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New

Broadway

For Grade 1 **LESSON PLAN
AND ANSWER KEY**



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LESSON PLANS

Revision 1: Tom Sees A Fish		
Grade: I	Subject: English	Material: Textbook
Teacher:	Date:	Week:
Learning objectives This section will help learners develop the following skills/ competencies: <ul style="list-style-type: none">• associate words with pictures and relate to animals they see regularly• identify a simple story sequence, characters and be able to ask questions based on those characters• learn simple words, word meanings and simple sentences• frame answers to text-based questions and respond verbally to text-based questions asked by teachers		
Overview This unit is a revision lesson. Through this short story, students will learn to care for animals and may also identify with the love for one's pets. Students will understand that cats like to eat fish and they will also learn to count. Students will also read the lesson aloud in class to hone their reading readiness.		
Success criteria By the end of the lesson, students should be able to: <ul style="list-style-type: none">• read a short story on his/her own.• fill in the blanks and complete a sentence with reference to the context in the story.• discuss a given question logically.• count correctly by using logic.• draw, colour and name his/her pet	Generic skills <ul style="list-style-type: none">• <i>Collaborative:</i> Students will work in groups to answer questions.• <i>Analytical:</i> Students analyse the given text to arrive at the correct conclusion.• <i>Critical thinking:</i> Students will think and discuss the given questions.• <i>Creativity:</i> Students will draw and colour and name their pet.	
Starter <ul style="list-style-type: none">• Let the students sit with their books shut. Do not disclose the name of the lesson they are about to read.• To introduce the topic, generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot ten minutes for the discussion.		

- Do they have a pet?
- What kind of animal/bird/fish is their pet?
- (For those who don't have a pet) What kind of pet would they like to keep?
- What would they name their pet?
- The above questions will generate a discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.
- Now ask the students to open their books to the lesson concerned.

Lesson structure

Reading

- **Group work:** Divide the class into three groups—A, B and C.
- The teacher will first read aloud the first paragraph of the given text, that is, till 'He is Saba's cat.' The students will follow the words in their books.
- Ask Group A to read aloud the first paragraph. Correct pronunciation, intonation and stress.
- Next, the teacher will read aloud the second paragraph of the given text (till 'It is Saba's fish.'), while the students will follow the words in their books.
- The teacher will ask the While Reading Question: Why do you think Tom is looking at the fish?
- Encourage the students to answer the question, elicit creative responses from the students.
- Now ask Group B to read aloud the second paragraph. Correct pronunciation, intonation and stress.
- The teacher will then read aloud the third paragraph. The students will follow the words in their books.
- Ask Group C to read aloud the third paragraph. Correct pronunciation, intonation and stress.
- Now ask the whole class to read aloud the entire text. Correct pronunciation, intonation and stress.
- Ask the following questions:
 - • Who is Tom?
 - • What is Tom looking at?
 - • Does Saba love Tom?
 - • Does Saba love her fish?
 - • Why does Saba take Tom away?
 - • Did they enjoy the story?
- All the above discussions should be interactive, with the teacher encouraging the students to participate.

Post Reading

- For Q. 1, explain the given exercise of filling the blanks with the correct words from the story.
- **Pair work:** Divide the class into pairs.
- Let each pair discuss and find out the answers to the questions.
- Ask the answer to each question to a different pair.
- Correct as required.
- **Group work:** For Q. 2, divide the class into two groups—A and B.
- Ask the answer to the question given to Group A.
- Ask Group B if the answer is correct. Also ask them to give reasons for their answer.
- Guide the students to arrive at the correct conclusion.
- Explain Q.3 to the students.
- Do the exercise verbally as a whole-class activity.
- The students will then write the answers in their books.
- Explain Question 4, to the students.
- Each student will draw and colour their imagined pet individually.
- Accept appropriate responses from the students and guide them where needed.
- Take rounds around the class to help facilitate the students.

Class assessment:	✓	✗
Can the students read the story Tom sees a Fish independently?		
Can the students answer the while reading question appropriately?		
Can the students answer the comprehension questions individually?		
Can the students discuss the discussion question with logical statements?		
Can the students draw a picture of a pet animal appropriately?		

Teacher's notes

- If students find it hard to read the story Tom Sees A Fish, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- Help the students elicit responses to the while reading question. Ask different questions and give them clues to help them develop critical thinking skills
- If the students find the comprehension questions hard to answer ask them to look at each statement individually and go back to the story to help find the answer and fill in the blanks.
- Show pictures of various pet animals or put them up on the board to help them stimulate their imagination and also give them a reference picture of the pets.
- Encourage them to share different pet names to help them imagine.

Revision 2: Dua and Her Doll

Grade: I	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives

This section will help learners develop the following skills/ competencies:

- associate words with pictures
- understand simple instructions like “Comb your hair” or “Don’t cry.”
- Respond to verbal greetings, formulate simple sentences and use basic English at home

Overview

This unit is a revision lesson. Students will be able to identify with the character, Dua, and the daily activity of getting ready to go to school. Students will also read the lesson aloud in class to hone their reading abilities.

Success criteria

By the end of the lesson, students should be able to:

- read a short story on his/her own.
- identify the correct sentences according to the given story.
- match pictures with their corresponding sentences.
- match action words with the corresponding pictures.

Generic skill

- *Collaborative:* Students will work in groups to answer questions.
- *Critical thinking:* Students will think and discuss the given questions.

Starter

- Let the students sit with their books shut. Do not disclose the name of the lesson they are about to read.
- To introduce the topic, generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot ten minutes for the discussion.
 - How do they get ready for school?
 - Who helps them to get ready?

Lesson structure

Reading

- The teacher will first read aloud the first paragraph of the given text, that is, till ‘Don’t cry. I’ll be back soon.’ The students will follow the words in their books.
- Ask the students the while reading question, ‘Why do you think Dua takes care of Guddo?’
- **Group work:** Now divide the class into two groups—A and B. Ask Group A to read aloud the first paragraph. Correct pronunciation, intonation and stress.

- Then, ask the following questions:
 - Who is Guddo?
 - Is Dua a girl or a boy?
 - Who combs Guddo's hair?
 - What does Dua tell Guddo?
 - Do they (the students) have a favourite doll/toy at home that they take care of?
- Next, the teacher will read aloud the second and final paragraph of the given text, while the students will follow the words in their books.
- Now ask Group B to read aloud the last paragraph. Correct pronunciation, intonation and stress.
- Ask the following questions:
 - Who bathes Dua?
 - How does Dua go to school?
 - Who takes Dua to school?
 - What does Dua's mother tell her?
- Now ask the whole class to read aloud the entire text together. Correct pronunciation, intonation and stress.
- Now that the story has been read and heard, ask the following questions:
 - Did they enjoy the story?
 - Can they identify with Dua's routine?

(Encourage participation by asking questions like: What do you when you get up in the morning? How do you get ready for school? Who takes you to school? etc.)
- All the above discussions should be interactive, with the teacher encouraging the students to participate.

Post Reading

- Do the given exercise (Q.1) verbally as a whole-class activity.
- The students will then mark the answers in their textbooks.
- **Pair Work:** For Q. 2, divide the students into pairs.
- Each pair will work together to find the correct matches.
- Ask the answer to each illustration to a different pair.
- Ensure that all students get a chance to answer.
- Facilitate by giving clues to help the students match the pictures. Correct as required and giving reasons.
- **Individual work:** For Q. 3, explain the action each word given in the box shows.
- Then call out each word and ask the students to show the action to it.
- Now explain the given question and let the students match the pictures with the words individually.
- Take rounds around the class and help students match the words correctly.

Class assessment:	✓	X
Can the students read the story Dua and her doll independently?		
Can the students answer the while reading question appropriately?		
Can the students answer the comprehension questions individually?		
Can the students identify the correct sentences with the pictures?		
Can the students match the pictures correctly with the words?		

Teacher's Note

- If students find it hard to read the story Dua and her Doll, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- Help the students elicit responses to the while reading question. Ask different questions and give them clues to help them develop critical thinking skills
- If the students find the comprehension questions hard to answer ask them to look at each statement individually and go back to the story to help find the answer.
- Ask the students to look at the pictures carefully and then look at the sentences. Ask them to copy the correct sentence carefully.
- Similarly for matching pictures ask the students to imagine the word in their mind first and then look at the pictures to help them match.

UNIT 1: Admirable Deeds

Grade: I	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives

This section will help learners develop the following skills/competencies:

- Read the text and answer simple questions related to it
- Identify long vowel sounds
- Make a poster about being nice to animals
- Listen to a passage and answer related questions
- Discuss points of view and share responses

Overview

This lesson has been included to familiarise students with the noble character of Hazrat Muhammad (PBUH) and his behaviour towards animals. They will identify how Islam teaches us to behave with animals and promote kindness.

Success criteria

By the end of the lesson, students should be able to:

- appreciate being kind towards animals and to treat them with care.
- Identify long vowel sounds and pronounce them with clarity.
- Use their creativity to make a poster about being nice to animals.
- Listen attentively to a passage and write a few sentences based on it.
- Attempt to use correct punctuation, capitalisation and spelling
- Discuss and brainstorm in groups which animal they would like as a pet.
- Identify different parts of a book, i.e. the title page, contents page, front cover and back cover.

Generic skills

- *Collaborative:* Students will work in groups to answer questions.
- *Analytical:* Students will analyze the given text to arrive at the correct conclusion.
- *Critical thinking:* Students will think and discuss the given questions.

Starter

Use the starter to make learners familiar with a common mistake that people make while counting.

- Begin the lesson by initiating a discussion on Hazrat Muhammad (PBUH). Ask them if they are familiar with his (SAW) personality. Talk about his excellent character traits and how we should follow him (saw) as a role model in our lives.

- Read out the starter lines and explain to the students how Hazrat Muhammad (PBUH) was always kind to animals and never harmed any living creature.
- Ask the students the starter question, 'Do you know some ways in which we can take care of the animals around us?'

Lesson structure

Reading

Begin reading out the passage, 'Admirable Deeds' and ask the students to read along silently. Ask them if there are any words they find difficult to understand. Explain the difficult words, if there are any. After finishing the first paragraph explain Sunnah and Hadith to the students.

Read out till the end of the page and discuss the While Reading question. Pause the reading and discuss what has been read till now. Elicit responses from the students and take feedback on what they have read till now. Discuss what have they learn about Hazrat Muhammad (PBUH)'s personality till now. Encourage them to share their views, gently helping them by repeating their responses correctly if they speak incorrectly. Read out the while reading question carefully and ask the students what they can share about Hazrat Muhammad (PBUH)'s behaviour towards animals?

After reading the passage Admirable Deeds, ask them whether they liked the story and if so, why? Appreciate all student responses and encourage all students to participate in the discussion.

Highlight the **kind practices** in the story and discuss why they are helpful and kind. Encourage students to relate the story to their own experiences with being kind and merciful towards animals.

Discuss the **moral or lesson of the story** and its relevance to everyday life. Tell the students that the moral of Admirable Deeds is to follow the example Hazrat Muhammad (PBUH) has set out for us and always be merciful and kind towards animals.

