
- **Part of Speech:** *verb (action)*
- **Meaning (simple):** To move gently from side to side.
- **Example Sentence:** *The mother rocked the baby to sleep.*
- **Teaching Tip:**
 - Mime rocking a baby with arms.
 - Ask: “What else can rock?” (a cradle, a swing)

(Note: For Grade 1, keep it as the **verb**, since the story uses rock as a movement.)

3. Bow (rhymes with “cow”)

- **Pronunciation:** /baʊ/ - boh
- **Part of Speech:** *verb (action)*
- **Meaning (simple):** To bend your head or body to show respect.
- **Example Sentence:** *The children bowed to the teacher.*
- **Teaching Tip:**
 - Show a small bow by bending forward.
 - Explain very simply: “Bow = bend like this.”

4. A branch

- **Pronunciation:** /brɑːntʃ/ - branch
- **Part of Speech:** *noun*
- **Meaning (simple):** A part of a tree that grows out from the trunk.
- **Example Sentence:** *The bird is sitting on a branch.*
- **Teaching Tip:**
 - Point to a drawn or real picture of a tree and show the branch with your hand.
 - Ask: “Do leaves grow on a branch?” (Yes!)

5. A cradle

- **Pronunciation:** /ˈkreɪ-dəl/ - kray-dul
- **Part of Speech:** *noun*
- **Meaning (simple):** A small bed for a baby that can rock.
- **Example Sentence:** *The baby is sleeping in the cradle.*
- **Teaching Tip:**
 - Draw or show a simple picture of a cradle.
 - Mime rocking it gently.

LESSON STRUCTURE:

A. Pre-teaching vocabulary

- Show cards + actions:

- *tremble* (shiver hands), *bow* (tilt head), *rock* (gently sway), *branch* (arm as branch), *cradle* (arms rocking a baby).
- Quick "Say & Do": Teacher calls the word; class performs action.

B. Poem 1: *Who Has Seen the Wind?* (pp. 79)

- **First read (teacher):** Track print; emphasise underlined parts.
- **Echo reading:** Line by line.
- **Choral reading with actions:**
 - "when the **leaves** hang **trembling**" → flutter fingers
 - "the **trees** **bow** down" → lean upper body forward
- **Meaning making:**
 - Ask: "Can we see wind?" (No.) "How do we know it's there?" (Leaves/trees move.)
- **While-reading question (p. 79):** "How do we recognise that the wind is blowing?" → Pupils point to pictures and answer.

C. Poem 2: *Hush-a-bye Baby* (p. 80 top image)

- **Teacher read-aloud** with a gentle lullaby rhythm; model rocking motion.
- **Call-and-response:** Class repeats the last phrase of each line: "*the cradle will rock*" / "*cradle and all.*"
- Discuss safety: "If the wind is strong, what should we do?" (Stay away from weak branches, stay indoors.)

CLASSWORK ACTIVITY:

- **Oral:** In pairs, pupils perform stanza 1 with actions.
- **Written (notebooks, 5–7 min):** Copy two modelled lines with correct capitals/line breaks, e.g.:
 - *When the leaves hang trembling,*
 - *The wind is passing through.*

ASSESSMENT/LESSON CLOSURE:

- Exit slip (verbal): each pupil names **one** sign of wind and **one** new word.
- Teacher notes pupils' pacing and action accuracy.

HOMEWORK:

- Draw a windy scene and label **two** clues (e.g., *leaves move*, *trees bow*).
- Parent note: if watching a poem video, adults should play it; children should not click extra links.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Comprehension & Short Answers (p. 80)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Labelling diagram with words from a poem • Answering questions with short Yes/No/It is/They do/We can't style answers • Speaking in full sentences from short answers	

LEARNING OBJECTIVES: • Pupils will label the cradle scene correctly. • Pupils will answer seven comprehension questions using correct short forms. • Pupils will restate short answers as full sentences.
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MATERIALS NEEDED: • Textbook p. 80 • Sticky word labels: <i>cradle, tree, branch, wind, baby, top</i> • Two-colour pens for correcting • Sentence frame cards: "Yes, we can./No, we can't." "It is ____." "They do." "They don't."	INTRO/HOOK: • "Hands up if you have ever seen a tree rock in the wind!" • Quick mime: teacher rocks a paper cradle; pupils predict the poem line that matches.
LESSON STRUCTURE: A. Exercise 1—Label the picture • Model one label on the board (e.g., <i>branch</i>). • Pupils label all parts; peer-check in pairs. B. Exercise 2—Short answers • Read each question aloud; decide the short answer as a class first. • Pupils write the short answer in notebooks. • Oral extension: Turn short answers into full sentences.	

- Teacher: "Can we see the wind?" Pupil: "**No, we can't.**" → class repeats: "**We can't see the wind.**"

C. Safety & Senses mini-talk

- Discuss: "Do trees **stay still** in wind?" "When is wind dangerous?" (During storms; keep away from tall, weak branches; stay with adults.)

CLASSWORK ACTIVITY:

p. 80: **Q1 (labels)** and **Q2 (short answers)** in notebooks; include 2 full-sentence rewrites.

ASSESSMENT/LESSON CLOSURE:

- "Find and show" challenge: pupils point to *branch/treetop/cradle* in the picture.
- Two pupils read their best full sentence.

HOMEWORK:

Write two **full sentences** that answer any two of today's questions.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Phonics: **oa, oe, o_e** (p. 81)

REFERENCE: TEXTBOOK

SKILLS COVERED:

- Vowel teams/split digraphs: **oa, oe, o_e** (long /ō/)
- Reading, tracing, copying target words
- Word completion and spelling

LEARNING OBJECTIVES:

- Pupils will read and sort words with **oa/oe/o_e**.
- Pupils will mark syllables (1- vs 2-syllable) with dot/dash.
- Pupils will trace/copy words with correct formation and complete partial spellings.

MATERIALS NEEDED:

- Textbook p. 81
- Grapheme cards: **oa**, **oe**, **o_e**
- Elkonin boxes & counters; highlighters
- Mini whiteboards; pencils with erasers

INTRO/HOOK:

- On the board write **hop** → **hope**. Ask: "What changed?" (Magic **e** makes **o** say its name /ō/.)
- Show **oa** and **oe** cards; say **boat**, **toe**.

LESSON STRUCTURE:**A. Read the phonic words (p. 81 #1)**

- Teacher models 2–3 words per column:
 - **oa**: *goat, boat, road, potatoes*
 - **oe**: *toe, mangoes, does* (note: *does* has /ʌ/; treat as sight word)
 - **o_e**: *rope, smoke, note, rose, notebook*
- Pupils echo and underline the spelling that makes /ō/.

B. Syllable marking (p. 81 #2)

- Pupils put a **dot** under 1-syllable words (*goat, rope, smoke*) and a **dash** under 2-syllable words (*potatoes, notebook*).

C. Handwriting practice (p. 81 #3)

- "Start at the dot; keep letters on the line; finger spaces."
- Pupils read, trace and copy each row neatly.

D. Word completion (p. 81 #4)

- Pupils complete missing spellings (e.g., *r__d* → *road*; *sm__* → *smoke*).
- **Partner check**: read completed words to a partner.

E. Mini dictation

- Dictate 3 words: *goat, rope, rose*; pupils write on mini boards and underline **oa/oe/o_e**

Differentiation

- **Support**: Provide picture-word cards and dotted-letter tracing strips.
- **Challenge**: Ask pupils to write a sentence using **two** target words (e.g., *The goat crossed the road.*).

CLASSWORK ACTIVITY:

p. 81: **Q1–Q4** completed in the book; underline the target grapheme each time.

ASSESSMENT/LESSON CLOSURE:

- Quick “**Show me the sound**”: teacher says a word; pupils hold up **oa/oe/o_e** card.
- Note 3 pupils who need more support with **o_e** spacing.

HOMEWORK:

- Sound hunt at home: find **two** labels or book words with **oa/oe/o_e**; write or draw them.
- Parent note: adults may help search; pupils should not browse the internet alone.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Grammar & Punctuation + Listening
Warm-up (pp. 82–83)

REFERENCE: TEXTBOOK

SKILLS COVERED:

- **Question marks (?)**; matching questions to answers
- Alphabet order (A–Z)
- Listening to a short description and pointing to positions

LEARNING OBJECTIVES:

- Pupils will place **?** correctly at the end of questions and copy neat question–answer pairs.
- Pupils will recite and write the alphabet in order.
- Pupils will listen and identify where a balloon goes.

MATERIALS NEEDED:

- Textbook p. 82 (left box) & p. 83 (#1)
- Punctuation cards: **. ?**
- Alphabet strip (A–Z) for wall

INTRO/HOOK:

Teacher says two sentences: one **question** and one **statement**. Pupils decide which ends with **?** or **.** by holding up the correct card.

- Pointer/laser or projector for balloon picture

LESSON STRUCTURE:

A. Grammar box—Match & add question marks (p. 82, top)

- Model (a) fully: read the question, add **?**, draw a line to the correct answer, copy the **complete pair** into notebooks.
- Pupils complete (b)–(e); then read aloud:
 - “**Why** is there smoke? **Because** it is cooking.”
- **Focus on capital W** in *Why* and full stops at the end of answers.

B. Alphabet order (p. 82—Revise)

- Sing/chant A–Z once slowly.
- Pupils write the sequence in notebooks; teacher checks letter formation (especially g, j, y).

C. Listening & pointing (p. 83 #1)

- Play/read the balloon route once; pupils listen and **point** to each location (over a swing, under a branch...).
- Replay for confirmation; brief pair check.

CLASSWORK ACTIVITY:

- p. 82: **Match + add ? + copy pairs**; write **A–Z** in order.
- p. 83: **#1 listening & pointing** (no writing here yet).

ASSESSMENT/LESSON CLOSURE:

- **Spot the mark:** Teacher says a sentence; pupils show **?** or **.**
- Two pupils read one copied question–answer pair.

HOMEWORK:

Write 3 **questions** about windy weather. End each with **?**

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I

SUBJECT: ENGLISH

DATE:

LESSON TOPIC: Process Writing (Balloon Route) + Time Sentences (pp. 83–84) & Wrap-up	REFERENCE: TEXTBOOK
SKILLS COVERED: • Writing sequenced sentences using positional phrases • Using capital letters and full stops • Reading and writing clock-time sentences (o'clock) • Short personal recount	

LEARNING OBJECTIVES: • Pupils will write 5–6 sentences describing where the balloon goes, using the word bank. • Pupils will write clock-time sentences using the model “At ___ o’clock, ...” • Pupils will write 2–3 sentences about their afternoon/evening.
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MATERIALS NEEDED: • Textbook pp. 83–84 • Sentence frames on chart paper • Word banks: over, under, across, in front of, behind, near • Clocks (paper or drawn) for time practice	INTRO/HOOK: “Finger path” warm-up: With a finger, trace an imaginary balloon route over/under classroom objects while class says the preposition.
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LESSON STRUCTURE: A. Ask–Answer warm-up (p. 83 #2) • Model with a pupil: “Where does the balloon go?” → “First the balloon goes across a stream.” • Partners ask and answer for two locations. B. Process writing—Balloon route (p. 83 #3) • On the board, write the starter: <i>First the balloon goes... Then it goes... Next it goes... After that it goes... At last, it...</i> • Pupils write 5–6 sentences using the picture and word bank; end each with a full stop.
--

- **Extension:** Draw your own playground and add two more steps.

C. Picture description practice (p. 83 #4, quick)

- Pupils write **one** descriptive sentence using senses adjectives (hard/soft, loud/quiet, good/bad smell, sweet/sour, pretty/ugly).
 - Example: *The flowers smell good.*

D. Time sentences—Dadi's day (p. 84 #4) (10–12 min)

- Model one: *At one o'clock, Dadi cooks lunch.*
- Pupils read the clocks and complete sentences: **At ___ o'clock, she ___** (choose from the box).
- Oral check: choral reading of each time sentence.

E. Personal writing (p. 84 #5) (5–6 min)

- Pupils write 2–3 lines about their afternoon/evening using **At ___ o'clock, I...**
- Encourage **capital letters** and **full stops**.

QR moment

- If any QR is printed on p. 83: *Teacher scans to model the route description once.*
- **Safety line:** Teacher-only scanning on school device.

CLASSWORK ACTIVITY:

- p. 83: **#2, #3, #4** (sentences in book/notebook)
- p. 84: **#4 completion** and **#5 short writing**

ASSESSMENT/LESSON CLOSURE:

- **Author's chair:** 3–4 pupils read their balloon routes and one time sentence.
- **Unit exit quiz:**
 - Sign of wind? (leaves, trees)
 - Spell a long-o word with **oa/oe/o_e**.
 - Add **?** to a question the teacher says.
- **Success criteria (share on board):**
 - I can read poems with actions and stress.
 - I can spell words with **oa/oe/o_e**.