Learn to read

- Understand
 - Discuss the question with the students. Elicit what they think might be the correct option. Ask students to tick the correct option in their books.
- *Infer*
 - For Qs. 2(a), divide the students in groups. Ask them to discuss the question among themselves and note down the valid points. Take one question at a time. Ask one group to answer and other groups to add more points to the answer. Give them a few minutes to discuss the answers with their team members.
- Reflect
 - For Qs. 2(b) and (c), divide the class in pairs. Let students give their individual responses. The teacher should take all responses into consideration and encourage the students to think logically. Give them some time to discuss the answers with their partner.

Learn words: Long Vowel Sounds

- Read out the lines from the text given in question one. Write the words given in the options on the white board. Ask the students what they understand by the words. Explain the meanings of the words to the students.
- Elicit responses from the students to share a few more words they can think off to describe Hazrat Muhammad (PBUH). Write them on the white board.
- **Long Vowel Sounds:** Before starting the second exercise revise vowels with the students. Recall the vowels; **a, e, i, o, u**. Revise the sounds of the vowels with the students and let them repeat the sounds. Then move on to explain the concept of Long Vowel Sounds to the students.

A long vowel sound is just like the sound of the letter's name. For example, in the word cake, the letter a will be sounded like we call the letter A. Scan the QR code for the students and show them the video on long vowel sounds.

- Explain to the children that long vowel sounds are formed when there is a silent 'e' at the end of the word, like in cake, bake, take.
- A long vowel sound is formed when two vowels are combined as well, like ee, ai, oo. Ask the students to recall some words they can think off which have double vowels in them. For example: spoon, book, plain, nice, door, etc. Write the words on the board and say them out aloud together as a class.
- Now ask the students to try reading the sentence below and identify the long vowel sounds in it. Help the students read the sentence out aloud. Draw the student's attention towards the sound they make while reading out the words.
- **Alphabetical Order:** Open a dictionary in front of the students. (If the students have their own school dictionaries, they can take them out and observe along with you, otherwise hold it up for them to see. Similarly, a glossary can also be used.)
- Ask them to look at the list of words given on the page. Tell the students that all the words are in alphabetical order. Explain to the children that:
 - Alphabetical order means putting words in the same order as the letters in the alphabet, such as a, b, c, d etc.
- **Activity:** Sing the alphabet song together with the students to recall the order of letters of the alphabet.
- **Demonstration:** Write some three-letter words on the board: cat, bat, ant. Ask the students if the words are in alphabetical order. Explain to them to look at the first letter of the word. Circle the letters a, b, c. Ask the students which letter comes first. Write the word ant first, then proceed similarly with the other two words and write bat and cat below ant in order. Explain to the students that these are now in alphabetical order: Ant, bat, cat
- Write the words given in question three on the board. Ask the students to look at the first letter of the words. Ask the students to recite the abc if they cannot remember. Help them number the words if it helps them as they read out the abc. Once done ask the students to write the words in alphabetical order in their notebooks.

Learn to write

- **Resources:** Before the lesson ask the students to get markers, colour pencils or crayon. Provide the students with blank drawing sheets or A4 sheets.
- **Group Work:** Divide the students into groups of four. Help the students to come up with rules to about being nice to animals. Help them make a list, write their responses on the whiteboard. For example: Be kind, Put out water for birds, Do not throw stones at animals. Do not try to catch animals, etc.
- Once the groups have come up with their rules ask the groups to share the rules and write them on the board.
- **Individual work:** Ask the students to take out their colour pencils, marker or crayons and give them the blank drawing sheets. Instruct the students that they have to make a poster about being nice to animals. Tell the students that making a poster means creating a big piece of paper with pictures and words to share information or tell a story. You can draw, color, and write on the poster to make it look nice and help people understand your message.
- Explain to the students that they can pick one of the rules from the board and make a colourful picture writing the rule. The purpose of the poster is to attract people and tell them they have to be nice to animals.
- Once the students are done, pin up their posters in the class and the students can do a gallery walk of the posters

Learn to listen

- **Instructions to students:** Ask the students to listen attentively to the passage about *Nishan-e-Haider* (present at the end of the textbook under Listening Text).
- Read out the relevant listening passage once to the students. Make sure they are focused and paying close attention to the details. After reading it out the first time, ask the students what they can remember from the reading. Elicit various responses and write them on the board.
- Instruct the students to read the question given in the Learn to Listen on page 9. Tell them that they must remember three important details from the passage. Read out the passage once more to help them consolidate their ideas. Once finished reading, give the student time to collate and write their answers in their notebooks.
- Walk around the classroom and observe the students' progress. Offer hints or clues if needed, such as reminding them of specific characteristics mentioned in the passage. Once the exercise is completed, discuss the correct answers with the class. Go through the students' responses randomly.
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.

Learn to speak

- **Pair work:** Draw the students' attention towards the picture of two students talking to each other on page 10. Pair up the students and ask them to practice reading aloud the dialogue in the speech bubble. Ensure the students are speaking audibly and pronouncing the words correctly by taking rounds in the classroom.
- **Small group work:** Divide the students in groups of four. Write the question on the board, 'Which pet would you like to keep as a pet?' and 'Which animal is your favourite?' Elicit various responses from the groups, write some of the responses on the board under the questions.
- Provide the groups with blank sheets of paper. Ask them to draw select any two animals from the pet animal question and the favourite animal question. Ask them to think about ideas about how these animals are different from each other. For example: a group can select a pet cat and a favourite animal as a tiger. They will write down at least three differences between these two animals.
- As the students perform the activity, walk around the classroom to observe and provide guidance if needed.
- **Presentation:** Once the students have brainstormed their differences they will present their differences in front of the class. Each group member can read out and explain their points. Encourage and motivate the students to read out the points loudly and help them if needed.
- **Qs. 3:** Ask the students to close their textbooks. Ask the students to tell you where the front cover is, the back cover, the contents page and the title page of their textbooks. Use the textbook to demonstrate the different parts of the textbook. Ask the students which part provides what information, encourage and facilitate the students to express themselves clearly.
- Now ask the students questions in reverse. Ask the students where will they go when they want to see what topics the book has? Elicit responses from the students and ask them where they can find the information for each part. Ask the students which part would they like to learn more about?

Class assessment:	✓	✗
Can the students read the passage Admirable Deeds individually?		
Can the students answer the while reading question appropriately?		
Can the students pronounce long vowel sounds correctly?		
Can the students use make posters aptly?		
Can the students listen and translate their findings in the notebook?		
Can the students present their ideas confidently and expressively?		

Teacher's notes:

- If students find it hard to read the Admirable Deeds, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use new words in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show pictures or use flashcards to explain the meanings.
- If students struggle with long vowel sounds, teachers can give them more practice exercises focused on long vowel sounds. Or read aloud a word bank of long vowel sounds.
- If students have a hard time making posters. Teachers can show sample posters to help the students stimulate their imagination.
- If students can't listen well and write what they hear, teachers can play the listening passage multiple times and pause to discuss. Or give them note-taking templates to organise their thoughts. Or provide summaries of the passage to help reinforce understanding.
- If students struggle with presenting, teachers can demonstrate how to present first in front of the class. Use ample amount of motivation and encouragement. Encourage the students to participate fully. Create a safe and welcoming environment.

UNIT 2: CRICKET OR FOOTBALL?

Grade: I	Subject: English	Material: Textbook
Teacher:	Date:	Week:
Learning objectives: This section will help learners develop the following skills/competencies: <ul style="list-style-type: none">• recognize simple words, pictures and familiar objects• identify characters and action sequence in a story• use grammar in context such as nouns		
Overview This lesson has been included to familiarise students with different kinds of sports in a simple and enjoyable manner. Students will also relate to everyday activities such as playing with friends. Through this story, students will learn that they can always explore the options available to them and not complain about something they don't have.		
Success criteria By the end of the lesson, students should be able to: <ul style="list-style-type: none">• learn to explore available options• learn to make choices• read the lesson independently• answer factual, inferential and extrapolative questions.• speak and logically discuss questions.• build his/her vocabulary by identifying relationship words.• understand nouns• correctly identify nouns from a group of given words.• write simple sentences with reference to the given image.• listen attentively and identify games.• understand words and phrases and read them aloud• understand how to greet and say goodbye	Generic skills <ul style="list-style-type: none">• <i>Collaborative:</i> Students will work in groups to answer questions. (Learn to read, Learn grammar, Learn to speak)• <i>Analytical:</i> Students analyse the given text to arrive at the correct conclusion. (Learn to read)• <i>Critical thinking:</i> Students will discuss the given questions. (Learn to read)• <i>Listening skills:</i> Students will listen to a passage and identify the games. (Learn to listen)• <i>Conversational skills:</i> Students will learn to converse by asking basic questions and will learn to greet and say goodbye. (Learn to speak)	

Starter

- Use the Starter to introduce different kinds of sport and ask students if they have a specific favourite sport.
- The teacher can begin the lesson by asking the students which sport do they like the most. Elicit responses from the students. Tell them the importance of playing sports as it keeps us physically fit and healthy.
- Facilitate the students in completing questions 1 and 2 in their textbooks. Point to the balls in question 1 and ask them which sport do the balls belong to? Help them by giving clues for questions 1 and 2.

Lesson structure

Pre-reading

- Let the students sit with their books shut. Do not disclose the name of the lesson they are about to read.
- To introduce the topic, generate a discussion through the following questions:
 - Do they play individual games or group games?
 - How many play some specific game?
 - How many can play any game?
- The above questions will generate a discussion, which the teacher should monitor to prevent disturbance and noise in class. All responses by the students should be appreciated.
- Now ask the students to open their books to the lesson concerned.

Reading

- **Group work:** Divide the class into three groups—A, B and C.
- Read out the text (Omar and his friend.....We don't have a bat') The students will follow the words in their books.
- Ask Group A to read aloud the portion read by you. Correct pronunciation, intonation and stress.
- Now ask the following questions:
 - Who are the two friends?
 - What do they want to play?
 - Who decides to bat?
 - Are they able to play? Why?
- Next, read the next conversation on the same page of the given text (Noor's father sees them..... And we don't have a ball'), while the students will follow the words in their books.
- Ask the students the while reading question on page 12 and elicit responses from them.
- Now ask Group B to read aloud the portion read by you. Correct pronunciation, intonation and stress.

- Ask the following questions:
 - Who sees them?
 - What does he say?
 - What does Noor answer?
- The teacher will then read out the final part of the story ('I have a football ... run off to play football.') The students will follow the words in their books.
- Ask Group C to read the final conversation aloud. Correct pronunciation, intonation and stress.
- Instruct students to read the lesson silently for comprehension.

Learn to read:

Understand

- **Group work:** For Q.1.a, divide the class into groups of six. Each group will work out the answers to the comprehension questions. Ask each group to read out their answers. Correct as required

Infer

- For Qs. 1 (b), divide the students in groups. Discuss the question in class and ensure that all students participate in this exercise. Put up all the answers on the blackboard.

Reflect

- **Group work:** For Qs. 1 (c), you may divide the class into two groups as per their choices and encourage the students in each group to put across their thoughts. Let them understand all possible merits and demerits and correct them as required.
- **Group work:** For Qs. 1 (d), divide the class into groups of six. Each group will work out the answers to the questions given. Ask each group to share their responses.