- I can write sequenced sentences using **First/Then/Next/After that/At last**.
- I can write **At ___ o'clock** sentences correctly.

HOMEWORK:

- Finish any incomplete balloon or time sentences.
- Optional: Write **two** new sentences using **oa/oe/o_e** words (underline them).
- Family note: adults may show a safe route video/map; children must not browse or post online.

Daily Phonics Micro-routine

1. **Flash** the grapheme cards **oa, oe, o_e**; pupils say sound and one word.
2. **Blend** letter tiles to read new words (r-**oa**-d → *road*; r-**o_e** → *rope*).
3. **Segment & write**: dictate 2–3 words; pupils tap sounds into Elkonin boxes; then write and underline the target grapheme.
4. **Find it** in today's page; highlight the grapheme.
5. **Quick dictation** of one **sentence** using a target word (e.g., *The goat is on the road.*).

Teacher resources for phonics

- Elkonin boxes, magnetic letters, dotted-trace strips for **o_e**, colour highlighters (each grapheme gets a colour).

Extra Support & Extension

Support (SEN/EAL)

- Picture–word glossary (wind, leaf, branch, cradle).
- Cloze versions of p. 81 #4 with initial letters given.
- Sentence frames: “**The wind is** _____.” “**First, the balloon goes** _____.” “**At ___ o'clock, I** _____.”
- Whisper phones/paired echo reading of poem lines.

Extension (for fast finishers)

- Compose a **new stanza** for *Who Has Seen the Wind?* using a senses clue (e.g., *When the kite pulls high...*).
- Write a **6-step** route for a kite around the classroom using **over/under/behind/near/across/through**.
- **Dictionary hunt**: list 5 more **long-o** words and sort by spelling pattern.

Evidence & Quick Marking Guide

- **Reading**: By Day 2, each pupil reads one poem line with correct stress and matching action.
- **Phonics**: By Day 3, reads **6/8** long-o words; underlines correct grapheme.
- **Writing**: Day 5 balloon route shows at least **5 steps**, correct capitals & full stops, and accurate positional words.

- **Speaking:** Gives one full answer from p. 80 Q2 and one oral sentence about time (p. 84).

**UNIT 10: YASMIN'S INVENTION – A CONTEMPORARY STORY WITH A FAMILIAR
SETTING**

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Shared Reading with Actions: <i>Yasmin's Invention</i> (pp. 85–89)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Listening & shared reading; echo/choral reading • Story elements (characters, setting, problem, plan, steps, result) • Vocabulary in context: <i>inventor, thief, trap, toolbox, screwdriver, tissues, newspaper, glue, pieces of wood</i> • Prediction & inference using pictures; sequencing events with time words	

LEARNING OBJECTIVES: • Pupils will follow the narrative and identify who, where, and what problem Yasmin is solving. • Pupils will echo-read dialogue with correct expression and actions. • Pupils will predict what will happen next at three points in the story. • Pupils will retell the steps of making the trap in order.
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MATERIALS NEEDED: • Textbook pp. 85–89 • Word & picture cards (items Yasmin uses) • Sentence strips for time words: On Tuesday morning.../afternoon/evening; At eleven o'clock...; At twelve o'clock... • Simple props (ruler, tissue box, paper "screws", two craft sticks as "wood") • Mini whiteboards or notebooks; pointer	INTRO/HOOK: • Show a common object (tissue box). Ask: "How many different uses can we imagine for this?" Accept 3–4 ideas. • Introduce the unit: "We'll read how a child used everyday materials to solve a problem."
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KEY WORDS: 1. Inventor

- **Pronunciation:** /In-'ven-tər/ - in-ven-tur
- **Part of Speech:** *noun*
- **Meaning (simple):** A person who makes or creates something new.
- **Example Sentence:** *The inventor made a new machine.*
- **Teaching Tip:**
 - Mime “thinking” and pretend to draw a new idea.
 - Ask: “*What would YOU invent?*”
 - Show simple examples: wheel, phone, scissors.

2. Thief

- **Pronunciation:** /θi:f/ - theef
- **Part of Speech:** *noun*
- **Meaning (simple):** A person who takes things that do not belong to them.
- **Example Sentence:** *A thief takes things without asking.*
- **Teaching Tip:**
 - Use a gentle hand-gesture showing “taking” and say that it is **wrong**.
 - Ask: “*Should we take things without asking?*” (No.)

3. Trap

- **Pronunciation:** /træp/ - trap
- **Part of Speech:** *noun*
- **Meaning (simple):** Something used to catch a person or an animal.
- **Example Sentence:** *They made a trap to catch the thief.*
- **Teaching Tip:**
 - Use hands to show something closing or catching.
 - Ask: “*What can we catch with a trap?*” (animal in a story, toy, pretend situation)

LESSON STRUCTURE:

A. Pre-reading picture walk (pp. 85–86)

- Ask: “Who are the people?” “What happened in the town?” (A thief took jewels.)
- Pre-teach key words with props + actions:
 - *inventor* (tap temple “idea”), *trap* (hands form a box), *glue* (pretend to squeeze), *screwdriver* (twist wrist).

B. First read-aloud with tracking (pp. 85–86)

- Teacher reads; track print with a pointer.
- **Expression & actions:**
 - Asad doubtful voice; Yasmin confident (“I am an inventor”).

- Mime drawing a plan, measuring with a ruler, twisting screwdriver, gluing, collecting tissues/wood/newspaper.

C. Echo & Choral reading (pp. 87–89)

- Echo read short sections, especially dialogues “Where’s the newspaper/screwdriver/tissues?”
- Choral read the suspense part (pp. 88–89) with gestures: tiptoe, *CRASH!*, *HELP!*
- **Stop-and-predict points (While Reading boxes):**
 1. p. 86: *How do you think the thief trap will work?*
 2. p. 87: *What do you think will happen next?*
 3. p. 88: *Who do you think was in the bathroom?*

(Take 2–3 oral ideas each time.)

D. Sequence the steps (We do)

- Place time phrase strips on board; pupils place picture/word cards under the correct time: **draw plan** → **collect tools** → **collect materials** → **set up in bathroom** → **family sleeps** → **thief comes** → **police arrive**.

CLASSWORK ACTIVITY:

- **Oral pair task:** Retell **three** steps using time words.
- **Written (notebooks):** Copy and complete two teacher-modelled sentences:
 1. *On Tuesday afternoon, Yasmin drew a plan.*
 2. *At eleven o’clock, she worked in the bathroom.*

ASSESSMENT/LESSON CLOSURE:

- Exit slip (verbal): one **item** Yasmin used + one **action** (e.g., *screwdriver—fixed screws*).
- Teacher checks 4–5 notebooks for capitals and full stops.

HOMEWORK:

- Draw the trap scene and label **three** materials.
- Parent note: adults may help read the story aloud; children should not browse links by themselves.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Comprehension & Vocabulary in Use (p. 90)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Matching pictures to words; completing sentences with a word bank • Choosing correct answers; copying corrected sentences neatly • Using context clues from the story	

LEARNING OBJECTIVES: • Pupils will correctly match six objects to their names. • Pupils will complete sentences using the matched words. • Pupils will select and write correct answers for key story facts.
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MATERIALS NEEDED: • Textbook p. 90 • Cut-up mini word cards (screwdriver, newspaper, tissue box, pencil, ruler, pieces of wood) • "Because..." speaking frames for justifying choices • Mini whiteboards for quick checks	INTRO/HOOK: "Mystery Bag": Pull an object card; class says how Yasmin used it (e.g., <i>glue—stick things</i>).
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LESSON STRUCTURE: A. Q1—Match • Model one (draw a line from the picture of the screwdriver to its word). • Pupils complete; quick peer checking. B. Q2—Complete the sentences • Read all sentences together; underline clue words (e.g., <i>draw her plan → pencil</i>). • Pupils write answers (book/notebook). Encourage full sentences orally: ◦ "She put newspaper on the floor to keep it clean."
--

C. Q3—Circle the correct words; copy sentences

- Pupils circle, then **copy the correct sentence** into notebooks with capital letters and full stops.
- Teacher monitors for neatness and accuracy.

Differentiation

- **Support:** Provide a mini word bank above each sentence; allow drawing a small icon next to each word to aid recall.
- **Challenge:** Ask pupils to add **because** to one sentence (e.g., *She fixed a screw in the seesaw with a screwdriver because it was loose.*)

CLASSWORK ACTIVITY:

Complete **p. 90 Q1–Q3**. Underline the **naming words** (nouns) in the completed sentences.

ASSESSMENT/LESSON CLOSURE:

- **Show & Tell:** Pupils hold up the correct word on mini boards when teacher says a picture.
- Collect 5 notebooks for a quick marking sample.

HOMEWORK:

Write two new sentences using any two words from Q1.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Phonics I (ew/ue/u_e) & Phonics II (long/short oo) (pp. 91–92)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Phonics patterns ew, ue, u_e (long /ū/ or /oo/ sound) • Reading and spelling in context (sentence completion) • Phonics contrast long oo (<i>moon</i>) vs short oo (<i>book</i>); syllable marking; tracing/copying	

LEARNING OBJECTIVES:

- Pupils will read and sort words with **ew/ue/u_e** and complete meaning-based sentences.
- Pupils will read and sort **long/short oo** words, mark syllables, and trace/copy neatly.

MATERIALS NEEDED:

- Textbook pp. 91–92
- Grapheme cards: **ew, ue, u_e, oo** (long/short)
- Elkonin boxes; counters; highlighters
- Mini whiteboards
- Picture prompts for **blew, drew, glue, ruler, tube, computer**

INTRO/HOOK:

- Write **tub** → **tube**; say: “Magic **e** makes **u** say **yoo/oo**.”
- Quick chant: **ew—ue—u_e**; pupils point at the right card.

LESSON STRUCTURE:**A. Page 91 #1—Read phonic words**

- Model two words per column; note that **new, drew, blew** rhyme; **blue** is colour; **ruler, super, tube** use **u_e**.
- Pupils echo and underline target graphemes.

B. Page 91 #2—Complete sentences

- Display picture cues; read each sentence; pupils choose from the box and **underline the capital letter** at sentence start (as the task asks).
- Pair read the finished sentences.

C. Page 92 #3—Read long/short oo lists

- Teach mouth shapes: **long oo** = smile eyes / round lips; **short oo** = relaxed lips.
- Read columns: *soon, room* vs *look, took, book*. Identify **sight words** *friends, school, twelve*.

D. Page 92 #4—Dot/Dash syllables

- Dot under 1-syllable; dash under 2-syllable words (e.g., **bookcase** = dash).

E. Page 92 #5—Read, trace, copy

- Emphasise tall/short letters; finger spaces; start at the dot.
- Complete neat rows for **long oo** and **short oo**.

F. Page 92 #6—Sort into long/short oo boxes

- Pupils write words in the correct box (e.g., **balloon** → long; **good** → short).

Differentiation

- **Support:** Provide dotted letters; allow students to circle the grapheme before writing.
- **Challenge:** Dictation of a short sentence using **two** target words (e.g., *She drew a blue balloon.*).

CLASSWORK ACTIVITY:

- p. 91: **#1–#2**
- p. 92: **#3–#6** (sorting into long/short boxes)

ASSESSMENT/LESSON CLOSURE:

- **Board race:** Teacher says a word; two pupils circle the correct column (**ew/ue/u_e** or **long/short oo**).
- Collect 3 notebooks to check letter formation.

HOMEWORK:

Sound hunt: write or draw **three** items with **ew/ue/u_e** at home. Underline the grapheme.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Word Work & Grammar; Capital Letters for Names (pp. 93–94)

REFERENCE: TEXTBOOK

SKILLS COVERED:

- **Compound words** (book + case → **bookcase**)
- **Rhyming words** (choose from phonic box)

- Grammar: **conjunction *and*** to join ideas
- Punctuation: **Capital letters** for **names** (proper nouns)

LEARNING OBJECTIVES:

- Pupils will form and write common **compound words**.
- Pupils will choose and write **rhyming pairs**.
- Pupils will write clear sentences joined with **and**.
- Pupils will capitalise **names** correctly and spell them.

MATERIALS NEEDED:

- Textbook pp. 93–94
- Word halves for compounds (book/case, foot/steps, tea/pot, school/tool/room)
- Picture cards for rhymes (hook/book, good/wood, spoon/balloon)
- Conjunction card **and**; name cards (Yasmin, Asad, Hassan, Samina, Tariq)
- QR (if provided for names spelling)

INTRO/HOOK:

"Word puzzle": Show **book + case**; ask, "What new word do we make?" Explain that a **compound word** is **two words joined** to make a new word.

LESSON STRUCTURE:

A. Compound words (p. 93 #7)

- Pupils **match**, write the compound in notebooks, and draw a quick icon (e.g., **bookcase**).
- Choral check. Extension: can they find one more in the unit (e.g., **bed + room**)?

B. Rhyming words (p. 93 #8)

- Say a word from box; pupils find a rhyme (e.g., **look—hook; good—wood; spoon—balloon**).
- Pupils write three pairs.

C. Grammar—Conjunction **and** (p. 93 #1)

- Mini-lesson: "**and** joins **two things or ideas**."
- Model: *She has a book **and** a pencil.*

- Pupils complete the table sentences (He/She/They) using pictures; read aloud.

D. Capital letters for names (p. 94 top—#2)

- Rule: *We start **names** with a **capital letter**.*
- Pupils write the names with capitals and **say the spelling** (call-and-response).
- **#3:** Write **your name** with a capital; say the spelling aloud.

CLASSWORK ACTIVITY:

- p. 93: **#7, #8** and **Grammar #1 (and)**
- p. 94: **Capital letters—#2 & #3**

ASSESSMENT/LESSON CLOSURE:

- **Name check:** Pupils hold up name cards; class says whether the capital is correct.
- Two volunteers read “and” sentences clearly.

HOMEWORK:

- Write **three** sentences about your school using **and** (e.g., *Our classroom has tables **and** chairs.*).
- Practise writing your full name with capitals.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Listening, Speaking & Composition: Explain an Invention (pp. 94–95) + Wrap-up	REFERENCE: TEXTBOOK
SKILLS COVERED: • Listening and labelling a trap diagram • Predicting what will happen next; writing short explanations • Labelling parts of Yasmin’s tea-table trap • Process writing: First... Then... Next... After that... At last...	

LEARNING OBJECTIVES:

- Pupils will listen and **label** a trap using a word bank.
- Pupils will write **three** predicting sentences about the troll and fish story.
- Pupils will **label Yasmin's plan** and write a clear **five-step** plan in their notebooks.

MATERIALS NEEDED:

- Textbook pp. 94–95
- Labelling word cards (wood, fish, troll, pit, stick, pillows)
- Word banks for "Explain an invention" (hoop, string, table, teapot)
- Chart with sentence starters: **First, Then, Next, After that, At last**
- (If available) QR audio for listening

INTRO/HOOK:

Show three simple items (hoop, string, box). Ask: "How could we use these to make a **safe** trap for a toy?" Emphasise safety: *only ideas, no real traps in class.*

LESSON STRUCTURE:**A. Listening & Labelling (p. 94 #1)**

- Read or play the QR audio describing the picture. Pupils label **wood/fish/troll/pit/stick/pillows**.
- Peer check and whole-class confirm.

B. Predicting what will happen (p. 95 #2)

- Model a starter: *I think the troll will walk to the trap.*
- Pupils write **three** sentences, using the ideas box if needed, then share one orally.

C. Draw & Explain your own trap (p. 95 #3)

- Pupils sketch a simple trap in a small box and write **two** explaining sentences.

D. Label Yasmin's tea-table plan (p. 95 #4)

- Match and label: **hoop, string, table** (and the teapot hanging point).

E. Write Yasmin's plan (p. 95 #5)

- Model on board using the starters:

- *First I will hang a hoop from the light.*
- *Then I will tie a string to the hoop.*
- *Next I will put the teapot on the table under the hoop.*
- *After that I will pull the string when the thief comes.*
- *At last the teapot will fall and make a loud sound.*
- Pupils write neatly in notebooks. Teacher conferences with 3–4 pupils.

CLASSWORK ACTIVITY:

- p. 94: **#1 (label)**
- p. 95: **#2, #3, #4, #5** (draw/label/write)

ASSESSMENT/LESSON CLOSURE:

- **Author's chair:** 4–5 pupils read their plan steps.
- **Unit review flash:**
 - Phonics: choose correct spelling—**blue** / **blew** (meaning check).
 - Word work: say a **compound** from the unit.
 - Grammar: join two ideas with **and**.
 - Comprehension: "What problem did Yasmin solve?"
- **Success criteria (share on board):**
 - I can explain steps using **First/Then/Next/After that/At last**.
 - I can label diagrams and name materials.
 - I can read and write words with **ew/ue/u_e** and **oo**.

HOMEWORK:

- Finish your plan in neat, colour the labels, and read it to a family member.
- Optional: Write two compound words you use at home and draw them.

Daily Phonics Micro-routine

1. **Flash** grapheme cards (**ew, ue, u_e, oo-long, oo-short**): pupils say the sound and one example.
2. **Blend:** use letter tiles to form target words (e.g., **n + ew** → *new*; **ru + l + er** → *ruler*; **m + oon** → *moon*).
3. **Segment & write:** pupils tap sounds in Elkonin boxes, then write on mini boards; underline the target grapheme.
4. **Find it** on today's page and highlight.
5. **Quick dictation** of one short sentence, e.g., *The blue balloon blew away.*

Teacher resources for phonics

- Elkonin boxes, magnetic letters, dotted-trace strips for **u_e**, colour highlighters, picture–word cards.

Extra Support & Extension (use flexibly)

Support (SEN/EAL)

- Picture glossary (inventor, thief, trap, screwdriver, glue, tissue box, newspaper).
- Cloze sentences with illustrated word banks (p. 90 & p. 91–92).
- Oral rehearsal frames: “**She used a ___ to ___.**” / “**First..., Then...**”
- Whisper-phone / partner echo-reading for dialogue.

Extension (Fast finishers)

- **Inventor’s Notebook:** design a safe home helper; label 3 parts and write **two** “and” sentences.
- **Word detective:** list 6 compound words from the unit/context (bedroom, bookcase, teapot, toolbox, footstep(s), schoolbag if applicable).
- **Rhyme builder:** create three new rhyming pairs using **oo/ue/ew/u_e** words.

Evidence & Quick Marking Guide

- **Reading:** By Day 2, each pupil echo-reads one dialogue line with expression.
- **Phonics:** By Day 3, reads at least **6/8** target words across **ew/ue/u_e** and **oo**; underlines correct grapheme.
- **Writing:** Day 5 plan shows: **5 ordered steps**, capitals, full stops, time/order words, logical sequence, legible handwriting.
- **Speaking:** Explains one step clearly using **First/Then/Next...** frames.

UNIT 11: INSTRUCTIONS FOR YOUR TOYS – NON-FICTION INSTRUCTIONS

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Shared Reading: Care, Safety & Play (pp. 96–97)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Reading instructions (imperative verbs; Do/Do not) • Oral fluency with actions; listening for safety rules • Vocabulary: <i>teddy bear, brush, fur, hold firmly, drop, stairs, chair, hurt, clothes (summer/winter), boots</i> • Speaking in complete sentences	

LEARNING OBJECTIVES: • Pupils will read and act care and safety instructions for a teddy. • Pupils will distinguish between Do and Do not instructions. • Pupils will identify summer vs winter clothing for a toy and say why.
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MATERIALS NEEDED: • Textbook pp. 96–97 • A soft toy (teddy) and a small brush/comb • Two large cards: DO  and DO NOT  • Picture cards: stairs, chair, nurse, teacher, waiter (for p. 97 games) • Sticky notes; mini whiteboards	INTRO/HOOK: • Show the teddy. Ask: "How can we look after our teddy?" Elicit two ideas. • Place DO/DO NOT cards on board and say: "Today, we will read rules and act them safely."
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KEY WORDS: 1. A teddy bear • Pronunciation: /'ted.i beə/ - a ted-ee bair • Part of Speech: <i>noun</i> • Meaning (simple): A soft toy shaped like a bear. • Example Sentence: <i>The child hugged the teddy bear.</i> • Teaching Tip: ○ Hold a teddy or picture and pretend to hug it. ○ Ask: "Do you sleep with a teddy bear?"
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2. A teacher

- **Pronunciation:** /'ti:tʃər/ - a tee-cher
- **Part of Speech:** *noun*
- **Meaning (simple):** A person who helps children learn.
- **Example Sentence:** *The teacher is writing on the board.*
- **Teaching Tip:**
 - Point to yourself (if you're the teacher) or mime writing on a board.
 - Ask: "Who teaches us in school?"

3. A nurse

- **Pronunciation:** /nɜːrs/ - a nurs
- **Part of Speech:** *noun*
- **Meaning (simple):** A person who helps sick or hurt people.
- **Example Sentence:** *The nurse takes care of the patients.*
- **Teaching Tip:**
 - Mime checking temperature or giving medicine.
 - Ask: "Where does a nurse work?" (hospital / clinic)

4. A waiter

- **Pronunciation:** /'weɪ.tər/ - a way-tur
- **Part of Speech:** *noun*
- **Meaning (simple):** A person who serves food in a restaurant.
- **Example Sentence:** *The waiter brings food to the table.*
- **Teaching Tip:**
 - Mime carrying a tray.
 - Ask: "Who brings food in a restaurant?"

5. A bus driver

- **Pronunciation:** /'bʌs ,draɪ.vər/ - a bus drai-ver
- **Part of Speech:** *noun*
- **Meaning (simple):** A person who drives a bus.
- **Example Sentence:** *The bus driver takes children to school.*
- **Teaching Tip:**
 - Mime turning a steering wheel.
 - Ask: "Who drives the school bus?"

LESSON STRUCTURE:

A. Pre-reading picture talk

- Turn to p. 96 picture. Ask: "Whose birthday was it? What gift did he get?"
- Pre-teach: *fur* = *hair of a teddy*; *brush*; *hold firmly*; *hurt*.

B. Teacher read-aloud: "Instructions" (p. 96)

- Track the print with your finger. Stress the verb at the start of each line (Brush / Hold / Never throw...).
- **Action demo (TPR)** as you read:
 - *Brush his fur* (brush teddy's head gently);
 - *Turn him round, brush his back*;
 - *Hold firmly* (two hands cradle);
 - Show ✖ signs for *Don't pull / Don't throw / Don't push up the stairs*.
- After each rule, ask **Why?** and elicit a quick reason (e.g., "because he will get hurt").

C. Shared reading: p. 97 Clothes

- Read the summer list; children touch **head/arms/legs** for shirt/shorts/socks.
- Read the winter list; mime *thick orange sweater, brown trousers, green wellington boots*.
- **Think-pair-share:** "What will your teddy wear today? Why?"

D. Games section

- Read aloud and **role-play** 2–3 jobs: nurse (care for teddy), waiter (serve), teacher (teach).
- Reinforce polite phrases: *Good morning, please, thank you*.

Differentiation

- **Support:** Provide picture–word cards and have pupils point/match to DO/DO NOT columns.
- **Challenge:** Ask pupils to **add a reason** to one rule using *because*.

CLASSWORK ACTIVITY:

- **Oral:** Pupils sort 6 rule cards under **DO/DO NOT** on the board.
- **Written:** Copy **two** lines from p. 96 (one DO, one DO NOT) with correct capitals and full stop where needed.

ASSESSMENT/LESSON CLOSURE:

- Exit check: each pupil says one rule beginning with a **strong verb**, e.g., *Brush... / Never throw...*
- Teacher records who can read an imperative and state a reason.

HOMEWORK:

- At home, write **two** more rules for caring for **any toy** (one DO, one DO NOT).

- Family note: adults supervise any QR/video; children should not click other links.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Poem "Two Bears" + Comprehension (pp. 98–99)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Rhythmic reading; echo and choral reading with actions • Understanding feelings; comparing two bears (clean/dirty, new/old) • Short answers: Yes/No/They do/They don't; sentence correction with ✓/X	

LEARNING OBJECTIVES: • Pupils will read the poem with expression and matching actions. • Pupils will answer written comprehension using correct forms. • Pupils will judge sentences as true/false and rewrite corrected ones.
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MATERIALS NEEDED: • Textbook pp. 98–99 • Emotion cards: <i>lonely, happy, loved</i> • Highlighters to mark rhyming lines; ✓/X cards	INTRO/HOOK: Hold two toys (one tidy, one messy). Ask: "Which one looks ready for a cuddle? Why?"
LESSON STRUCTURE: A. First read (teacher) with actions • Track each line. Add actions: ○ "He sits all day up on the shelf." — freeze; ○ "He wants to play, I'm sure." — beckon; ○ "My teddy's always in my arms." — hug; ○ "His clothes are old and worn." — tug sleeve. • Discuss feelings: <i>Pinky's bear lonely / Speaker's bear loved.</i> B. Echo & Choral reading	

- Echo 2 lines at a time; then chorus a whole stanza.