Learn words: Relationship words and Genders

- **Prior knowledge – Family tree:** Ask the students to tell you about their family members. Make a family tree on the board comprising of father, mother, the student, siblings etc. Label the family tree with Father, Mother, Brother, Sister. Ask the students who are they to their parents? (son or daughter). Write son/daughter under Father and Mother. Ask the student what are their siblings? Brother/sister etc. Label the tree accordingly.
- Tell the students that these family members are our relationships. Draw their students attention towards the exercise on page 15 called Relationship Words.
- Ask the students to look closely towards the pictures next to the sentences. Verbally discuss a few of the questions. Facilitate the students to complete the exercise.
- **Genders:** Ask a male student to stand up and then ask a female student to stand up. Ask the students to introduce themselves and mention if they are a girl or a boy. On the whiteboard make two columns one labelled 'male' and the other labelled as 'female'. Write boy in the male column and vice versa for girl.

- Now ask the students if they can share any other examples for a male and female being, it can be an animal as well. Elicit responses from the students and fill the table with a few examples, for example: father (male), mother (female), actor (male), actress (female), king (male), queen (female) etc.
- Explain Qs. 2 to the students and draw their attention to pages 12 and 13. Ask the students the names of the characters. Explain to the students that we use the pronoun he with a male and she with a female. Ask the students to make sentences on the characters using their names and respective pronouns. To start them off, share a few examples, e.g.: Omar is a boy, he does not have a ball; Noor is a does not have a bat, but she wants to play. Etc. Write them on the board for students to refer to while making their own sentences.

Learn Grammar: Nouns

- **Name, place, animal and thing:** Start the topic with a fun game: Name, place, animal or thing. Make a table on the white board with four columns labelled name, place, animal or thing. Tell the students that you are going to say the alphabet in your mind and then the students will ask the teacher to stop. The teacher will write the letter she has stopped on the whiteboard. The students, as a whole class, have to guess a name, a place, an animal and a thing starting with the letter. For example, the teacher stopped on the letter F. A name can be Farhan, a place can be Faisalabad, an animal can be a fish and a thing can be a fan. Help the students through the game as they might not know so many things. Tell them they can also look around themselves to take help from their surroundings. Play the game for a few rounds.
- Once you have a few examples in the table tell the students that all these words are called something. Write the word Noun on the board. Tell them that the names of things, people, places or animals are called nouns.
- Scan the QR code on page 16 and show the video on nouns to the students to help build their concept.
- Tell the students that nouns are all around us, everything that has a name is a noun.
- For Qs. 1, students can use examples they have already used from their surroundings during the name, place, animal thing.
- For Qs. 2, ask the students to look at the pictures given. Facilitate them in reading the words using letter-sound association and blending sounds if they have trouble.
- For Qs. 3 ask the students to read the words given in the question and imagine the word. If it is the name of something they can touch or feel, it is a noun. Do a few examples with the students and then let them attempt the exercise on their own,
- Take rounds throughout to monitor student's progress and facilitate them where needed.

Learn to write: Making Sentences

- **Prior knowledge:** Ask the students if they can recall what a sentence is. Elicit responses and take feedback on the whiteboard. Ask the students if they can recall punctuation marks. Recall the full stop, a question mark, and an exclamation mark. Make the full stop on the board and ask the students if they can remember where it is used. Explain to the students that a full stop is used at the end of a sentence, it indicates that the sentence has ended. Make a question mark on the board and ask the same. Tell the students that a question mark is used at the end of a question you are asking, e.g. How are you today? Make an exclamation mark and ask the students if they can tell you where it is used. For example: Hurray! I won the match.
- Explain to the students that A sentence always starts with a capital letter and ends with a either a full stop, a question mark, or an exclamation mark. The sentence should tell a complete idea.
- **Qs. 1:** Ask the students to look at the pictures with the parts of the question. Tell the students that all the parts in the exercise will end with a full stop. The jumbled words need to make a complete sentence to make sense. Write the first example on the board. Circle the capital letter. Tell the students that they can use that as an indicator.
- Facilitate the students in completing the exercise in the textbooks. Monitor the students while completing the exercise while taking rounds.

Learn to listen

- **Instructions to students:** Ask the students to look at the picture closely and listen attentively to the passage about what is happening in the picture (Present at the end of the textbook under Listening Text).
- Read out the relevant listening passage once to the students. Make sure they are focused and paying close attention to the details. After reading it out the first time, ask the students what they can remember from the reading. Elicit various responses and write them on the board.
- Instruct the students to read the question given in the Lean to Listen on page 18. Tell them that they must remember important details from the passage and mark answers during the second reading. Read out the passage once more to help them check their answers. Once finished reading, give the student time to collate and mark their answers in the textbook.
- Walk around the classroom and observe the students' progress. Once the exercise is completed, discuss the correct answers with the class.
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.

Learn to speak

- Draw the students' attention to Qs. 1, 2 and 3 on page 18 of Learn to speak. Ask the students to read aloud the words, the phrases and the sentences. Randomly ask students if they know the meaning of the words and phrases used. Explain difficult and meanings to the students.
- **Pair work – Greetings:** Draw the students' attention towards the picture of two students talking to each other on page 19. Pair up the students and ask them to practice reading aloud the dialogues in the speech bubble. Ensure the students are speaking audibly and pronouncing the words correctly by taking rounds in the classroom. Explain to the students that these are greetings, and we need to use greetings whenever we are meeting someone or when we are leaving.
- Draw the attention to the students to the difference in interactions between children and the interaction between a child and an adult. Remind them that while talking to an adult, like a teacher we need to use sir or ma'm and cannot call them by their first names. But while talking to friends and people of the same age we can use their names to call them.
- Ask willing students to perform the dialogues given in front of the class. Tell them to be expressive and courteous. Give them a lot of appreciation and motivation. You can also give the students a star for their participation.

Class assessment:	✓	✗
Can the students read the passage Cricket or Football? individually? Can the students answer the while reading question appropriately?		
Can the students practice using relationship words correctly?		
Can the students use gender nouns correctly?		
Can the students listen and translate their findings in the notebook?		
Can the students greet each other appropriately and expressively?		

Teacher's notes:

- If students find it hard to read Cricket or Football? teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use new words in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show pictures or use flashcards to explain the meanings.
- If students struggle with sounding words, teachers can help break the word in segments and use blending sounds to read out the words with the students.
- If the students need more clarification on nouns, use pictures and objects to show what nouns are, like a cat, a ball, or a tree. Encourage students to name things they see around them to practise identifying nouns.

- If students can't listen well and write what they hear, teachers can play the listening passage multiple times and pause to discuss. Or give them note-taking templates to organise their thoughts. Or provide summaries of the passage to help reinforce understanding.
- If students struggle with presenting, teachers can demonstrate how to present first in front of the class. Use ample amount of motivation and encouragement. Encourage the students to participate fully. Create a safe and welcoming environment.

Extension Reading Five Hungry Ducklings

Grade: I

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives

This section will help learners develop the following skills/competencies:

- associate words with pictures
- recite poems with corresponding actions and answer questions based on said poem
- respond to oral questions based on the poem

Overview

In this poem, five hungry ducklings are too lazy to fish for food like their mother does. Instead, they prefer charming little children who in return will throw bread to them. The poem is simple and endearing, and the playful and naughty ducklings will engage the students' attention.

Success criteria

By the end of the lesson, students should be able to:

- appreciate a poem and enjoy its rhythm and language.
- Identify and write rhyming words
- practice colouring.

Generic skills

- *Collaborative:* Students will work in groups to answer questions. (Learn to read, Starter.
- *Critical thinking:* Students will discuss the given questions. (Learn to read)

Starter

- Use the Starter to introduce the poem's theme of animals. Ask the students what they think the following animals eat: buffalo, lion, chicken.
- Elicit responses from the students. Ask the students if they have seen a buffalo, a lion or a chicken. What do they think they would eat. Help them imagine them. You can also show them pictures of each on your phone to help them imagine.

Lesson structure

Pre-reading

- Let the students sit with their books shut. Do not disclose the name of the lesson they are about to read.

- To introduce the topic, generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allow ten minutes for the discussion.
 - Have they ever seen ducks and ducklings?
 - What do ducks eat?
 - Can ducks swim?
 - Would they like to have a duck as a pet?
 - What would they name it?
- The above questions will generate a lively discussion, which the teacher should monitor to prevent disturbance in class. All responses by the students should be appreciated.

Reading

- **Group work:** Divide the class into three groups—A, B and C.
- The teacher will first read out the first stanza of the given poem, ('There were five ... a long time you take.'). The students will follow the words in their books.
- Ask Group A to read aloud the first stanza. Correct pronunciation, intonation and stress.
- Now ask the following questions:
 - How many ducklings were there?
 - What were the ducklings doing?
 - Were the ducklings hungry?
 - What did Mummy duck say?
- Next, the teacher will read aloud the second stanza of the given poem ('Look, bottoms up... And so must you. '), while the students will follow the words in their books.
- Now ask Group B to read aloud the second stanza. Correct pronunciation, intonation and stress.
- Ask the following questions:
 - What does Mummy duck tell the ducklings to copy?
 - What does Mummy duck fish for?
 - What must the ducklings do?
- How do ducks fish for food? (Ask the students to enact it.)
- The teacher will then read aloud the third and final stanza ('The five hungry ducklings ... bread instead.'). The students will follow the words in their books.
- Ask Group C to read aloud the third stanza. Correct pronunciation, intonation and stress.
- Discuss the following questions:
 - Who did the ducklings want to charm?
 - What would the people give the ducklings?
 - Were the ducklings lazy?
- Next, ask the whole class to read aloud the entire poem. Correct pronunciation, intonation and stress.

Learn to read

- **Pair work:** Divide the class into pairs. Each pair will work out the answers to the given questions. Ask each pair to read out their answers. Explain to the students that they need to go back to the poem and look for the answers to fill in the blanks.
- **Rhyming words:** Ask the students if they can recall what are rhyming words. Write the word cat and ask the students to make a rhyming word of the word. Write their responses on the whiteboard. Underline the ending of the words and draw the students attention that rhyming words are words with the same ending. That is why they sound similar and rhyme.
- Ask the students to read out the first stanza of the poem in pairs. Ask them to look for rhyming words. Ask the students to underline them.
- Ask the students to write the rhyming words in their notebooks with correct spellings.
- Take rounds around the class while they do the question to facilitate them if needed.

Activity

- Ask the students to bring their colour pencils for this activity prior to the activity. Tell the students to neatly colour the picture of the five ducklings. Tell them they can choose colours from the picture given with the poem.
- Monitor the students progress while they work. Alternatively, this activity can also be given as a homework.

Class assessment:	✓	X
Can the students read the Five Hungry Ducklings individually?		
Can the students answer the while reading question appropriately?		
Can the students form rhyming words correctly?		

Teacher's notes:

- If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the poem into smaller parts and go over each part slowly.
- If students struggle with sounding words, teachers can help break the word in segments and use blending sounds to read out the words with the students.
- If the students cannot form rhyming words, give them a word bank with different rhyming words. Ask the students to sort the words that sound the same. Give them practice worksheets as homework and extra practice.

UNIT 3: THE GIRL ON THE TRAIN

Grade: I

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives

This section will help learners develop the following skills/competencies:

- identify familiar objects and associate them with their pictures in the text
- comprehend the familiar situation in the text and relate it with life
- read the text and answer simple questions related to it
- understand pronouns and how to use them in sentences

Overview

This lesson has been included to familiarise students with a train journey. Students will learn to identify the different parts of a train and accompany the little girl on her train journey with her mother. She meets different people and things, and waves to them, signifying the importance of a friendly nature and a positive attitude.

Success criteria

By the end of the lesson, students should be able to:

- read the lesson independently
- answer factual, inferential and extrapolative questions.
- speak and logically discuss questions.
- build his/her vocabulary by using words in the right context
- understand pronouns and verbs
- replace nouns by pronouns in given sentences
- identify verbs in given sentences
- punctuate given sentences using capital letters and full stops.
- listen attentively and identify sounds of different vehicles
- understand words and phrases and read them aloud

Generic skills

- Collaborative: Students will work in groups to answer questions. (Learn to read, Learn grammar, Learn to speak)
- Analytical: Students analyse the given text to arrive at the correct conclusion. (Learn to read)
- Critical thinking: Students will discuss the given questions. (Learn to read)
- Aural skills: Students will listen to the sounds and identify the vehicles with the images in the book. (Learn to listen)
- Conversational skills: Students will learn to converse. (Learn to speak)

Starter

- Discuss the starter to introduce the students with the theme of the unit. Ask the students what they think the story they are about to read may be about. Help the students label the parts of the train correctly by giving clues about the functions of the different parts of the train. Start with the easiest part like the wheels. Ask the students to colour the train once the students are done.

Lesson structure

Pre-Reading

- The students should sit with their books closed. Do not disclose the name of the lesson they are about to read.
- To introduce the topic, generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allow ten minutes for the discussion.
 - How many different places have you visited?
 - Which mode of transport did you use?
 - Who accompanied you?
 - What did you see on the way?
 - Have you seen a train before?
- The above questions will generate a lively discussion, which the teacher should monitor to ensure a smooth discussion. All responses from the students should be appreciated. Then ask the students to open their books to the lesson concerned.

Reading

- Read out the text (*'Beenish and her mother.....She waves to the cow'*). The students will follow the words in their books.
- Ask the students to read aloud the portion read by you. Correct pronunciation, intonation and stress.
- Now ask the following questions:
 - Where is Beenish going with her mother?
 - What does Beenish wave to?
 - Name all the things that Beenish saw.
- Next, read the next conversation on the same page of the given text (*'A tractor goes by..... and so many things to wave to'*), while the students will follow the words in their books.
- Ask the students the while reading question: *Why does Beenish wave to different things and people she sees outside the train window?*
- Elicit various responses from them and ask the students their opinion, allow them to reflect at the question
- Now ask Group B to read aloud the portion read by you with correct pronunciation, intonation and stress.
- Ask the following questions:
 - What do the children do?
 - Who is sitting under a tree?
 - What did Beenish see around him?
 - What does Beenish tell her mother?
 - Why does she say so?
- Now that the story has been read and heard, ask the students whether they liked it and why. Elicit various responses allowing them to think and reflect.
- All the above discussions should be interactive. Encourage the students to participate.

Post-reading – Learn to read

- Understand
 - For Qs. 1 (a) and (b), explain the question to the students, ask the students to revisit the passage to find out the order Beenish waved to the things and people, they can mark numbers on the passage as the re-read the passage, then allow the students to do the questions individually. They can share their answers after the exercise is complete.
- Infer
 - **Group work:** For Qs. 1(c), divide the class into groups of four. Encourage the students in each group to share their thoughts with each other. Motivate them to find clues from the passage which made them form their opinion. Ask each group to share their answer and you can correct them if required.
- *Reflect*
 - Discuss Qs. 1 (d) in class and encourage students to share their experiences. A lively discussion will be generated, which the teacher can lead and monitor.
 - **Qs. 1 (e):** Read out and discuss the question in class. Ask students to give examples of the correct way to greet their friends' parents. For a more stimulating conversation, select a few students to role-play the scenes. The teacher can play the role of the parent, and two students can reenact the roles of Beenish and Bushra. Demonstration can lead to a more visual impact for the students to discuss on.

Learn words: Position words (preposition):

- Draw the attention towards Qs. 1. Tell the students that they have to select the correct word to fit in the blank. Read out a. and tell the students what they think is the correct answer. Quickly explain the meanings of the words in the box to the students if they have trouble understanding. Verbally complete the exercise with the students before allowing them to write the answers in the blanks. Monitor the students while they are writing their answer to correct any incorrect responses.
- **Introductory activity – Where is the object?** To introduce the topic of position words or prepositions, play an fun game with the students. The teacher can use any available object, like a textbook or a board duster along with a few more objects which can exhibit the position of the primary object like a box or bag to place the object in. Alternatively, using a toy would make the activity more interesting and novel for the students.
- To help out the students with words, write the following prepositions on the board: under, on, over, in
- Tell the students that you will be playing an interesting game with the object/toy. Place the object/toy on the table and ask the students, where is the toy? Help them to use one of the words you have written on the board. Change the position of the object/toy and keep asking the students where they object/toy is. Motivate and encourage the students to reply appropriately.
- Write the phrase position words on the board above the words under, on, over etc you used. Tell the students that all the words they used previously to describe where the object/teddy were position words. Explain to the students that position words are:

- A word that tells the position of an object (a noun). Position words are also called prepositions.
- **Video watching:** Tell the students that they will now be watching an interesting video on prepositions. Scan the QR code given next to the exercise and show the video to the students. If you do not have the facility to show it on a projector, you can divide the students in groups and show it on your mobile phones, while the students are doing their exercise.
- After watching the video, ask the students questions to consolidate their understandings and correct any misconceptions they may have.
- **Simon says:** Now tell the students that they will play a game called Simon Says. They have to follow your instructions as you say them out loud. Tell them to take out their textbooks and hold it in their hands. Give them the first instruction, 'Put the textbook ON the table.' Let the students listen and follow the instruction. Similarly, give them more such instructions like 'Put the textbook IN the bag.'; 'put the bag UNDER the table.' Etc. Monitor the students and ensure they understand the words and follow them.
- Draw the students' attention towards Qs. 2. Tell the students to read aloud the sentences under the pictures and notice where the object is in the picture. Keeping these pictures in mind, read out part a of Qs. 2 and ask the students what they think will be the answer. You can give them clues to what the action in the sentence represents or perform the action to demonstrate what the sentence means. Help the students write their responses in the book. Monitor while they are writing to ensure they copy the words correctly in the blanks.

Learn to grammar: Pronouns

- **Introduction:** Ask the students to look at the pictures on page 27. Read out the sentences below the pictures. Ask the students to read along with you. While the students are reading, write the words: I, you, she, he, it, we, they on the whiteboard. Ask any of the students to introduce themselves. How will they say who they are. When the student says, 'I am so and so...' continue saying, 'you are a boy/girl'. Use the rest of the pronouns in sentences using examples from around the class.
- **Group work:** Make small groups of three and four and ask students to make sentences similar to the ones on page 27. Tell the students that when they are talking about a girl, use she and when talking about a boy they will use he. Write it on the whiteboard for students to remember. Once the students have made their sentences ask the groups to share their sentences with the class.
- Tell the students that the words on the board and the ones with which they made sentences have a special name, these are called, pronouns.

The words I, you, he, she, we, it and they are pronouns. We use them in place of nouns.

- Remind them that nouns are names of any person, place, animal or thing. Make a table like this on the board, you can also make one on a chart paper and put it on the softboard:

Noun/ word	Pronoun
Boy	He
Girl	She
Animal or any non-living thing	It
More than two people other than yourself	They
More than two people including yourself	We
Myself	I

- **Whole class:** Go over the table with the students, tell them that we use pronouns AFTER the noun has been mentioned so that we do not repeat the noun again and again.
- Write the sentence on the board and underline the name Beenish when it appears for the second and third time: Beenish is a girl. Beenish is in class one. Beenish likes to study.
- Read out the sentence and explain to the students that using Beenish again and again makes it difficult and repeated to read so we replace Beenish with she (since Beenish is a girl) in the other two sentences. Now write the sentence again using she: Beenish is a girl. She is in class one. She likes to study.
- Write similar such sentences to demonstrate he, they, us, it, we.
- Draw the attention of the students towards Qs. 2. Ask the students to read out a. and look at how the second Zunera is changed to she in the below sentence. Write the words she, he, it, we, or they.
- Go over the parts of the question with the students and facilitate them to rewrite the sentences in the blanks given in the textbook. Remind them to refer to the table you had previously. Monitor the students to make sure they are attempting the exercise accurately, correct them as you find any misconceptions or errors.

Learn Grammar: Doing words/Action words

- **Prior knowledge:** Ask the students if they know what are doing words or action words. Elicit responses from the students and recall what are action words. Write their feedback on the board. Recall that:
 - Doing words or action words are words that show an action being performed. For example: run, walk, sleep, talk etc. It is used when we show something, or someone is doing something.
- Read out the sentences on page 29. Write the word sway, flies, waves. Try to demonstrate the action by moving your hands to show or depict the action.
- Ask the students if they can say out the action words. Tell the students that these words are also called **verbs**.
- Draw the students' attention towards the sentences given in Qs. 4. Ask the students to notice the verb in green, eats. This indicates the action being performed.

- Tell the students to read the next sentence and ask them to spot the word doing the action. Try demonstrating the action while reading out the sentence, this will help the students spot the action word better.
- Allow the students to attempt the exercise on their own while the teacher can monitor the students' progress and correct any misconceptions.

Learn to write: Punctuation: capital letters and full stops

- **Prior knowledge:** Ask the students to recall punctuation marks. Elicit their responses and write them on the board. Ask the students if they can recall how they can write a sentence. Write a sentence without a capital letter and a full stop. Ask the students if they can spot the mistake.
- For example: zainab is my friend ; after taking feedback from the students, reinforce that all sentences need to start with a capital letter and end with a full stop. The correct sentence will be Zainab is my friend.
- Highlighting/circle the capital letter and the full stop.
- Move on to the exercise given. Ask the students if they can spot the mistakes in the first sentence. Elicit their responses and rewrite the correct sentence on the board. Attempt the next sentence similarly and allow students to do the exercise on their own. Take rounds throughout the class to help facilitate the students to complete the exercise.

Learn to listen:

- Pre-lesson instructions: Find sounds of the vehicles on page 30 and store/bookmark them on your phone to play for the listening activity.
- **Instructions to students:** Ask the students to listen attentively to the sounds that the teacher will be playing.
- Explain to the students that a vehicle is something that takes you from one place to another. Cars, trains, buses, bicycles, ambulances are all vehicles.
- Draw the attention of the students to the pictures on page 30. Ask the students if they can name all the vehicles on the page. Point to the pictures and name the vehicles accurately with the students.
- Play the sounds one by one from your phone. Ensure it is loud and clear for the students to hear. Ask the students to come closer to you if needed to hear clearly.
- If possible, you can arrange for a speaker to connect your phone for playing the sounds.
- Play the sound at least twice for the students to pick up and identify the vehicle.
- Help the students identify if they are unable to identify the sound. Once done you can replay the sounds and reinforce them to build a better understanding.

Learn to speak:

- **Pair work:** Read out the dialogues given on page 31. Pair up the students and ask them to practice reading aloud the dialogues on page with you. Ensure the students are speaking audibly and pronouncing the words correctly by taking rounds in the classroom.
- Once the students have practiced, invite them to perform in front of the class. Ask the students if they can extend on the conversation. Ask them to imagine themselves as actually Beenish and her mother, what more can they talk about. You can write the following continuing statements on the board:
 - Beenish: Ma, look at the flowers. They're so.....
 - Mother: Yes, they are. The red ones are my favorite. What about you, Beenish?
 - Beenish: But, I like the ones..... They look like little suns!
 - Mother: They do! And look at the birds flying above. They're so.....