C. Post-reading talk

- “Do you prefer old toys or new toys? Why?” Encourage *because* clauses.

D. Exercises p. 99

- **Q1—Write instructions in your notebook**
 - Model the example *Do brush your teddy’s fur.*
 - Pupils write 3–4 **Do** rules and 3–4 **Do not** rules using the poem/story.
- **Q2—Answer by writing**
 - Pupils write **Yes, they do./No, they don’t.** style answers.
- **Q3—Tick or cross; correct sentences**
 - Pupils mark ✓ or X and **rewrite the correct sentence** in notebooks.

Differentiation

- **Support:** Provide sentence starters and word bank (brush, clean, repair, clothes).
- **Challenge:** Ask pupils to add an **adjective** (clean, sparkly, old, bright).

CLASSWORK ACTIVITY:

Complete **p. 99 Q1–Q3**; teacher checks two notebooks per table for sentence punctuation.

ASSESSMENT/LESSON CLOSURE:

- Two volunteers perform 4–6 lines with actions.
- Quick thumbs: *Do teddy bears like getting dirty?* (Down) etc.

HOMEWORK:

Write **two** sentences comparing the two bears using **and** or **but** (e.g., *Pinky’s bear is clean but lonely.*)

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:	REFERENCE: TEXTBOOK
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Phonics I: er / ir / ur (p. 100) & Phonics II: air / ear / are (p. 101)	
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SKILLS COVERED:

- Phonics patterns: **er, ir, ur** (schwa/3: sound) and **air, ear, are**
- Syllable awareness: dot (1-syllable) / dash (2-syllable)
- Handwriting (trace/copy) and sentence completion from a box
- Reading sight words as a whole

LEARNING OBJECTIVES:

- Pupils will read, sort, trace and spell words with **er/ir/ur** and **air/ear/are**.
- Pupils will mark syllables correctly and use target words to complete sentences about weather and clothes.
- Pupils will match pictures to words and read sight words.

MATERIALS NEEDED:

- Textbook pp. 100–101
- Grapheme cards: **er, ir, ur, air, ear, are**
- Elkonin boxes; counters; highlighters
- Mini whiteboards
- Picture cards: *skirt, shirt, nurse, fur, purple, hair, chair, bear, wear, bare*

INTRO/HOOK:

Write three words on the board: **her, bird, hurt**. Ask pupils to spot what's the same (the **/ər/** sound spelt differently).

LESSON STRUCTURE:**Part A — p. 100 (er/ir/ur)**

- **#1 Read the phonic words:** model *never, winter, shirt, dirty, first, turn, hurt, nurse, purple*. Match a few to pictures.
- **#2 Syllable marking:** pupils place **dot** or **dash** in boxes.
- **#3 Trace & copy:** stress letter formation and finger spaces.
- **#4 Complete sentences:** pupils use the word bank (e.g., *When you are **hurt** a **nurse** cares for you. / We clean the floor when it is **dirty**.*). **Dictate** these for shared writing.

Part B — p. 101 (air/ear/are)

- **#5 Read/match phonic words:** *hair, pair, stairs, chair, repair; bear, wear; are words + sight words (bare, scare, are).*

- **#6 Trace & copy:** complete lines for **air/ear/are**.
- **Weather & clothes mini-task:** Pupils complete (a–f) orally first (hot/cold/thin/thick), then write.

Differentiation

- **Support:** Provide colour-coding (underline **er** in green, **ir** in blue, **ur** in red). Use dotted-letter handwriting strips.
- **Challenge:** Write **one sentence** using two target patterns (e.g., *The **nurse** will **repair** the **chair**.*)

CLASSWORK ACTIVITY:

- p. 100: **#1–#4**
- p. 101: **#5–#6** (including the weather/clothes items)

ASSESSMENT/LESSON CLOSURE:

- **Grapheme hold-up:** Teacher says a word; pupils hold up the card (**er/ir/ur** or **air/ear/are**).
- Collect 3–4 notebooks to check formation and correct grapheme choice.

HOMEWORK:

Word hunt at home: find **four** words with **er/ir/ur** (labels, books). Underline the grapheme.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Grammar & Punctuation: Professions (-er), Present Tense + Listening/Speaking (p. 102)

REFERENCE: TEXTBOOK

SKILLS COVERED:

- Vocabulary: professions with **-er** (waiter, teacher, painter, cleaner, driver, gardener)
- Present tense subject–verb agreement (He/She/They + base verb + s)
- Matching pictures to labels; completing grammar sentences
- Listening and following simple instructions (warm-up for Day 5)

LEARNING OBJECTIVES:

- Pupils will identify jobs ending with **-er** and match them to pictures.
- Pupils will complete present-tense sentences correctly about workers.
- Pupils will say what each worker **does** in a full sentence.

MATERIALS NEEDED:

- Textbook p. 102
- Job picture cards (or page visuals)
- Sentence frame cards: **A ____ (verbs) ____ . / He/She ____ . They ____ .**
- Mini whiteboards/markers

INTRO/HOOK:

Hold a tray and mime serving: "Who am I?" (waiter). Then hold a paintbrush: "Who am I now?" (painter).

LESSON STRUCTURE:**A. Professions with -er (p. 102 top)**

- Read the yellow rule: *A lot of words end with **er**, e.g., **teacher**.*
- **Q1 Match** pictures to workers. Check aloud: "A waiter **serves** food."
- Encourage full-sentence speaking: "A cleaner **cleans floors and dishes**."

B. Present tense (p. 102 #2)

- Mini-lesson:
 - **He/She + verb-s** (He **drives**. She **teaches**.)
 - **They + verb (no -s)** (They **serve**.)
- Pupils complete sentences (a–f); choral read answers.

C. Listening & Doing (p. 103 #1 preview)

- Quick practice: teacher gives two instructions related to books/toys (e.g., *Keep your book clean. Don't fold pages.*). Pupils perform/gesture.

Differentiation

- **Support:** Provide verb bank with icons (serve, teach, drive, paint, clean, work).
- **Challenge:** Pupils write **their own sentence** for a new **-er** job (e.g., *A baker makes bread.*)

CLASSWORK ACTIVITY:

- p. 102: **Q1 (match)** and **Q2 (complete present tense sentences)**.
- Oral: each pupil says one sentence about a worker.

ASSESSMENT/LESSON CLOSURE:

- **Mini whiteboard quiz:** Teacher says subject + verb; pupils write **correct form**.
- Praise correct use of **-s** with **He/She**.

HOMEWORK:

Write **three** sentences about people who help us using **-er** words (e.g., *A driver takes us to school.*).

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Writing Instructions (p. 103) & Unit Wrap-up	REFERENCE: TEXTBOOK
SKILLS COVERED: • Listening & doing; speaking in imperatives • Writing clear Do/Do not instructions with title, capitals, and full stops • Peer teaching/demonstration	

LEARNING OBJECTIVES:

- Pupils will listen and follow 3–4 classroom care instructions.
- Pupils will write at least **six** instructions on **How to look after your book/toy** (a balanced list of DO & DO NOT).
- Pupils will read their instructions aloud clearly.

MATERIALS NEEDED: • Textbook p. 103 • Chart paper title: How to look after your book (and a blank for toy) • Word banks: keep, hold, put, do not fold, do not throw, repair, share, clean, store • Example rule card (from the book's box) and picture prompts	INTRO/HOOK: Quick "Yes/No" walk: Teacher calls a behaviour and pupils step to Yes (Do) or No (Do not) side (e.g., <i>bend the book back?</i>).
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|---|--|
| <ul style="list-style-type: none"> • Stickers for “Best Safety Rule” | |
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LESSON STRUCTURE:

A. Listening & Doing (p. 103 #1)

- Give 4 instructions (e.g., *Hold your book with clean hands; Close it gently; Put it in your bag.*). Pupils follow.

B. Tell five ways to look after a book (p. 103 #2)

- Model a sentence: *Keep your book clean.*
- Partners take turns telling ideas; teacher lists on the board under **DO/DO NOT**.

C. Writing Instructions (p. 103, main task)

- Copy the **title** from the book: **How to look after your book** (or choose **your toy**).
- **Structure reminder:** Begin with a **capital letter**, end with a **full stop**; start each line with a **verb**.
- Pupils write at least **6** lines (3 DO, 3 DO NOT).
- **Peer check:** Swap and tick ✓ if each sentence begins with a capital and ends with a full stop.

D. Short share

- 3–4 pupils read one DO & one DO NOT line.

Differentiation

- **Support:** Provide sentence starters: *Do ___ your book. / Do not ___ your book.*
- **Challenge:** Add **because** to two rules and/or include a **picture icon** for each rule.

CLASSWORK ACTIVITY:

- p. 103: **#1 (listen & do), #2 (tell five ways), Writing Instructions (Do/Do not list)** in notebooks.
- Collect 6–8 notebooks for marking.

ASSESSMENT/LESSON CLOSURE:

- **Author's chair:** each table shares one best rule; class votes for the "**Safety Star**" rule.

- **Unit review flash:**

- Read aloud a **long-er word** and identify the job (*teacher, painter*).
- Phonics: choose the correct spelling for **n__se** (*nurse*).
- Comprehension: "Why should we not throw a teddy?" (He will get hurt.)

- **Success criteria (say aloud):**

- I can read and follow **instructions**.
- I can spell words with **er/ir/ur** and **air/ear/are**.
- I can write a clear **Do/Do not** list with capitals and full stops.

HOMEWORK:

- Finish/illustrate your instruction poster. Read it to your family.
- Optional: Write **two** instructions about **classroom games** (e.g., *Share the toys. Do not push.*)

Daily Phonics Micro-routine

1. **Flash** grapheme cards (**er, ir, ur, air, ear, are**). Pupils say the **sound** and **one example**.
2. **Blend:** build 2–3 words with letter tiles (e.g., **f + ir + st** → *first*; **b + ear** → *bear*).
3. **Segment & write:** pupils tap sounds into Elkonin boxes, write on mini boards, and **underline** the target grapheme.
4. **Find it:** hunt and highlight a word with today's grapheme on the current page.
5. **Quick dictation:** one short sentence (e.g., *The nurse will repair the chair.*).

Teacher resources for phonics

- Elkonin boxes, magnetic letters, colour highlighters (assign colours to graphemes), dotted-trace strips.

Extra Support & Extension

Support (SEN/EAL)

- Picture–word glossary (brush, fur, stairs, nurse, wear, boots).
- Cloze versions of instructions with first letters given.
- Partner echo-reading; whisper phones; TPR for every imperative.
- DO/DO NOT mats where pupils physically place picture cards.

Extension (Fast finishers)

- **Poster design:** "How to look after the library books" (with icons).
- **Job hunt:** list five **-er** professions at school/home; write one present-tense sentence for each.
- **Rhyme time:** make 3 rhyming pairs from **air/ear/are** lists (chair–pair, bear–wear, stare–bare).

Evidence & Quick Marking Guide

- **Reading:** By Day 2, each pupil reads one poem line or instruction with correct stress.
- **Phonics:** By Day 3, correctly reads **6/8** target words and marks syllables accurately.
- **Grammar:** Day 4 sentences show correct **He/She + verb-s** and correctly matched **-er** jobs.
- **Writing:** Day 5 instruction list includes a title, at least **6** lines, **capitals & full stops**, and imperatives.
- **Speaking/Listening:** Follows at least **3** spoken instructions; explains one rule with *because*.

UNIT 12: THE TALES OF THE FUR COAT – A TRADITIONAL TALE

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Shared Reading with Actions: <i>The Tales of the Fur Coat</i> (pp. 104–106)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Shared reading (echo & choral) • Vocabulary in context (fur coat, different, the same, grand, benches, hall, servants, sauces, jugs, torches) • Identifying setting, characters, problem and solution • Making predictions	

LEARNING OBJECTIVES: • Pupils will follow the story, identify who (Nasreddin, rich man, servants), where (grand house/hall), what happens, and why people treat Nasreddin differently. • Pupils will echo and choral-read key lines with expression and actions. • Pupils will predict what will happen next at two points in the story.