Class assessment:	✓	X
Can the students read the passage The Girl on the Train individually? Can the students answer the while reading question appropriately?		
Can the students identify position words correctly?		
Can the students use pronouns accurately? Can student identify the verbs used in a sentence?		
Can the students listen to the sounds being played and identify the correct vehicle?		
Can the students present their role-plays confidently and expressively?		

Teacher's notes:

- If students find it hard to read the passage, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use pronouns in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show use flashcards to explain the meanings.
- If students struggle with verbs, prepositions, or pronouns, teachers can give them more practice exercises focused on the specific topics.
- If students struggle with role-playing, teachers can demonstrate how to perform first in front of the class. Use ample amount of motivation and encouragement. Encourage the students to participate fully. Create a safe and welcoming environment.

Extension Reading: Crayons		
Grade: I	Subject: English	Material: Textbook
Teacher:	Date:	Week:
<p>Learning objectives</p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> • identify details, characters, main idea and sequence of ideas and events while reading • recite the poem with actions and understand polite methods of expression • write answers to textual questions after comprehension; attempt an understanding of characters 		
<p>Overview</p> <p>This poem is about the benefits of sharing. When a crayon breaks, we can either see a crayon one cannot use anymore or two crayons that can now be used by two people. It teaches young learners how beautiful the gift of sharing is.</p>		
<p>Success criteria</p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • appreciate a poem and enjoy its rhythm and language. • compare pictures to spot differences 	<p>Generic skills</p> <ul style="list-style-type: none"> • <i>Collaborative:</i> Students will work in groups to answer questions. (Learn to read) • <i>Critical thinking:</i> Students will discuss the given questions. Compare pictures (Learn to read, Activity) 	
<p>Starter</p> <ul style="list-style-type: none"> • Use the Starter to introduce the poem's theme of colour and art. Ask the students what they think about colour, what do they like to use to colour? Paints, colour pencils or crayons? • Elicit responses from the students. Ask them why they like to use the medium they chose to colour. Ask them to discuss it with their friends. • Draw the students' attention towards the pictures underneath Qs. 1. Ask them if they can identify all the pictures. Instruct them to match the pictures with their names. Facilitate the students in completing the question in their textbooks. 		
<p>Lesson structure</p> <p>Pre-reading</p> <ul style="list-style-type: none"> • To introduce the topic, generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Ten minutes are allotted for this discussion. • <i>Who likes to paint?</i> • <i>What colours do they use?</i> • <i>Have they ever shared their sheets or colours with someone?</i> • <i>How was their experience?</i> 		

- The above questions will generate a lively discussion, which the teacher should monitor to prevent disturbance in class. All responses by the students should be appreciated.

Reading

- Read the stanzas one at a time and ask the questions given below to check the comprehension of the students.
- (I had a box ... it broke in two.)
 - What did the speaker have?
 - What did the speaker give to his/her friend?
 - What happened to it?
- (My friend said ... that we share!)
 - What did the friend say?
 - What did the speaker reply?
 - Why did the speaker say this?
- Make the class read the poem aloud. Check for proper pronunciation, rhyme, rhythm and intonation.
- Discuss the question, 'What lesson do you think the poem is trying to teach us?'

Learn to read

- Discuss Qs. 1 with the students ask them who they think the speaker in the poem is (or the person who is writing the poem). Elicit responses from the students.
- Ask them why they think it was a child or a grown-up. Help them make connections from the poem to how they developed their opinion.
- **Pair work:** Pair up the students for Qs. 3, explain the question and ask each pair to think of a response. Allow a few minutes for discussion. Take responses from the pairs and ask the class if they agree with the response or not.
- Facilitate them in completing the questions in their textbooks. Monitor the students while they are doing their work and correct any mistakes you may find while taking rounds.

Post-reading

- Ask the students who they think is a good friend? What are the qualities of good friend. Make a list on the board and reinforce being courteous, polite, helpful and kind to each other.

Activity

- **Pair work:** Ask the students to pair up for the activity questions. Explain the task to them. Instruct the students to look closely at the two pictures and spot any differences they can spot together.
- Allow the students a few minutes to spot the missing objects. Elicit responses from the students and then let them complete the exercise in their textbooks.

Class assessment:	✓	X
Can the students read the poem Crayons individually?		
Can the students answer the while reading question appropriately?		
Can the students form opinions appropriately based on what they read?		
Can the students spot missing objects in two similar pictures?		
<p>Teacher's notes:</p> <ul style="list-style-type: none"> • If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the poem into smaller parts and go over each part slowly. • If the students find it hard to make connections with the text, ask them questions like, look for the word which tells you..... or look for the sentence which tells you... Similarly, you can select a word or a sentence and ask the students what they think it means? Asking open-ended questions help develop critical thinking skills in students. 		

UNIT 4: A FRIEND FOR STRIPEY

Grade: I	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives

This section will help learners develop the following skills/competencies:

- associate different kinds of animals with their pictures
- understand a story with an appropriate beginning, middle and end
- learn how to communicate politely with seniors and a peer group
- understand and formulate simple words and phrases

Overview

This story is about the importance of having friends, and understanding the perspectives of different people in a simple way. The piece will help students appreciate the great joy that can be derived from doing simple, everyday things with friends.

Success criteria

By the end of the lesson, students should be able to:

- appreciate the importance of friends
- read the lesson independently
- answer factual, inferential and extrapolative questions.
- speak and logically discuss questions.
- use a dictionary to look up meanings of words
- build his/her vocabulary related to different animals
- identify adjectives in given sentences
- identify the adjectives and nouns in the given phrases
- join appropriate nouns and adjectives to make meaningful phrases.
- listen attentively to the story and number the pictures in the right order
- read aloud words and sentences
- learn to converse

Generic skills

- *Collaborative:* Students will work in groups to answer questions. (Learn to read, Learn grammar, Learn to speak)
- *Analytical:* Students analyse the given text to arrive at the correct conclusion. (Learn to read)
- *Critical thinking:* Students will discuss the given questions. (Learn to read)
- *Listening skills:* Students will listen to the story and number the pictures in the right order. (Learn to listen)
- *Conversational skills:* Students will learn to converse. (Learn to speak)

Starter

- Discuss the starter to introduce the students with the theme of the unit. Ask the students what they think the story they are about to read may be about.
- Ask the students if they have ever visited a zoo. Ask them what animals they saw there. Ask them if we can keep these animals at homes. Elicit responses as to why. Ask them what animals they can keep at home, and have they seen animals around them in the city? Elicit responses from the students.
- Explain to the students that animals in forests and jungles are called wild animals we cannot keep them at home and the animals at homes and farms are our helpers or can easily live with us.
- Draw their attention towards the pictures of animals on page 35 and ask them to write W next to wild animals and H next to animals that live with us or help us.
- Facilitate them in completing the exercise and discuss the answers once completed to check their understanding.

Lesson structure

Pre-Reading

- Let the students sit with their books shut. Do not disclose the name of the lesson they are about to read.
- To introduce the topic, generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot ten minutes for the discussion.
 - How many friends do you have?
 - Why do we need friends?
 - Name some activities that you do with your friends.
- The above questions will generate a discussion, which the teacher should monitor to prevent disturbance and noise in class. All responses by the students should be appreciated.
- Now ask the students to open their books to the lesson concerned.

Reading

- Tell the students that they will read an interesting story about a tiger called Stripey, Spots the giraffe, Snappy the crocodile, Trunkey the elephant and Banjo, the monkey. Write the names on the board, in case the students forget which animal was which.
- Read out the text on page 36 ('Will you come and play.....big log of wood'). The students will follow the words in their books.
- **Group work:** Divide the class into two groups. Ask the students of Group A to read aloud the portion read by you. Correct pronunciation, intonation and stress.
- Now ask the following questions:
 - Why was Stripey sad?
 - What was Spots doing?
 - What did Spots say to Stripey?

- Whom did Stripey meet next?
- What was he doing?
- Who was Snappy?
- What was Snappy doing?
- Next, read out the text on page 37 ('Hello, Snappy. How nice.....at last he had a friend'), while the students will follow the words in their books.
- Now ask Group B to read aloud the portion read by you. Correct pronunciation, intonation and stress. Ask the following questions:
 - What did Stripey ask Trunkey?
 - What did Trunkey say?
 - What did Trunkey finally do?
 - Who was calling Stripey?
 - What did Banjo say to Stripey?
 - Was Stripey happy?
- Now that the story has been read and heard, ask the students whether they liked it and why. Help them make connections with the text. Ask them what message they can take from the story, what did they learn? Elicit responses and help the students to come to a conclusion by asking open-ended questions.

Post-reading – Learn to read

- Understand
 - **Pair work:** Ask the students to form pairs. Explain the question Qs. 1 (a) to the students and ask them to revisit the passage to find clues and answers to fill in the blanks. Give the pairs time to complete the blanks. Discuss the answers to correct any misconceptions. Guide the students where the answers could be found in the passage to help build their scanning skills.
- Infer
 - **Group work:** For Qs. 1(b), divide the class into groups of four. Encourage the students in each group to share their thoughts with each other. Motivate them to find clues from the passage which made them form their opinion. Ask each group to share their answer and you can correct them if required.
- *Reflect*
 - **Pair work:** Discuss Qs. 1 (c) in class and encourage students to share their opinions in class and then discuss their responses with the class. Ask the students to imagine what would have happened if they would have refused bluntly. Discuss their responses and help students relate the incident with real-life situations. Help them develop a sense of courteousness and kindness.

Learn words: Dictionary

- **Riddles:** Draw students' attention towards Qs. 1. Tell them that they will be doing a fun activity of guessing different animals. Read out the first riddle and ask the students to guess the animal.

- Ask the students riddles one by one, give more clues if they are not able to solve the riddles on their own. You can even draw the clues on the board to help the students understand or visualise the animal and guess better.
- All the animals are characters from the story, A friend for Stripey.
- **Dictionary – Pair work:** Ask the students to find the underlined words from the passage and write them on the board. Divide the students in pairs and ask them to look up the words using alphabetical order. Help them identify which word will come first in the dictionary and under which letter.