MATERIALS NEEDED: • Textbook pp. 104–106 • Word/picture cards for key nouns (<i>fur coat, benches, hall, jugs, sauces, torches</i>) • Two large labels: old clothes / grand fur coat • Sticky notes for vocabulary; mini whiteboards • (Optional) a simple shawl/coat prop	INTRO/HOOK: • Show two pictures/clothes (plain vs fancy). Ask: "Will people treat these two the same or different? Why?" • Tell pupils: "Today we'll read a story about how people judged a man by his clothes."
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KEY WORDS: 1. A fur coat • Pronunciation: /fɜːr koʊt/ - a fur coat • Part of Speech: <i>noun</i> • Meaning (simple): A warm coat made from animal fur or very soft material. • Example Sentence: <i>The girl wore a fur coat in winter.</i> • Teaching Tip:

- Show a picture of a soft, fluffy coat.
- Rub your hands on your sleeve and say “soft” to help students feel the idea.
- Ask: “*Do we wear a fur coat in summer or winter?*”

2. Different

- **Pronunciation:** /ˈdɪf-rənt/ - dif-rent
- **Part of Speech:** *adjective*
- **Meaning (simple):** Not the same; not alike.
- **Example Sentence:** *The two shoes are different colours.*
- **Teaching Tip:**
 - Hold up two objects of different colours (e.g., a red marker and a blue marker).
 - Say: “*These are different.*”
 - Ask: “*Are they the same or different?*”

3. The same

- **Pronunciation:** /ðə seɪm/ - the saym
- **Part of Speech:** *adjective / phrase*
- **Meaning (simple):** Exactly alike; not different.
- **Example Sentence:** *The two balls are the same size.*
- **Teaching Tip:**
 - Hold up two identical objects (two pencils, two blocks).
 - Say: “*These are the same.*”
 - Ask: “*Do they look the same?*”

LESSON STRUCTURE:

A. Pre-reading picture walk (pp. 104–105)

- Point to the **grand house**: lawns, tall trees, bright torches.
- Pre-teach vocabulary with quick TPR:
 - *grand*—stand tall with hands wide; *servants*—mime carrying trays; *saucepans*—stirring; *benches*—sit gesture.

B. First teacher read-aloud (pp. 104–105)

- Track lines with your finger.
- **Expression & actions:**
 - Tired Nasreddin (slow walk, rub feet); servants pointing to benches (hand gesture); nobody talking (finger on lips).
- *While reading prompt (p. 104):* “What do you think will happen?”

C. Echo & Choral reading (pp. 105–106)

- Echo short paragraphs.
- Choral read the part where he returns wearing the **fur coat**.
- **Action cues:**
 - "Wow! What a lovely coat!"—hand to heart;
 - "Please sit here, Sir"—invite gesture;
 - Pretend to feed the **coat** when he says: *'Eat up now, fur coat!'*

D. Meaning & Values talk

- "Why did everyone change?" (They judged by clothing.)
- Read the last speech bubble and paraphrase the moral: *Treat people kindly, not because of clothes.*

Differentiation

- **Support:** Provide a **picture glossary** strip; partner support for echo reading.
- **Challenge:** Ask for **evidence** from the text: "Which sentence shows they ignored him first?"

CLASSWORK ACTIVITY:

- **Oral pair retell:** pupils retell **three** key events using time words: *First... Then... After some time...*
- **Written:** Copy 2 teacher-modelled lines with capitals and full stops, e.g.:
 1. *Nasreddin waited on the bench.*
 2. *He put on a grand fur coat.*

ASSESSMENT/LESSON CLOSURE:

- Exit slip (verbal): one **new word** + one **action** from the story.
- Teacher notes pupils who track print and use clear pauses.

HOMEWORK:

- Draw Nasreddin **before** and **after** (two small pictures). Label **old clothes / fur coat**.
- Family note: adults may read the page aloud; children should not open new links.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Comprehension & Retelling (p. 107)	REFERENCE: TEXTBOOK
SKILLS COVERED: • Matching pictures to words (jug/juice, dish/food, jug/sauce etc.) • Sequencing events (number, then write in order) • Choosing the correct word; writing correct sentences • Explaining the moral	

LEARNING OBJECTIVES: • Pupils will complete Match, Number & write, and Circle the correct word tasks accurately. • Pupils will rewrite correct answers as full sentences in notebooks. • Pupils will state the moral in their own words.

MATERIALS NEEDED: • Textbook p. 107 • Sentence frame strips: "First..., Then..., Next..., After that..., Finally..." • Word cards: <i>tale/story, old/new, moral/title, show/don't show</i> • ✓/X cards	INTRO/HOOK: Flash three images (jug, dish, glass). Quick "Name It" round.
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LESSON STRUCTURE: A. Q1—Match (6–7 min) • Model how to read labels first; pupils draw lines to correct items. B. Q2—Number & write in order • Read all five sentences aloud; ask, "Which happened first?" (He went for dinner...) • Pupils number the sentences. • Write in order in notebooks using time words (teacher models line 1). C. Q3—Circle the correct words. Write the sentences • Pupils circle, then copy each sentence with correct option into notebooks. • <i>Mini-conference:</i> Ask 3 pupils to justify a choice: "Why 'tale' not 'poem'?" D. Moral • Quick whole-class: "What is the moral?" → <i>We should not judge people by clothes; treat all kindly.</i>
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Differentiation

- **Support:** Provide first letter prompts; allow drawing a small icon next to each sentence.
- **Challenge:** Add a **because** clause to any one ordered sentence.

CLASSWORK ACTIVITY:

Complete **p. 107 Q1–Q3** and copy Q2/Q3 sentences into notebooks with capitals and full stops.

ASSESSMENT/LESSON CLOSURE:

- **Thumbs quiz:** *Is "tale" another word for story?* (👍) etc.
- Collect 4–5 notebooks for check.

HOMEWORK:

Write **two** sentences explaining the moral.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC:

Phonics & Plurals (pp. 108–110)

REFERENCE: TEXTBOOK**SKILLS COVERED:**

- Phonics: **ow** (as /ow/ in *cow*, /ō/ not in this set) & **ou** (/ow/ in *house*), **sight words**
- Syllable awareness (dot for 1-syllable; dash for 2-syllable)
- **Plurals** with **-s/-es**
- Phonics: **ph, th, sh, wh**; syllables

LEARNING OBJECTIVES:

- Pupils will read and sort **ow/ou** words and complete sentence cloze.
- Pupils will correctly add **-s/-es** and write questions/answers using plural nouns.
- Pupils will read **ph/th/sh/wh** words and mark syllables.

MATERIALS NEEDED:

- Textbook pp. 108–110

INTRO/HOOK:

- Grapheme cards: ow, ou, ph, th, sh, wh - Plural rule poster: Add -s; after s, sh, ch, x, and z add -es - Word cards & counters; mini whiteboards; highlighters	Write c__ on the board. Flip two cards: ow/ou → read cow/cou (house). Explain both make the /ow/ sound in this unit (ow: <i>cow</i>, ou: <i>house</i>).
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LESSON STRUCTURE:

A. Page 108—ow/ou

- #1 Read phonic words (6–7 min):** *cow, down, flower; house, out, trousers, around, outside, ground*. Underline **ow/ou**.
- #2 Dot/Dash syllables (4–5 min).**
- #3 Complete sentences (8–9 min):** Pupils choose from the phonic box (e.g., *A snake lives in a hole/ground* → **ground**). Read aloud finished lines.

B. Page 109—Plurals s/es

- Mini-lesson (4 min):** "Add **-s**; after **s, sh, ch, x, z** add **-es**."
- #4 Add s or es (7–8 min):** *flower* → *flowers*; *dish* → *dishes*; *fox* → *foxes*; *glass* → *glasses*; *torch* → *torches*.
- #5 Write questions & answers; add -s/-es:** e.g., *How many dishes? There are **nine dishes***. Model first two; pupils complete the rest.

C. Page 110—ph/th/sh/wh & syllables

- #6 Read the phonic words:** *phonic, phone, elephant; thirty, thin, thing; she, ship, share; when, where, what, who*.
- #7 Dot/Dash syllables.**

Differentiation

- Support:** Colour-code: ow (blue), ou (green); provide dotted letters for copying.
- Challenge:** Dictate two short sentences using both patterns (e.g., *The **cow** went **down** the **ground**. / We sat **outside** the **house**.*)

CLASSWORK ACTIVITY:

- p. 108: **#1–#3**
- p. 109: **#4–#5**
- p. 110: **#6–#7**

ASSESSMENT/LESSON CLOSURE:

- **Sound cards:** Teacher says a word; pupils hold up **ow** or **ou**.
- **Plural check:** say a singular; pupils write the plural on mini boards.

HOMEWORK:

- Sound hunt: find **three** words at home with **ow/ou**; write or draw them.
- Write two plural words that take **-es**.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)**GRADE:** I**SUBJECT:** ENGLISH**DATE:****LESSON TOPIC:**

Grammar & Punctuation + Question Words + Listening (pp. 110–113)

REFERENCE: TEXTBOOK**SKILLS COVERED:**

- **Exclamation mark (!)** for surprise/strong feeling
- **Pronouns:** him, her, us, you, them
- **Question words:** What, Where, Which, When, Why, Who
- Punctuating **questions (?)** and **answers (.)**; adding **!** to exclamations
- Listening & pointing to picture sequence

LEARNING OBJECTIVES:

- Pupils will add **!** or **.** correctly and choose correct **pronouns** in simple sentences.
- Pupils will complete riddles using **question words** and punctuate **?/!** correctly.
- Pupils will listen to a short dialogue and **point** to the correct picture in order.

MATERIALS NEEDED:

- Textbook pp. 110–113
- Punctuation cards: **.** **?** **!**
- Question-word cards
- Projector/board for p. 113 listening pictures

INTRO/HOOK:

Say two sentences: "Oh no" and "Where is my book". Ask class to choose **!** or **?** with a hand sign (jazz hands for **!**, hook fingers for **?**).

LESSON STRUCTURE:

A. Grammar & Punctuation (p. 110 bottom–111 #1)

- Read rule: *We can use an exclamation mark to show surprise, e.g., **Wow!***
- **Complete sentences** using the word bank and add **!** or **.** (model item a).
- Replace nouns with correct **pronouns** where asked (him, her, us, you, them).
- Read each sentence with matching intonation (falling for **.**, excited for **!**).

B. Question words & riddles (p. 111 #2)

- For each riddle, choose the correct **question word**; add **?** to the question and **!** to the answer (as directed).
- Pupils **copy riddles** into notebooks with neat punctuation.

C. Complete the questions (p. 112 #3)

- Use **What/Where/Which/When/Why/Who**; add **?** for the question and **.** for the answer.
- Model the example "**What** gives us milk? A cow." Emphasise capitals.

D. Listening & pointing (p. 113 #1)

- Play the QR audio or read the dialogue; pupils **point** to picture (a–d) in order and hold up the picture number.

Differentiation

- **Support:** Provide a **question-word fan** (flip-cards).
- **Challenge:** Ask pupils to write **one new riddle** using a question word and a surprise answer with **!**.

CLASSWORK ACTIVITY:

- p. 110–111: **Grammar #1** and **Riddles #2**
- p. 112: **#3 (complete questions)**
- p. 113: **#1 Listening & pointing** (oral)

ASSESSMENT/LESSON CLOSURE:

- **Punctuation show:** Teacher says a sentence; pupils show the card **? ! .**
- One pupil reads their riddle with expressive intonation.

HOMEWORK:

Write two questions about the Nasreddin story using **Who/Why/Where**.

UNIT-WISE LESSON PLAN (SUGGESTED CLASS PERIODS 7-8) (CONT)

GRADE: I	SUBJECT: ENGLISH	DATE:
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LESSON TOPIC: Speaking & Story Writing (pp. 113–114) + Wrap-up	REFERENCE: TEXTBOOK
SKILLS COVERED: • Listening comprehension → picture sequencing (recap) • Story structure using prompts (match and write) • Dialogue writing in speech bubbles • Guided paragraph writing with dialogue lines	

LEARNING OBJECTIVES: • Pupils will match sentence halves and write the story from the table (p. 113 #2). • Pupils will write dialogues for speech bubbles (p. 114 #3). • Pupils will write a 4-part story using the playground pictures (p. 114 #4) with capitals, punctuation, and simple dialogue.
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MATERIALS NEEDED: • Textbook pp. 113–114 • Sentence starter slips; word bank (hello, sorry, thank you, please, be careful) • Checklist card: Capitals? Full stops? Question marks? Exclamation marks? Quotation marks for dialogue (only if your scheme uses them) / Speech bubble text neat?	INTRO/HOOK: Quick role-play: Teacher on a pretend ladder ("Come down here!" / "Come up here!"). Pupils guess which picture (a–d) it is from p. 113.
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LESSON STRUCTURE: A. Story writing from a table (p. 113 #2) • Read the example line. • Pupils match the phrases to build the mini story (Nasreddin on the roof).
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- **Write** the story in notebooks using **past tense** and capitals/full stops; teacher models one sentence.