Learn to grammar: Adjectives

- **Introduction:** Ask the students to look at the pictures on page 36. Ask the students to tell you how Stripey, Spots, and Snappy look like. Write Stripey on the whiteboard and start with him. Write their descriptions on the whiteboard. Continue on similarly for Spots and Snappy.
- Help students look at the pictures and use words like, tall, green colour, has spots, has stripes. If they are familiar with the animals tiger, giraffe and crocodile they can share more words like sharp teeth etc.
- Once elicited, draw the attention of the students towards all the words they have elicited and tell them all these words are used to describe the three characters from the story. These words are **describing words or adjectives**. Write the definition of adjectives on the board:
 - Describing words, also called adjectives, tell us more about a noun (a person, place, or a thing). They can describe how something looks, feels, tastes, smells, or sounds.
- Recall what is a noun with the students. Ask the students to describe an apple, or a cat. Write their responses on the whiteboard and reinforcing that all these words are called describing words. Similarly, you can ask the students to describe themselves and while they are talking, write the describing words on the whiteboard.
- Draw their attention towards the phrases given on page 39:
 - the hungry giraffe,
 - the busy crocodile,
 - the sad tiger,
 - the big elephant,
 - the friendly monkey
- Ask the students to identify the word which tells you more about the animal (a noun). Reinforce that the words hungry, busy, sad, big, and friendly are describing words, or adjectives.
- **Video watching:** Tell the students that they will now be watching an interesting video on adjectives. Scan the QR code given next to the exercise and show the video to the students. If you do not have the facility to show it on a projector, you can divide the students in groups and show it on your mobile phones, while the students are doing their exercise. After watching the video, ask the students questions to consolidate their understandings and correct any misconceptions they may have

- **Pair work:** Pair up the students and draw their attention towards Qs. 1. Tell the students that they have to find five adjectives in the short story given. Read out the story once to the students and then ask them to read it in pairs.
- Ask them to look for words that describe or tell you more about a person, place, animal or thing. Identify the first adjective for them, i.e. brown in brown dog. Tell them that dog is the noun and brown is its colour which describes it.
- Give the pairs time to look for more adjectives. Take rounds to monitor the students progress and correct any mistakes they might be making.
- In the end, discuss the answers collectively as a whole class. Ask the students how they found the adjective. Point out the nouns and how the adjectives describe them.
- For Qs. 2. Ask the students to read the phrases given. Ask them to identify the noun in the phrase and then which word describes the noun. Instruct them to write A under the adjective and N under the noun. Do the first phrase as an example and then let the students attempt the exercise on their own. Take rounds throughout the class to monitor the progress of the students and correct any misconceptions they might have.
- **Wrap-up:** Ask the students what their understanding of adjectives are and elicit responses from them. Ask the students to describe things in the classroom.

Learn to write: Writing sentences with adjectives and nouns

- **Prior knowledge:** Recall what are adjectives and nouns that the students learnt in the previous lesson. Elicit their responses on the whiteboard.
- Ask the students to read out the adjectives given in the table on page 40. Ask them what they think is the meaning of the adjectives. Explain the meaning to the students if they do not know. Tell the students all these words are adjectives and they help describe a noun.
- Read out the nouns with the students. Explain the Qs. To the students. They have to look at the picture, select the nouns from the noun table and pick a suitable adjective which helps describe the picture and the person or thing.
- **Pair work:** Pair up the students. Tell them to look at the first two pictures, a girl is helping her mother that is why 'good girl' is written. Draw their attention towards the third picture, ask them what the picture is, look for the word in the noun box. (You can also make the tables on the board). Ask them what does the wrestler look like? Elicit responses from the adjectives table. Help them elicit the response 'strong wrestler'.
- Give the pairs time to complete the exercise, take round throughout and correct any mistakes students might be making.
- Discuss the students' responses in the end. Accept any appropriate responses the students might have come up with.

Learn to listen:

- **Instructions to students:** Ask the students to look at the pictures on page 42 closely and listen attentively to the passage about the pictures, tell them that the pictures are not in the correct order (Present at the end of the textbook under Listening Text). Tell the students that they must listen to the events of the story carefully as they will be writing numbers under the pictures to indicate the correct order of the events of the story.

- Read out the relevant listening passage once to the students. Make sure they are focused and paying close attention to the details. After reading it out the first time, ask the students what they can remember what they heard. Elicit various responses and write them on the board. Ask them what happened first by looking at the pictures.
- Tell them that they must remember important details from the passage and mark answers during the second reading. Read out the passage once more to help them check their answers. Once finished reading, give the student time to collate and mark their answers in the textbook.
- Walk around the classroom and observe the students' progress. Once the exercise is completed, discuss the correct answers with the class.
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.

Learn to speak:

- **Pair work:** Read out the words and sentences given on page 42. Pair up the students and ask them to practice reading aloud the words and sentences to each other. Ensure the students are speaking audibly and pronouncing the words correctly by taking rounds in the classroom.
- Once the students have practiced, ask a few pairs to read out the words and sentences. Politely correct any mispronunciations by repeating the word/sentence and asking the student to repeat it after you.
- Now ask the pairs to read the dialogues on page 43. They can practice all the scenes and perform them. Ask the pairs to look at the table at the end of page 43. Instruct the students that they will form a question from column A using the help words and use the answer in column B to give a response. Ask the pairs to practice making questions and answering them. Once done, ask a few pairs to perform in front of the class. Correct any mistakes politely by repeating the correct formation/sentence and asking the students to repeat it after you.

Class assessment:	✓	✗
Can the students read the passage A friend for Stripey individually?		
Can the students answer the while reading question appropriately?		
Can the students identify adjectives and nouns correctly?		
Can the students form phrases using nouns and adjectives?		
Can the students listen to the sounds being played and identify the correct sequence of the story?		
Can the students read out words and sentences confidently and with correct pronunciation?		

Teacher's notes:

- If students find it hard to read the passage, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use adjectives and nouns in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show use flashcards to explain the meanings.
- Teachers can give them more practice exercises focused on the specific topics.
- If students struggle with reading out aloud teachers can read the word/sentence first and ask the student to repeat after you. Use ample amount of motivation and encouragement. Encourage the students to participate fully. Create a safe and welcoming environment.

Extension Reading: Little Things		
Grade: I	Subject: English	Material: Textbook
Teacher:	Date:	Week:
Learning objectives This section will help learners develop the following skills/competencies:		
<ul style="list-style-type: none"> • recite poems with appropriate pause, intonation and pronunciation • group activities, discussions with peers and teachers, surveys, organization of data and their display through exhibitions • read, compare, contrast, think critically and relate ideas to life 		
Overview This poem has been included to make young learners aware of the way our earth is made, both geographically and non-materially. It also emphasizes on the importance of little things. Students are engaged through the simple verses which refer to a much deeper meaning of life where each little act of good deed makes our world a happy place to live in.		
Success criteria By the end of the lesson, students should be able to:	Generic skills	
<ul style="list-style-type: none"> • appreciate a poem and enjoy its rhythm and language. • understand that little things make up our world and little acts of kindness and love make our lives happy. • discuss and understand acts of kindness and love. 	<ul style="list-style-type: none"> • <i>Collaborative:</i> Students will work in groups to answer questions. (Learn to read, Starter.) • <i>Critical thinking:</i> Students will discuss the given questions. (Learn to read) 	

Starter

- Use the Starter to introduce the poem's theme of saving water. Ask the students the starter question given on page 44.
- Elicit responses from the students. Ask the students what will happen if we waste water. Generate a discussion reinforcing conserving resources and how vital water is for the planet. The teacher can also reinforce the different uses of water.

Lesson structure

Pre-reading

- To introduce the topic, generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot ten minutes for the discussion.
 - Do they like trees? Can they identify plants and trees?
 - If someone is in trouble, should we help him/her?
 - If they find a hurt animal on the street, how would they help it?
- The above questions will generate a discussion about which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.

Now ask the students to open their books for the lesson concerned.

Reading

Ask the students to read the poem after you, model reading with intonation and stress. Ask the following questions:

- (Little drops of ... beauteous land.)
 - What is the ocean made up of?
 - What is the land made up of?
- (Little deeds of ... heaven above.)
 - Explain Eden to the students.
 - What makes our earth Eden?

Generate a healthy discussion around being kind to each other. Talk to the students how these actions make us better people.

Learn to read

- **Prior knowledge:** Recall rhyming words with the students. Share some examples and elicit responses from the students. Write them on the board.
- **Pair work:** Divide the class into pairs. Each pair will work out the answers to the three questions. Explain the questions to the students. Monitor their work by taking rounds throughout the class, correct any mistakes the students might be doing.
- Ask at least 4 pairs to read aloud the answers they have written.
- Each student's work will have to be checked for spelling and punctuation.

Activity

- Guide the students and discuss Q. 1 verbally as a whole class activity.
- **Group work:** For Q. 2, divide the class into groups of four. Let each group decide on an animal and discuss how they can help it. Ask each group to share their discussion with the class. Give feedback on the students' responses and help them build a better understanding. Reinforce the concept of empathy and kindness toward animals.

Class assessment:	✓	✗
Can the students read the Little Things individually?		
Can the students answer the while reading question appropriately?		
Can the students form rhyming words correctly?		

Teacher's notes:

- If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the poem into smaller parts and go over each part slowly.
- If students struggle with sounding words, teachers can help break the word in segments and use blending sounds to read out the words with the students.
- If the students cannot form rhyming words, give them a word bank with different rhyming words. Ask the students to sort the words that sound the same. Give them practice worksheets as homework and extra practice.

UNIT 5: THE WORLD OUTSIDE

Grade: I **Subject:** English **Material:** Textbook

Teacher: **Date:** **Week:**

Learning objectives

This section will help learners develop the following skills/competencies:

- identify familiar and unfamiliar objects and associate them with pictures
- recognize characters from a story and understand how they emote and conduct themselves
- infers the meaning of unfamiliar words by reading them in context
- begins the use of plural words and understands how to use the plural version of common words

Overview

This unit has been included to appeal to the growing fascination young learners have for travelling and discovering new places. Through the humorous adventure of a cat, a dog and a cow, who travel far to see the world and arrive at the sea (from which they are unable to drink because it is salty), students realize that being home is also as much special and important as travelling. They learn to appreciate everyday things.

Success criteria

By the end of the lesson, students should be able to:

- understand that travelling is exciting while being at home is comforting.
- answer factual, inferential and extrapolative questions.
- speak and logically discuss a question.
- build his/her vocabulary by understating how words rhyme.
- identify farm animals.
- understand and correctly use simple plurals.
- write a description of a given picture using simple sentences starting with 'There is ...' and 'There are ...'
- listen attentively to a story for its gist.
- understand and identify the long and short /i/ sounds.
- hold a conversation by asking and answering questions using 'how many ...?'

Generic skills

- *Collaborative:* Students will work in groups to answer questions. (Learn to read, Learn grammar, Learn to speak)
- *Analytical:* Students analyse the given text to arrive at the correct conclusion. (Learn to read)
- *Critical thinking:* Students will discuss the given questions. (Learn to read)
- *Listening skills:* Students will listen to the story and number the pictures in the right order. (Learn to listen)
- *Conversational skills:* Students will learn to converse. (Learn to speak)

Starter

- Draw the students' attention towards the pictures given on page 46. Ask the students to name the pictures.
- Ask the students the questions given in the starter to generate a discussion around the pictures. List down the places where water can be found on the whiteboard.
- Ask the students where water comes from in the tap, help them make connections to water in the lakes and rivers from which we get water in our homes. Reinforce the importance of saving water and also not polluting our water bodies.

Lesson structure

Pre-Reading

- Generate a discussion through the following questions.
 - Do they like to travel—go to new places for vacation?
 - Which places have they been to for vacations?
 - Tell the class one of the best things about their holiday.

Reading

- Tell the students that they will read an interesting story about a cat called Pat, a dog called Nog and a cow called Mow who all lived on a farm.
- Read out the text on page 47 (A cat called Pat ... 'Come, let's go,' they say.) Then ask these questions:
 - What is the name of the cat?
 - What is the name of the dog?
 - What is the name of the cow?
 - What does Pat tell his friends one day?
 - What does Nog and How Brown do?
- Continue reading (They go out ... 'True,' says Nog.)
 - How long do they walk?
 - What do they walk over?
 - What do they walk through?
 - What do they walk past?
 - Where do the three friends reach?
- ('I'm thirsty,' ... They bend down to drink.)
 - What does How Brown say?
 - Are Pat and Nog thirsty too?
 - Where do the friends walk to?
 - How do they drink?

- ('Yuk!' says Pat ... back to the farm.)
 - Why do the friends say 'yuk-yuk'?
 - What do they decide to do?
 - Why do they go back to the farm?
- The above questions will generate a discussion about which the teacher should monitor to prevent chaos. All responses by the students should be appreciated. Now ask the students to open their books for the lesson concerned.

Post-reading – Learn to read

- Understand
 - **Pair work:** Divide the class into pairs. Each pair will work out the answers to the given questions. Ask six different pairs to read out the answer to one question each. Ask the rest of the students if the answer is correct. Guide and correct as needed.
- Infer
 - Explain the question to the class. Ask the students to refer to the text again to answer the question if needed. Generate a discussion about the topic and ask everyone to contribute to it, and add any new point that students come up with.
- *Reflect*
 - For Q.3, let the students discuss this amongst themselves. The discussion can be monitored. Write down some of the most common answers on the whiteboard. Ensure that each student is contributing to the discussion.
 - **Pair work:** For Q.4, divide the class into pairs. Ask each pair to discuss which child is doing the correct thing and why. The groups can later share their reasoning with the other groups.

Learn words: Rhyming Words

- **Prior knowledge:** Recall rhyming words with the students. Write a few three-letter words on the board and ask the students to come up with a rhyming string.
- Reinforce that rhyming words are words with the same endings which makes them rhyme.
- **Qs. 1:** Ask the students to read out the words given in Qs. 1 and read out the options given in front of the words. Do the first part with the students and indicate Boose rhymes with goose and it is underlined.
- Similarly do the remaining parts verbally along with the students helping them solve the exercise in their textbooks.
- **Qs. 2:** Recall what are farm animals. Read out the words with the students ask them one by one which is a farm animals. Instruct them to underline the farm animals.

Learn to grammar: Plurals

- **Video watch:** Tell the students that they will now be watching an interesting video on plurals. Scan the QR code given next to the exercise and show the video to the students. If you do not have the facility to show it on a projector, you can divide the students in groups and show it on your mobile phones, while the students are doing their exercise.

- After watching the video, ask the students questions to consolidate their understandings and correct any misconceptions they may have.
- **Prior knowledge:** Recall singular plural nouns with the students. Elicit their responses. Write a simple word like cat on the white board and ask the students for the plural. Elicit more plurals of similar examples.
- Explain to the students that:
 - When we talk about more than one person or thing, we use the **plural form** of the naming word. We usually add 's' to the word to get its plural.
 - one mountain—many mountains
 - one stream—many streams
 - one village—many villages
- **Qs. 1:** Verbally attempt a few parts of the question with the students. Explain to the students that adding a 's' at the end of the word will make it a plural form
- **Qs. 2:** Ask the students to count and write the number along with the plural form of the object. Attempt one or two with the students as a whole class. For assistance you can write the spellings of the numbers in words on the whiteboard.
- Take rounds while the students attempt the exercise in their textbooks and facilitate them in completing the questions.

Learn to write: There is..., There are...

- Recap plural forms with the students. Now ask the students to attempt to use a singular form and a plural form of noun in two sentences.
- For example, write the word cat, and make a sentence of the word cat using there is. Then use the plural form, cats, and make a sentence using there are two cats.
- Explain to the students that when we use 'there is' with singular or uncountable nouns like water. And we use 'there are..' with plural nouns.
- Make several sentences verbally with the students to help them consolidate their concept.
- **Pair work:** Pair up the students and ask them to attempt the question. After observing the picture the students will make five sentence using There is and There are.
- Take rounds while the students work together and correct any misconceptions the students might have.

Learn to listen:

- Ask the students to read out the sentences given in Qs. 1.
- **Instructions to students:** Ask the students to listen attentively to the story about a little boy and a goat, tell them that they have to select the correct sentence from Qs. 1 and write its letter in the box given. (Present at the end of the textbook under Listening Text). Tell the students that they must listen to the events of the story carefully to identify the correct sentence.
- Read out the relevant listening passage once to the students. Make sure they are focused and paying close attention to the details. After reading it out the first time, ask the students what they can remember what they heard. Elicit various responses and write them on the board.

- Walk around the classroom and observe the students' progress. Once the exercise is completed, discuss the correct answers with the class.
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.
- Ask the students to colour the drawings in Qs. 3.

Learn to speak:

- Ask the students to read out the words and phrases aloud as a whole class. Correct any mispronunciations the students may be using. Repeat if necessary.
- **Pair work:** Pair up the students and explain Qs. 2 to the students. They will imagine they are on a farm. Pairs will tell each other about how many animals they have. The teacher can refresh the students memory by recalling farm animals with the students.
- Tell the pairs that while their partner is telling them how many animals they have the listening partner will write down the number their partner tells them. Once done, they will add up all the animals and share the total. Both partners will calculate the number of animals each have on their imaginary farm.
- Now ask the pairs to read the dialogues on page 52. They can practice the scenes and perform them. Take rounds while the pairs are practicing, politely correcting any mispronunciations or by giving ideas if the students are stuck.

Class assessment:	✓	✗
Can the students read the passage The World Outside individually?		
Can the students answer the while reading question appropriately?		
Can the students identify correct rhyming words?		
Can the students form sentences using there is..., and there are...?		
Can the students listen to details in a story being played/read out and identify the correct sentence from the story?		
Can the students read out words and phrases confidently and with correct pronunciation?		

Teacher's notes:

- If students find it hard to read the passage, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use rhyming words, teachers can play word games to make learning fun. They can also make rhyming strings. Or use flashcards to explain the meanings.
- Teachers can give them more practice exercises focused on the specific topics, like making plurals and making sentences.
- If students struggle with reading out aloud teachers can read the word/sentence first and ask the student to repeat after you. Use ample amount of motivation and encouragement. Encourage the students to participate fully. Create a safe and welcoming environment.

Extension Reading: The Friendly Cow		
Grade: I	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives

This section will help learners develop the following skills/competencies:

- develop an understanding of their immediate surroundings and the animals that are a part of it
- associate the character of the friendly cow with the one presented in the poem to understand how cows help us in our daily lives
- be introduced to the use of childlike humour

Overview

This unit is a poem which has been included to make young learners aware of how the cow is a domestic animal that provides us with milk and other dairy products. The poem has a delightful tone which will engage the attention of the young students and make them feel more compassionate and kind towards cows in particular and animals in general.

Success criteria

By the end of the lesson, students should be able to:

- appreciate a poem and enjoy its rhythm and language.
- learn to trace, draw and colour the image of a cow.

Generic skills

- *Collaborative*: Students will work in groups to answer questions. (Learn to read, Starter.)
- *Critical thinking*: Students will discuss the given questions. (Learn to read)

Starter

- Discuss the starter question to introduce the students with the theme of the unit. Elicit responses from the students on the different things we get from milk. Draw their attention towards the different pictures of milk products and ask the students to name them.
- The ask the students to match the names given in the box with their respective pictures.

Lesson structure

Pre-reading

- Let the students sit with their books shut. Do not disclose the name of the lesson they are about to read.
- To introduce the topic, generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot ten minutes for the discussion.
 - Have they ever seen a cow?
 - Do they like cows or are they afraid of them?
 - What do cows eat?
 - What do cows give us?
 - Do the children drink milk? Do they like milk?
 - What delicious foods are made with milk (sweets, ice cream, kheer, etc.)?
- The above questions will generate a lively discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.
- Now ask the students to open their books to the lesson concerned.

Reading

- **Whole class:** Read the poem as a whole class with rhythm and proper intonation.
- (from *The friendly cow ... to eat with apple tart.*) And ask the following questions:
 - *What colour is the cow?*
 - *What does the cow give the poet?*
 - *What can one eat cream with?*
- Continue reading (from *And blown by ... till the meadow flowers*) and ask the following questions:
 - What blows about the cow?
 - How does the cow get wet?
 - Where does the cow walk?
 - What does the cow eat?

Learn to read

- **Pair work:** Divide the class into pairs. Let each pair work together and fill in the blanks of the two questions. Ask at least 4 pairs to read aloud the answers they have written. Each student's work will have to be checked for spelling.

Activity

- This activity can be attempted individually by students. Ask them to follow the narrative by looking at the pictures and providing the answers in their textbooks.
- Tell the students that words should rhyme with the line above it in the poem.
- Read the poem at the end of the activity as a whole class with rhythm and intonation

Class assessment:	✓	✗
Can the students read the poem, The Friendly Cow individually?		
Can the students answer the while reading question appropriately?		
Can the students fill in the blanks correctly?		
<p>Teacher's notes:</p> <ul style="list-style-type: none"> • If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the poem into smaller parts and go over each part slowly. • If students struggle with sounding words, teachers can help break the word in segments and use blending sounds to read out the words with the students. • If the students cannot form rhyming words, give them a word bank with different rhyming words. Ask the students to sort the words that sound the same. Give them practice worksheets as homework and extra practice. • If the students have trouble taking cues from pictures, practice worksheets can be given with pictures to form sentences on. 		

UNIT 6: A PRESENT FOR OMAR

Grade: I	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives

This section will help learners develop the following skills/competencies:

- identify details, characters, main idea and sequence of ideas and events while reading
- respond to comprehension-based questions from the animated story
- understand the role every professional (postman, doctor, baker) plays in our lives
- formulate simple phrases on their own

Overview

This animated story is about a little boy who receives a surprise gift from his parents. It inculcates a feeling of gratitude and pleasant amazement within young learners, and many will look forward to encountering a similar situation in their lives. It also speaks about the warmth a regular family situation involves, as the boy's parents, sister and friend join in his joy at receiving the present.

Success criteria

By the end of the lesson, students should be able to:

- understand the feelings of people and reciprocate accordingly
- read the lesson independently
- answer factual, inferential and extrapolative questions.
- speak and logically discuss questions.
- build his/her vocabulary related to different professions
- understand the use of apostrophe s
- make phrases and sentences using apostrophe s
- learn to write an address
- write spellings of words and complete sentences for dictation

Generic skills

- *Collaborative:* Students will work in groups to answer questions. (Learn to read, Learn grammar, Learn to speak)
- *Analytical:* Students analyse the given text to arrive at the correct conclusion. (Learn to read)
- *Critical thinking:* Students will discuss the given questions. (Learn to read)
- *Listening skills:* Students will listen to the story and number the pictures in the right order. (Learn to listen)
- *Conversational skills:* Students will learn to converse. (Learn to speak)

Starter

- Ask the students the questions given in the starter to generate a discussion around the pictures. List down their responses for various gifts they would buy for particular people. Ask the students why they chose the particular gift for the person.

Lesson structure

Pre-Reading

- Generate a discussion through the following questions.
 - Have you ever thought of giving a handmade card to anyone?
 - Did you ever get a surprise gift?
 - How did you feel?