B. Speech bubbles (p. 114 #3)

- Discuss polite phrases and feelings in each frame.
- Pupils write short, natural lines (2–4 words) in each bubble.
- Read with expression; partners act the mini conversation.

C. Write the story (p. 114 #4)

- Model sentence 1 with quotation marks if used in your scheme (or simply write the spoken lines after the names as on the page).
- Encourage **time order** (1–4) and **punctuation**: *'Hello!' said Samina. / 'Be careful!' shouted Samina. / 'Ouch!' she cried. / 'I'm sorry,' said Ali.*
- **Peer check** using the checklist.

Differentiation

- **Support:** Provide sentence frames for each part; allow drawing + dictating one sentence to an adult if needed.
- **Challenge:** Add **one question** and **one exclamation** in the 4-part story.

CLASSWORK ACTIVITY:

- p. 113: **#2 (match & write)**
- p. 114: **#3 (speech bubbles)** and **#4 (write the story)**

ASSESSMENT/LESSON CLOSURE:

- **Author's chair:** 3–4 volunteers read their story.
- **Unit review flash:**
 - Phonics: choose correct spelling—**cw/huse** (cow/house).
 - Grammar: show correct mark **? !**.
 - Comprehension: "Why did Nasreddin feed his coat?"
- **Success criteria (read aloud):**
 - I can read and retell the story with actions.
 - I can spell **ow/ou** words and add **-s/-es** plurals.
 - I can use **question words** and **exclamation marks** correctly.
 - I can write a short story with dialogue.

HOMEWORK:

- Finish/colour your story page; read it to someone at home.
- Optional: Write two new riddles using **What/Where/Who**; end with **?** and **!** as appropriate.

Daily Phonics Micro-routine

1. **Flash** grapheme cards (**ow, ou, ph, th, sh, wh**). Pupils say the **sound** and one **example**.
2. **Blend**: build two words using cards (e.g., **c + ow → cow; h + ou + se → house; sh + ip → ship**).
3. **Segment & write**: tap sounds in Elkonin boxes; write on mini whiteboards; **underline** the target grapheme.
4. **Find it**: pupils locate one example on today's page and highlight.
5. **Quick dictation** of one sentence using a target word (e.g., *We sat outside the house.*).

Teacher resources for phonics

- Elkonin boxes, magnetic letters, highlighters, dotted-trace strips for **wh/th/sh**, plural rule poster.

Extra Support & Extension

Support (SEN/EAL)

- Picture-word glossary (fur coat, benches, hall, sauces, servants).
- Cloze sentences with word banks for p. 108–109 activities.
- DO/DO NOT mats: pupils place picture cards under **?** or **!** for punctuation practice.
- Paired echo reading with whisper phones.

Extension (Fast finishers)

- **Mini-poster**: “Do not judge by clothes” — draw two scenes (before/after) with one sentence each.
- **Plural detective**: Hunt 8 nouns from the unit; make singular/plural table (add **-es** where needed).
- **Question master**: Write 5 new questions about the story using different question words.

Evidence & Quick Marking Guide

- **Reading**: By Day 2 each pupil reads one short sentence with correct expression.
- **Phonics**: By Day 3 pupils read **6/8 ow/ou** words and sort **s/-es** plurals correctly.
- **Grammar**: By Day 4 pupils place **? ! .** accurately and choose correct pronouns.
- **Writing**: Day 5 work shows: time order, capitals, full stops, at least one question and one exclamation (if set), and clear speech in bubbles.

EXTRA HELP FOR TEACHERS — GRAMMAR PACK

1: SENTENCES (Capital Letter, Full Stop, Word Order)

1. What teachers need to know

Grade 1 children need repeated exposure to:

- **What a sentence is** (a complete idea)
- **Capital letter** at the beginning
- **Full stop** at the end
- **Correct spacing** between words
- **Logical word order**

Use short, repetitive examples every day.

2. Child-friendly explanation

A **sentence** is a group of words that **make sense together**.

A sentence **starts with a capital letter** and **ends with a full stop**.

Example:

- **The cat is black.**
- **I have a teddy.**

3. Teacher Spider Web (visual page)

TITLE: “What makes a good sentence?”

Centre bubble: *Good Sentence*

Branches:

- Starts with a **Capital Letter**
- Has **Spaces** between words
- Makes **Sense**
- Ends with a **Full Stop** (.)
- Uses **Neat handwriting**
- Uses **Correct order** (Who + action + object)

This graphic helps teachers remind learners before EVERY writing task.

4. Teacher Table (to paste into lesson plans)

Wrong Sentence	Why it is Wrong	Correct Sentence
the boy runs	No capital	The boy runs.
The girl happy	Missing verb	The girl is happy.

It is a cat	Missing full stop	It is a cat**.**
Iplayfootball	No spaces	I play football.
dog the brown is	Wrong order	The brown dog is...

Teacher tip:

Ask children to read a wrong sentence and physically “fix” it by:

- Adding a capital with a finger tap on their forehead
- Adding a full stop by tapping the desk
- Spreading fingers to show spacing

5. Classroom routines

- **“Check your 3”: Capital + Spaces + Full stop**
- **Finger spacing** before writing
- **“Does it make sense?”** read-back routine
- Highlight capitals in green, full stops in blue

2: PUNCTUATION (! ? .)

1. Teacher Explanation

Full stop (.)

Use after a *statement*.

Example: *The tiger is strong.*

Question mark (?)

Use after a *question*.

Example: *Where is the boy?*

Exclamation mark (!)

Use for surprise/strong feeling.

Example: *Wow! Oh no! Stop!*

2. Spider Web: “Which mark do I use?”

Centre: **Choose the correct mark**

Branches:

- **Is it telling? → .**
- **Is it asking? → ?**
- **Is it exciting/strong feeling? → !**

- Is it loud? big reaction? → !
- Does voice go UP? → ?

You can print this and keep it on the wall.

3. Teacher Table

Sentence	Decide	Correct Form
where is my bag	Question	Where is my bag?
stop right now	Exclamation	Stop right now!
the coat was warm	Statement	The coat was warm.
who are you	Question	Who are you?
oh dear	Exclamation	Oh dear!

Teacher tip:

Let pupils *act* a sentence first. If their voice goes **up**, add a **?**.

If their voice is **loud/strong**, add a **!**.

3: PRONOUNS (he/she/it + object pronouns + possessives)

1. Clear explanation

A **pronoun** is a word we use instead of a noun.

Subject pronouns

He / She / It

Object pronouns

him / her / me / you / us / them

Possessive adjectives

my / your / his / her / our / their

2. Spider Web: “Which pronoun do I use?”

Centre: **PRONOUN**

Branches:

- Boy → he / him / his
- Girl → she / her
- Thing/animal → it
- Belongs to me → my
- Belongs to us → our

- Belongs to them → their

3. Teacher Table

Noun	Subject Pronoun	Object Pronoun	Possessive
Ali	he	him	his
Samina	she	her	her
The tiger	it	it	its
My family & I	we	us	our
Two boys	they	them	their

Teacher tip:

Read a sentence and ask:

- “Who is doing the action?” → subject
- “Who receives the action?” → object
- “Who does it belong to?” → possessive adjective

4: VERBS & TENSES (Present / Present Continuous / Past)

1. Simple Present (facts, routine)

- I eat breakfast.
- The fox runs.
- She lives in a house.

Use for habits and facts.

2. Present Continuous (now)

Structure: **am/is/are + verb-ing**

Examples:

- I am running.
- She is reading.
- They are jumping.

Spider Web: “Now Verbs”

Centre: verb-ing

Branches: running, eating, jumping, swimming, sleeping...

Teacher Table:

Pronoun	Helping Verb	Example
I	am	I am playing.
He/She/It	is	She is reading.
We/You/They	are	They are singing.

3. Past Tense**Regular (-ed)**

look → looked

ask → asked

skip → skipped

Be (was/were)

I/he/she/it = **was**

you/we/they = **were**

Teacher Tip:

Act it out:

- Yesterday = hands behind shoulder
- Today = flat palm
- Tomorrow = hand forward

5: PLURALS (s/es + Irregular)**1. Plural rules****Add -s**

cat → cats

car → cars

Add -es after:

sh, ss, ch, x, z

dish → dishes

dress → dresses

box → boxes

buzz → buzzes

Irregular plurals

man → men

woman → women

child → children

sheep → sheep

2. Spider Web: “How to make plurals?”

Centre: **Plural**

Branches:

- +s
- +es (sh/ss/ch/x/z)
- Irregular set
- No change words
- Picture examples

3. Teacher Table

Singular	Rule	Plural
fox	add es	foxes
flower	add s	flowers
glass	add es	glasses
child	irregular	children
sheep	no change	sheep

6: QUESTION WORDS (Wh-/Yes-No)

1. Wh- words

- **What** = thing
- **Where** = place
- **Who** = person
- **When** = time
- **Which** = choose
- **Why** = reason (*because*)

2. Spider Web: “Ask a Question”

Centre: **Ask**

Branches:

- What → objects
- Where → location
- Who → people

- When → time
- Why → reason
- Which → choose

3. Teacher Table

Question Word	Meaning	Example
What	thing	What is in the box?
Where	place	Where is the tiger?
Who	person	Who is playing?
When	time	When is the party?
Why	reason	Why are you sad?
Which	choice	Which skirt do you want?

7: PREPOSITIONS (in/on/under/over/across/behind/in front/beside)

1. Explanation

Prepositions tell **where** something is.

2. Spider Web: “Where is it?”

Centre: **Position**

Branches: in / on / under / over / across / behind / beside / in front of / into / out of

3. Teacher Table

Sentence Starter	Correct Preposition
The rabbit is ___ the monkey.	in front of / behind
The balloon went ___ the branch.	under
The elephant rolled ___ the stream.	into
The goats want to go ___ the hill.	up

8: CONJUNCTION “and”

1. Quick explanation

And joins **two words**, **two ideas**, or **two actions**.

2. Spider Web: “Join with AND”

Centre: **AND**

Branches:

- nouns (book **and** pencil)
- adjectives (big **and** brown)
- actions (jump **and** clap)

3. Teacher Table

Wrong	Why	Correct
She has a book pencil.	Missing connector	She has a book and a pencil.
He is tall big.	Two describing words	He is tall and big.

FSIPE Book-1:

Unit: Revision

- A. (1) Picture 1 (girl): Sara is running fast.
- (2) Picture 2 (boy): Talha is kicking a ball.
- (3) Picture 3 (bird): A bird is flying in the sky.
- (4) Picture 4 (boy): Ahmed is eating an ice-cream.

Unit 1: Mama Duck's Egg

Pre-reading:

There are many animals that lay eggs. A few examples are birds, reptiles, fish, insects and mammals. Furthermore, it can consist of chicken, duck, snake, lizard, frog, goldfish and ants.

Comprehension:

- 1. (a) matches with the picture of the nest.
- (b) matches with the picture of the egg.
- (c) matches with the picture of the duck.
- (d) matches with the picture of the jug.
- (e) matches with the picture of the box
- (f) matches with the picture of the pot.
- 2. (a) Mama duck has an **egg**.
- (b) The egg has ten **spots**.
- (c) A **crack** is in the egg.
- (d) A **leg** is in the crack.
- (e) **Baby** duck is in the egg.
- (f) Baby duck says **Waah!**
- (g) Tidli duck says, **Sh!**

Word, reading and spelling:

- 1. Help the students read and spell the given words with pronunciation and whatever guidance is needed.
- 2. (a) a net (as already solved)
- (b) a van
- (c) a tin
- (d) a man
- (e) ten
- (f) a pin

3. Help the students read and spell the given words with pronunciation and whatever guidance is needed.
4. (a) missing vowel: “e”
(b) missing vowel: “u”
(c) missing vowel: “o”
(d) missing vowel: “e”
5. (a) missing consonant blend: “cr”
(b) missing consonant blend: “sp”
(c) missing consonant blend: “st”

Grammar and punctuation:

1. (a) already solved in the book.
(b) It lives in a river.
(c) It lives in a forest.
(d) It lives in the sea.
2. (a) already solved in the book.
(b) Q: Where do sheep live? A: It lives on a farm.
(c) Q: Where do fish live? A: It lives in water / pond.
(d) Q: Where does a fox live? A: It lives in a forest.
3. (a) It
(b) She
(c) He
(d) She
(e) He
4. (a)
(b) standing.
(c) jumping.
(d) sleeping.
(e) playing.
(f) reading.
5. The children should circle: H, M, D, T, S, C, I, P, W.
6. The students should underline capital letters on pages 6 and 7. The teachers are requested to provide help and guidance to the students wherever needed.

Listening, speaking and composition:

1. Check that the children have drawn a nest on a box, a cracked egg in the nest, and a leg coming out of the crack.

2. Students will work in pairs to ask and answer questions about the picture. No writing is required as this is a speaking exercise. The teacher can walk around the class and monitor whether the student needs any help or guidance.
3. (a) Already solved in the book.
(b) The lid is **on** the bin.
(c) The cup is **in** the bin.
(d) The pot is **on** the lid.
(e) The jug is **on** the pot.
4. The students will be telling their friends about their family. Guided pointers are given within the book which can be helpful for the students to form their sentences. Teachers are requested to guide and help the students wherever needed.
For example: My name is Ali, I am five years old. I have one sister, her name is Maham.
5. Now the students will write all the sentences they have told their friends in their notebook.

Unit 2: Wings and Feet

Pre-reading:

Discuss with the students about the animals in the story. Guide or help them wherever needed.

Comprehension:

1. (a) solved in the book.
(b) match with the 1st picture (fish)
(c) match with the 4th picture (duck)
(d) match with the last picture (sheep)
(e) match with the 3rd picture (butterfly)
2. (a) solved in the book.
(b) six.
(c) Baa!
(d) Quack!
(e) swim.
(f) walk.

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly.
2. TO BE ANSWERED.
3. Help and guide the students to read and pronounce the given words correctly. Then guide them to match the words correctly to their given picture.
4. Children should read the phonic words after the teacher, first sounding out the phonemes, then blending the whole words correctly. Guide the students to then proceed with tracing the given words. Lastly, pictures should be matched to the correct words.
5. (a) picking.
(b) kicking.
(c) duck.
(d) eating.
(e) clock.
(f) socks.
6. Children should read the phonic words after the teacher, first sounding out the phonemes, then blending the whole words correctly. Pictures should be matched to the correct words.
7. (a) solved in the book.
(b) There
(c) The
(d) These
(e) They

Grammar and punctuation:

1. (a) Five ants are walking.
(b) The frog is jumping.
(c) Six fish are swimming.
(d) The butterfly is flying.
(e) The rats are running.
(f) The fox is sleeping.
2. Guide and help the students in forming sentences using verbs.
For example: I am playing. He is sleeping. We are reading.
3. (a) is.
(b) are.
(c) are.
(d) am.
(e) is.

- (f) is.
- (g) are.

Listening, speaking and composition:

1. The students will listen to what the teacher says and will follow the instructions given. Guide them wherever needed.
2. (a) It's a yak. (a) It's a parrot.
(b) It's black. (b) It has many colors.
(c) It has four legs (c) It has two legs.
(d) Yes, it can run. (d) No, it cannot run.
(e) No, it cannot fly. (e) Yes, it can fly.
3. Guide the students to form full sentences about the yak and the parrot with the help of the information given above.
For example: This is a parrot. It has two legs.

Unit 3: Our Home

Pre-reading:

Discuss the different noises of animals with the students in the given story.

Comprehension:

1. (a) solved in the book.
(b) thin rat.
(c) fat frog.
(d) big wolf.
(e) tall bird.
(f) small fly.
2. (a) solved in the book.
(b) jumps.
(c) slithers.
(d) flies.
3. (a) solved in the book.
(b) Now, the pot has a crack.
(c) Then, a fly comes to live in the pot.
(d) After some time, a rat, frog, snake, bird and wolf come in.
(e) In the end, the pot falls to bits.

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.
 - (a) solved in the book.
 - (b) Buzz buzz.
 - (c) Ribbit ribbit.
 - (d) Hiss hiss.
 - (e) Reee reee.
 - (f) Huff puff.
2. (a) solved in the book.
 - (b) puff.
 - (c) cross; messy.
 - (d) fizzy.
3. (a) solved in the book.
 - (b) two cars.
 - (c) five cows.
 - (d) four carts.
 - (e) one lake.
 - (f) nine stars.
4. The students are encouraged to trace and copy the numbers as given in the book. The teachers can guide or help them wherever needed.
5.

(a) solved in the book.	(f) two o'clock.
(b) nine o'clock.	(g) three o'clock.
(c) four o'clock.	(h) one o'clock.
(d) five o'clock.	(i) seven o'clock.
(e) eight o'clock.	
6. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.
7. TO BE ANSWERED.
8. (a) solved in the book.
 - (b) tall.
 - (c) all.
 - (d) calls.
 - (e) falls.
9. (a) solved in the book.
 - (b) ball.
 - (c) pill.

- (d) doll.
- (e) shell; wall.

Grammar and punctuation:

1. (a) solved in the book.
(b) five words.
(c) six words.
(d) one word.
(e) three words.
2. The students will write about the camel in their notebook with the help of given template examples. The teachers are requested to guide and help the students wherever needed.
For example: It lives in a dry desert.
3. (a) solved in the book.
(b) What does the snake want? It wants the frog.
(c) What does the frog want? It wants the fly.
(d) What does the fly want? It wants the jam.

Listening, speaking and composition:

1. One day, a frog says hello to a rat. Then the rat says hi to the rat and they talk. After some time, a snake slithers along. In the end the snake snaps up the frog and the rat.
2. The students will follow the teacher's instructions. The teacher will guide the students wherever needed.
3. The students will write a story in their notebooks by following the examples given in the book. The teachers will guide or help the students wherever they need.
For example: Then the rat says hi to the frog and they talk.
4. (a) solved in the book.
(b) Hi! Come along in.
(c) Oh dear!
(d) Sorry!
(e) What a big samosa!
(f) I want to eat it.

Unit 4: Wheels

Pre-reading:

Encourage the students to talk amongst themselves or with their friend about the toy they like the most and play with.

Comprehension:

1. The students will note down questions with the help of the table given, in their notebook as suggested. They will answer the questions in their notebooks.
For example: Who enjoys playing with a horse and cart?
2. (a) solved in the book.
(b) wheels.
(c) chain.
(d) engine.
(e) bells.
(f) horn.

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. Ask the children to join the pictures to the words with lines. Note that not all words have pictures. They learn spellings.
2. TO BE ANSWERED.
3. (a) solved in the book.
(b) ch.
(c) or.
(d) or; nk.
4. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.
5. Guide the students to trace and copy the words as given in the book. Help them wherever needed.
6. (a) solved in the book.
(b) first.
(c) girl.
(d) skirt.
(e) third.
(f) shirt.
7. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.
8. TO BE ANSWERED.
9. (a) chain.

- (b) transport.
- (c) toys.
- (d) boy.
- (e) horn.
- (f) children.
- (g) door.

Grammar and punctuation:

1. (a) solved in the book.
 (b) They are children.
 (c) They are girls.
 (d) They are men.
2. (a) solved in the book.
 (b) Q: How many children are there? A: There are four children.
 (c) Q: How many girls are there? A: There are two girls.
 (d) Q: How many men are there? A: There are three men.
3. The children should say the names of the given letters aloud.
4. The students will put capital letters at the beginning of the given word / sentence and then fill in the blanks with prepositions.
 (a) solved in the book.
 (b) The elephant is **under** the bridge.
 (c) The goats want to go **across** the hill.
 (d)
 (e) The biggest goat pushes the elephant **into** the stream.
 (f) The elephant rolls **down** the stream to the sea.
5. The students will circle the capital letters given in the poem. The teachers will help / guide the students wherever needed.

Listening, speaking and composition:

1. The students will listen to the audio played by the teacher. The teacher will then encourage and help students give an answer.
 Example answer: truck or lorry.
2. Children work in pairs to make up riddles. No writing is required as this is a speaking exercise. Walk round the class and monitor whether they are on task.
 The answer to the riddle in the example is *plane*.
3. The children will write their own transport related riddles in their notebooks.
 For example:
*It has no doors and two wheels. It is many colours and has no engine.
 It goes TRING TRING! (Answer: cycle)*

Unit 5: Rhymes

Pre-reading:

Encourage the students to talk about things or people that make them happy. Then, encourage them to recite the poem with actions as instructed.

Comprehension:

1. (a) solved in the book.
(b) match with fingers.
(c) match with hands.
(d) match with feet.
2. (a) a sax.
(b) a drum.
(c) a dhol.
3. (a) solved in the book.
(b) boom boom boom.
(c) Sa re ga ma pa!
(d) Tayi takka tayi!

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.
2. TO BE ANSWERED.
3. (a) tch.
(b) wh.
(c) ow.
(d) ow.
(e) tch.
4. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.
5. TO BE ANSWERED.
6. Guide the students to trace and copy the words as given in the book. Help them wherever needed.
7. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.

Grammar and punctuation:

1. (a) catches.
(b) fetches.
(c) misses.
(d) smashes.

Listening, speaking and composition:

1. (a) mother, father and brother.
(b) flat.
(c) bicycle.
(d) outdoors.
(e) seven o'clock.
2. The students will answer the questions given according to their own understanding.
For example:
(a) I live with my parents and brother.
(b) I live in an apartment.
(c) I enjoy playing with dolls.
(d) I enjoy it because I like making their hair.
(e) I go to bed at nine o'clock.
3. The students will listen to their teacher's instructions and do as the teacher says.
4. The students will repeat the Simon says activity with their classmates / friends.
Teachers will guide and help the students wherever necessary.
5. The students will write instructions for their friends with the help of template and words given. The teachers will guide the students where necessary.
For example: Look happy. Play the flute.
6. a) Go over the bridge. (3)
b) Walk into the park. (5)
c) Go out of the house. (1)
d) Walk under the tree. (4)
e) Walk across the street. (2)
7. (a) First, walk out of the park.
(b) Next, walk under the tree.
(c) After that, go over the bridge.
(d) Then, walk across the street.
(e) At last, walk into the house.

Unit 6: The Tailor and the Skirt

Pre-reading:

Discuss and talk about the work of a tailor with the students. Encourage them to participate in the discussion.

Comprehension:

1. The children will match the pictures to the correct options.
 - (a) Solved in the book.
 - (b) will match with the picture of flowers.
 - (c) will match with the picture of leaves.
 - (d) will match with the picture of birds.
 - (e) will match with the picture of stars.
2.
 - (a) tick.
 - (b) cross.
 - (c) tick.
 - (d) tick.
 - (e) cross.
 - (f) tick.
 - (g) tick.
 - (h) cross.
 - (i) tick.
 - (j) tick.

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. Ask the children to join the pictures to the words with lines. Note that not all words have pictures. They learn the spellings for homework.
2. TO BE ANSWERED.
3.
 - (a) made.
 - (b) days.
 - (c) pay.
 - (d) name.
 - (e) gave.
4. The students will read, trace and copy the given words with the help and guidance of the teacher. Guide them wherever needed and necessary.

5. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. The tricky words should not be sounded out and should be repeated as whole words.
6. TO BE ANSWERED.
7. The students will read, trace and copy the given words with the help and guidance of the teacher. Guide them wherever needed and necessary.
8. (a) (k) ey; ki (tch) en.
 (b) whi (ch); wa (tch); shop (k) eeper.
 (c) mu (ch); ri (ch).
9. (a) solved in the book.
 (b) name.
 (c) rain.
 (d) no.
 (e) such.
 (f) bed.

Grammar and punctuation:

1. (a) solved in the book.
 (b) asked.
 (c) added.
 (d) looked.
 (e) skipped.
2. (a) solved in the book.
 (b) The flowers were red.
 (c) The stars were silver.
 (d) The skirt was green.
 (e) The birds were yellow.
3. The students will write the given days of the week in their notebooks as instructed. Guide or help them wherever needed.

Listening, speaking and composition:

1. park; brother; swings; nuts; car.
2. The children will write the sentences in their notebooks.
 (a) The boy stayed at home. He was with his father. He watched TV. He ate a samosa.
 (b) The girl went shopping. She was with her mother. She got shoes. She ate corn.
3. Each child writes a true account of what he/she did yesterday. Each child's account should be different. Guide the student wherever needed. For example:
 Yesterday, I went to my grandmother's house. I was with my other. I played with my toys. I ate mangoes.

4. rainy; cars; bananas; scooter; father.
5. Each child writes a true account of what he/she did on Sunday. Each child's account should be different. Guide the student wherever needed. For example:
On Sunday, I went to the mall. I went with my father and sister. We played in the play area. We ate sandwiches and ice cream.

Unit 7: Our School Trip

Pre-reading:

Talk to the students about theme parks, tell them what happens over there.

Comprehension:

1. They drew pictures of their trip. (4)
Their teachers marked their spellings. (2)
Class 1 wrote reports about their trip. (1)
Their teacher pinned their reports on the wall. (5)
They wrote the reports again on clean paper. (3)
2. (a) first.
(b) town.
(c) Rehana.
(d) scared.
(e) happy.
3. Seeing
Hearing
Smelling
Feeling
Seeing
Seeing
Taste
Seeing

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.
2. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
3. (a) two feet

- (b) a theme park
 - (c) a teacher
 - (d) a field
 - (e) a big wheel
 - (f) a piece of cake
4. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. The tricky words should not be sounded out, and each should be repeated as a whole word.
5. (a) solved in the book.
(b) She is happy.
(c) She is sad.
(d) She is angry.
(e) He is scared.
(f) She is bored.

Grammar and punctuation:

1. (a) solved in the book.
(b) my
(c) our
(d) their
(e) his
(f) her
2. I went to see my grandmother at the weekend. On Saturday I went to the park. On Sunday I went to the zoo. I had lots of fun.
3. The students will underline all the capital I's in the sentences given in the previous question.

Listening, speaking and composition:

1. The students will listen to their teacher or the audio recording and do as it is said. Ask the children to read the report and correct the wrong spellings written in it. They should use punctuation and capital letters wherever needed.
2. Encourage the students to talk about their previous school trip. The idea is to encourage them to speak and enhance their speaking and listening skills. Guide them wherever needed.
3. Open-ended; the children should use the writing frame. What they write will depend on the last school trip or, if you have not had a school trip, a family outing. The girl's speech bubble in the previous question is an example.

4. The students will write about the picture of the market given. For their guidance, a writing frame has been provided as well. A sample answer could be:
- The mangoes taste sweet. OR The horns sound loud.

Unit 8: The Fox and The Tiger

Pre-reading:

The teachers will talk to the students about the differences between a tiger and a fox. For example: Tigers live in the jungle and foxes live in the forest or near villages.

Comprehension:

1. (a) solved in the book.
(b) a tiger.
(c) a fox.
2. (a) jungle.
(b) eat.
(c) lie.
(d) king.
(e) behind.
(f) scared.
(g) tiger.
(h) ran away.

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly.
2. Copy the words on the board and demonstrate how we can mark a dot under 1 letter phonemes and a dash under 2- or 3-letter phonemes. After the children have marked their own books, check them.
3. The students will read, trace and copy the words given with instructions as is.
4. The students will colour the given pictures and then fill in the given blanks with suitable options.
(a) five; slide.
(b) spider; kite.
(c) crocodile; bike.
(d) tiger.
(e) white; four.

5. (a) flying; sky.
(b) high.
(c) frightened.
(d) tiger.
(e) like; sight.
6. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. The place words and tricky words should not be sounded out and should be repeated as whole words.
7. (a) solved in the book.
(b) The monkey is behind the rabbit OR The monkey is in front of the crow.
(c) The crow is in front of the goat.
(d) The goat is beside the tiger.
(e) The tiger is behind the crow.
(f) The rabbit is getting into the bus.
(g) The bus is going to Islamabad.

Grammar and punctuation:

1. Answers to all the parts will be open-ended. There will be no right or wrong answers. The children should be encouraged to answer on their own.
Sample answers could be: No, I did not OR Yes, I did.

Listening, speaking and composition:

1. The students will listen to the story played through an audio or narrated by the teacher. The students will then point to each picture given in the book.
2. Children work in pairs to talk about each picture of the story. No writing is required, as this is a speaking exercise. Walk round the class and monitor whether they are on task and using the sentence starters. Accept some mistakes in grammar so long as the children are trying to tell the story in their own words.
3. Once upon a time, there was a crow. One day the crow was very thirsty. It saw a pot but there was only a little water. It picked up some pebbles and put them in the pot. Little by little, the water came up to the top. At last, the crow could have a drink.
4. The students will read the story of the rabbit and the tortoise and then in pairs, will tell the story to their friend. This will help the students enhance their listening skills as well as speaking skills.
5. At last, the tortoise won the race. (6)
At first, the rabbit was in front. (3)
Little by little, the tortoise went past the rabbit. (5)

Once upon a time, a rabbit and tortoise lived in a forest. (1)
One day, the rabbit asked the tortoise to run a race. (2)
Then, the rabbit went to sleep. (4)

Unit 9: Windy Days

Pre-reading:

Discuss and talk to the students about windy days. Sample answer could be:

On the days when the wind blows quite hard, I feel it pushing me when I walk outside. The trees move and their leaves fly everywhere. Sometimes my hat or papers fly away too!

Comprehension:

1. The children should label the tree-top, branch, cradle, and baby.
2. (a) solved in the book.
(b) Yes, we can.
(c) Yes, they do.
(d) No, they don't.
(e) Yes, it is.
(f) No, it isn't.
(g) Yes, it will.
(h) No, it won't.

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly.
2. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
3. The students will read, trace and copy the words given with instructions as is.
4. (a) solved in the book.
(b) a rope.
(c) a coat.
(d) 3 potatoes.
(e) smoke.
(f) a boat.
(g) 5 toes.
(h) 4 mangoes.

(i) a rose.

Grammar and punctuation:

1. (a) solved in the book.
(b) because she is cooking.
(c) because it is windy at sea.
(d) because its rope broke.
(e) because it blew over.
2. Help the students learn the order of the alphabet. It is essential for them to learn remember the sequence of English alphabets.

Listening, speaking and composition:

1. Children point to the correct part of the picture as they listen.
2. Children work in pairs to tell a classmate where the balloon goes. No writing is required as this is a speaking exercise. Walk round the class and monitor whether they are on task.
3. (a) solved in the book.
(b) Then it goes under a branch.
(c) Next it goes over a swing.
(d) After that it goes in front of a slide.
(e) Now it goes behind a house.
(f) In the end it goes into the tree top.
4. (a) solved in the book.
(b) At two o'clock, she eats lunch.
(c) At 4 o'clock, she helps Aamir with his homework.
(d) At six o'clock, she watches TV.
(e) At eight o'clock, she reads to Amir.
(f) At ten o'clock, she goes to sleep.
5. The students will write about their own day and the activities they carried out.
Starter sample answer could be: At one o'clock, I had lunch.

Unit 10: Yasmin's Invention

Pre-reading:

Encourage the students to form an answer of their own with their imagination. Guide them to the right answer. It is essential that the students develop the skill of asking questions and understanding the knowledge being provided.

Comprehension:

1. Guide the students to match the correct picture with their corresponding words each.
2. (a) solved in the book.
(b) a ruler
(c) pieces of wood
(d) screwdriver
(e) a tissue box
(f) a newspaper
3. The students will circle the correct answers and then copy the sentences given in their notebooks.
(a) Yasmin's Invention.
(b) Yasmin.
(c) a thief.

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. The children learn the spellings for homework.
2. (a) grew; blue.
(b) flew.
(c) clue.
(d) computer.
(e) blew.
(f) tune; flute.
3. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They match the pictures to words and learn the spellings for homework. The tricky words should be repeated as whole words.
4. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
5. The students will read, trace and copy the words given with instructions as is.
6. Long oo words: moon, spoon, balloon.
Short oo words: good, book, took, wood.
7. (a) solved in the book.
(b) bedroom.

- (c) toolbox.
(d) newspaper.
(e) screwdriver.
(f) footsteps.
8. (a) solved in the book.
(b) took.
(c) soon.
(d) wood.
(e) room.
(f) look.

Grammar and punctuation:

1. (a) solved in the book.
(b) He has a cat and a dog.
(c) They have a sheep and a duck.
(d) They have some flowers and a pot.
2. (a) solved in the book.
(b) Asad.
(c) Hassan.
(d) Samina.
(e) Tariq.
3. Each child should write his or her own name, beginning with a capital letter, the rest in lower case. They should also spell their names out loud, using the letter names.

Listening, speaking and composition:

1. From left side:
A fish, a stick, a pit
From right side:
A troll. A piece of wood, pillows.
2. The students will put their imagination to use and write three sentences which they think might happen. Same answer could be:
I think the troll will fall into the pit.
3. The students will draw their own imagination of a troll trap and explain how they think it will work.
4. From left: hoop, string, spoon, cup.
From right: fan, milk pot, teapot, table.
5. Hoop, fan, table, strings, teapot, milk pot, spoon, cup.

Unit 11: Instructions for your Toys

Pre-reading:

Talk to the students about how to look after their stuffed toys. The idea is to help the students increase their knowledge and listening / speaking skills as well.

Comprehension:

1. Do not pull him up the stairs.
Do hold him firmly.
Do not drop him.
Do not throw him.
Do repair him when he is hurt.
2. (a) Yes, they do.
(b) No, they don't.
(c) Yes, they do.
(d) No, they don't.
(e) Yes, they do.
3. (a) solved in the book.
(b) tick.
(c) cross. *Pinky's bear is not happy.*
(d) tick.
(e) cross. He does play with his bear.
(f) tick.

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. Ask the children to join the pictures with words with a line. Note that not all words have pictures.
2. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
3. The students will read, trace and copy the words given with instructions as is.
4. (a) hurt; nurse.
(b) dirty.
(c) summer.
(d) shirt.
(e) winter.

- (f) sweater.
- Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They match the pictures to words. The 'Tricky words' should not be sounded out and should be repeated as whole words.
 - The students will read, trace and copy the words given with instructions as is.

Grammar and punctuation:

- The students will match the profession words given to their accurate pictures.
- waiter
 - teacher
 - driver
 - painter
 - gardener
 - cleaner

Listening, speaking and composition:

- The children mime what you tell them to do. Demonstrate it as you speak, encouraging the children to mime your expression as well as your actions.
- Children work in pairs to tell each other how to look after a book, using what they heard in the listening exercise. No writing is required as this is a speaking exercise. Walk round the class and monitor whether they are on task.
- Do keep your book clean.
Do sit in a quiet place.
Do not bend the back pages.
Do turn the pages carefully.
Do keep your place with a bookmark.

Unit 12: The Tales of the Fur Coat

Pre-reading:

Discuss about grand clothes with children.

Sample answer: I don't think grand clothes show if you are a good person. A good person is someone who is **kind, helpful, and polite**. Even if someone wears simple clothes, they can still be very good.

Comprehension:

- Students will match the pictures with their correct words.
- When he came back, the servants gave him lots of food. (4)

Nobody gave him food because his clothes were old. (2)
He shared his food with his coat. (5)
Nasreddin went for dinner to an important man's house. (1)
He went home and put on a grand fur coat. (3)

3. (a) story
(b) old
(c) moral
(d) don't show

Word, reading and spelling:

1. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly.
2. Copy the words on the board and demonstrate how we can mark a dot under 1 letter phonemes and a dash under 2- and 3-letter phonemes. After the children have marked their own books, check them.
3. (a) solved in the book.
(b) cow
(c) owl
(d) flower
(e) tree
(f) house
4. (a) flowers
(b) dresses
(c) coats
(d) dishes
(e) jugs
(f) glasses
(g) torches
5. (a) solved in the book.
(b) four foxes.
(c) How many dresses? There are three dresses.
(d) How many glasses? There are seven glasses.
6. Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The tricky words should be repeated as whole words.
7. Copy the words on the board and demonstrate how we can mark a dot under 1 letter phonemes and a dash under 2- and 3-letter phonemes. After the children have marked their own books, check them.

Grammar and punctuation:

1. (a) solved in the book.
(b) him (.)

- (c) her (.)
 - (d) (!)
 - (e) (.) us (?)
 - (f) (!) (.) them (.)
2. The students will add question marks after each question and exclamation mark after each answer.
 - (a) What
 - (b) Why
 - (c) Which
 - (d) Who
 - (e) When
 - (f) Where
 3. (a) solved in the book.
 - (b) Where
 - (c) Which
 - (d) Who
 - (e) When

Listening, speaking and composition:

1. The children point to the correct picture while you read or play the audio-recording. Afterwards, explain that Nasreddin felt cross because the man disturbed him while he was repairing the roof. It was difficult to go down the ladder, and he had an important job. So, he wanted the man to understand that it was an inconvenient time and place to ask for money. That's why he asked the man to follow him up the ladder before he gave him the answer. It's also probably why he did not lend him any money.
2. (a) solved in the book.
 - (b) He saw a man at his door.
 - (c) 'What do you want?' he asked.
 - (d) 'Come down here and I will tell you,' said the man.
 - (e) Nasreddin went slowly down the ladder.
 - (f) The man said, 'Can you give me some money?'
3. The children can write this in their own way. Encourage the students to use their own imagination.
Sample answers can be:
1st picture: Hello! Can I also play with you?
4. The students will write the story according to their own imagination.