Reading

- Read out the text on page 55 ('A postman knocks.....gives him a packet.') The students will follow the words in their books.
- Ask the class to read aloud the portion read by you. Correct pronunciation, intonation and stress.
- Now ask the following questions:
 - Whom did the postman ask for?
 - What was the postman carrying?
 - What did the postman ask Omar to do?
- Next, read out the text on page 56- 57('What is in this.....best parents in the world'), while the students will follow the words in their books.
- Now ask the class to read aloud the portion read by you. Correct pronunciation, intonation and stress.
- Now that the story has been read and heard, ask the students whether they liked it and why.

Post-reading – Learn to read

- Understand
 - **Group work:** Divide the class into groups. Each group will discuss the answers to the given questions under Q.1 and Q.2. Ask one member in the group to write a few points of what is discussed. The teacher can also elicit responses from the groups after their discussion and write their feedback on the board.
 - Then discuss each question in class and correct students whenever required.
- Infer
 - **Group work:** For Q.3, you may divide the class into groups of four each Encourage the students in each group to share their thoughts. Ask each group to share their response. The time limit for this exercise should not exceed 20 minutes.
- Reflect
 - **Group work:** Discuss Q.4 and Q.5 with the students and ask them if a handmade gift is a better option than something bought with money.
 - Discuss how they would make a new student feel loved and wanted in their school. Some of the important points articulated during the discussion can be written down on the board. The students can then write down their own answers. Ask at least 5 students to read out their answers for the class.
 - Correct their logic, intonation and grammar if required

Learn words: Professions

- **Prior knowledge:** Recall different professions with the students. Ask the questions on who does what, for example: Who helps us get better when we are sick? Elicit responses from the students and write them on the board.
- **Qs. 1:** Ask the students to look at the pictures given on page 58. Ask them to identify the people and match the picture and the descriptions to the name of the profession in the middle column.
- Read out the descriptions if the students find it difficult to read.
- Take rounds in the class while students match correcting any misconceptions they might have.
- Discuss the students' answers once the students complete their responses.

Learn to grammar: Apostrophe 's'

- **Introduction – Story Time:** Introduce the topic by having a short story time session. Tell the students that they will listen to a story called, 'Sara's Book'. Write the name on the whiteboard and begin reading the story:
 - Once upon a time, there was a little girl named Sara who loved to read. She had a special book that she carried with her everywhere. It was called "The Adventures of Sparkle the Unicorn."
One sunny morning, Sara decided to take her book to the park. She found a cozy spot under a big oak tree and opened her book. As she read, she imagined herself riding on Sparkle's back, flying over rainbows and exploring magical forests.
Suddenly, a gust of wind blew through the park and lifted Sara's book into the air. "Oh no!" Sara cried, chasing after it. The book landed in the hands of a boy named Tom, who was playing nearby.
"Is this your book?" Alina asked, holding it out to Sara.
"Yes, it's mine," Sara said, smiling with relief. "Thank you for catching it!"
Alina looked at the cover and said, "I love unicorns too! Can we read it together?"
Sara nodded happily. They sat under the oak tree and took turns reading "The Adventures of Sparkle the Unicorn." They laughed and imagined all the wonderful places Sparkle visited.
From that day on, Sara and Alina became best friends. They shared many adventures, both in their imaginations and in real life, all thanks to **Sara's special book.**
- The teacher can use a story book and stick a label on it called. 'The Adventures of Sparkle the Unicorn'. Ask the students who does this book belong to. Repeat loudly, this is Sara's book- write it on the white board.
- Make other such demonstrations, like pick up your handbag and ask the students can they say whose bag, is it? And repeat, this is the teacher's bag. Etc..
- Now explain to the students that we use the apostrophe 's' when we want to show something belongs to someone. Circle the apostrophe 's' in the caption 'Sara's book'
- Draw the students' attention to the pictures on page 59 and read out the phrases in Qs. 1. Emphasise the apostrophe 's'

- **Name tag activity:** Give each student a name tag with their name and an item (e.g., “Annie’s pencil”). Ask them to show their item and say the phrase aloud.
- Ask other students to point to the other person’s object and say out aloud the name and the object. Repeat as many times as needed for the concept to be reinforced.
- **Qs. 2: Pair work:** Pair up the students and discuss Qs. 2. Ask the students to look at the pictures with the questions and make appropriate phrases. Give the pairs some time to complete the question and then collect feedback to check their understanding.
- **Qs. 3:** Verbally attempt the question with the students. Take random feedback and write a few responses on the whiteboard. Ask the students to individually attempt the exercise in their textbooks.

Learn to write: Writing an address

- **Prior knowledge:** Ask the students if they can tell you where they live, the name of the town, area of house number.
- Ask the students if they know what an address is. Tell the students it is very important to know your address. An address tells you the location of a place. It can help you get there if you are lost, that is why it is important to know the address of your home. Addresses are also written on letters and envelopes to help the letter reach the correct place and to the correct person.
- Draw their attention to the address mentioned in Qs. 1 on page 60. Copy the address on the whiteboard and label the different parts: the name of the person, house number, street/ lane number, the town/city, province and the postal code.
- Ask the students to write the address given in Qs. 2 on the empty envelope correctly, remind them what will come first, then second, then next. They can refer to the example in Qs. 1 above.
- For Qs. 3, the teacher should have the student’s correct addresses before attempting this exercise. You can write their addresses on a pieces of paper and distribute them to the respective students to copy down.

Learn to listen:

- **Prior work:** Give a group of words from Qs. 1 and the sentences in Qs. 2 to the students to learn as homework. Take dictation of the words and the students the next day in their notebooks. Remind the students to spell out the words in case they get stuck in remembering the words and also to use a capital letter and full stop with the sentences when being dictated in their notebooks.
- **Spelling bee:** Once done ask the spellings of a few words they might not have learned without looking in the textbooks. Ask the students to spell out the word in their mind and recognise the sounds of the letters.

Learn to speak:

- **Pair work:** Read out the words and sentences given on page 62 in Qs. 1 – 3. Pair up the students and ask them to practice reading aloud the words and sentences to each other. Ensure the students are speaking audibly and pronouncing the words correctly by taking rounds in the classroom.
- Once the students have practiced, ask a few pairs to read out the words and sentences. Politely correct any mispronunciations by repeating the word/sentence and asking the student to repeat it after you.
- **Video watch:** Tell the students that they will now be watching an interesting video on saying Thank you and Sorry. Scan the QR code given next to the topic and show the video to the students. If you do not have the facility to show it on a projector, you can divide the students in groups and show it on your mobile phones, while the students are doing their exercise.
- After watching the video, ask the students questions to consolidate their understandings and correct any misconceptions they may have. Reinforce when we use Thank you and Sorry. Tell the students these are our golden polite words and we should always use them. (The teacher can write these words on bright flash cards and put them up on the board, keep reminding the students to use them.)
- **Pair work:** Now ask the pairs to look at the pictures on page 63. Ask them to observe what is happening in each picture. What would the characters use? **Thank you or sorry?** Give the students time to complete the exercise.
- Take feedback from random pairs to check the students' answers.

Class assessment:	✓	✗
Can the students read the passage A Gift for Omar individually?		
Can the students answer the while reading question appropriately?		
Can the students identify professions correctly?		
Can the students use the apostrophe s correctly?		
Can the students listen to the words and sentences and write them correctly?		
Can the students read out words and sentences confidently and with correct pronunciation?		
Can the students use words Thank you and Sorry correctly?		

Teacher's notes:

- If students find it hard to read the passage, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use the apostrophe s correctly, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show use flashcards to explain the meanings.

- Teachers can give them more practice exercises focused on the specific topics.
- If students struggle with reading out aloud teachers can read the word/sentence first and ask the student to repeat after you. Use ample amount of motivation and encouragement. Encourage the students to participate fully. Create a safe and welcoming environment.
- If the students need more practice using thank you and sorry. You can give them more scenarios and ask them what will be used in the situation.

UNIT 7: KASHAF'S TREE

Grade: I **Subject:** English **Material:** Textbook

Teacher: **Date:** **Week:**

Learning objectives

This section will help learners develop the following skills/competencies:

- associate words with pictures (especially those that are not everyday images)
- identify a story sequence and comprehend how one event is followed by another
- respond to text-based questions and ask text-based questions

Overview

This unit intends to inculcate love for nature in young learners. Here, it is done through two common interests of children, which are eating mangoes and climbing trees. Young learners will identify with the character, Kashaf, in the story through their own love of fruits and trees and learn to live in harmony with nature.

Success criteria

By the end of the lesson, students should be able to:

- identify with the joys of childhood—eating mangoes, climbing trees and playing with friends.
- answer factual and inferential questions.
- speak and logically discuss a question.
- match each season with its respective picture.
- build his/her vocabulary by unscrambling words whose meanings have been given.
- understand and correctly use irregular plurals.
- make simple sentences by correctly filling in the blanks with words from a list of given words.
- listen and identify people in a picture.
- understand and identify the sound /ʌ/.
- answer 'Yes' and 'No' questions with reference to context.

Generic skills

- *Collaborative:* Students will work in groups to answer questions. (Learn to read, Learn grammar, Learn to speak)
- *Analytical:* Students analyse the given text to arrive at the correct conclusion. (Learn to read)
- *Critical thinking:* Students will discuss the given questions. (Learn to read)
- *Listening skills:* Students will listen to the story and number the pictures in the right order. (Learn to listen)
- *Conversational skills:* Students will learn to converse. (Learn to speak)

Starter

- Draw the students' attention towards the pictures given on page 64. Ask the students if they can identify the trees.

- Ask the students the questions given in the starter to generate a discussion around the pictures.
- Ask the students to look at the pictures of a the trees and draw them in their notebooks.

Lesson structure

Pre-Reading

- Generate a discussion through the following questions.
 - Do they like trees? Can they climb trees?
 - What trees can they climb?
 - Which is their favourite tree?

Reading

- Tell the students that they will read an interesting story about Kashaf's tree.
- Read out the text on page 64 (Look at this picture of a mango tree ... Kashaf loves the tree.)
 - What kind of tree is it?
 - Where is the tree?
 - Is the tree small?
 - What grows on the tree in summer?
- Continue reading: (When there is no school ... eats her lunch under it.) and ask the following questions:
 - What does Kashaf do when there is no school?
 - Where does Kashaf eat her lunch when there is no school?
 - Why does Kashaf eat her lunch under the tree?
- Read further (Sometimes, Kashaf ... eats the mango.)
 - Where does Kashaf hide?
 - What kind of mango does she eat?
 - Where does she sit when she eats the mango?
- (One day Kashaf's ... They don't see her.)
 - Who comes to Kashaf's house one day?
 - What do they want to play?
 - Where do they look for Kashaf?
 - Do they find Kashaf?
- (They shout, 'Where are you,' ... But there are lots of happy children.)
 - What do Kashaf's friends shout?
 - What does Kashaf say in reply?
 - What do her friends want to do?
 - Why are there no mangoes on the tree now?
- The above questions will generate a discussion about which the teacher should monitor to prevent chaos. All responses by the students should be appreciated. Now ask the students to open their books for the lesson concerned.

Post-reading – Learn to read

- Understand
 - **Group work:** Divide the class into groups. Ask each group to discuss the answers to the questions given and make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask at least 3 groups to read out their points for each answer. Ask the other groups:
 - a. if they agree to the answer that has been read out;
 - b. if they have anything to add
 - Finally, the students will write the answers in their notebooks. The time limit for this exercise should not exceed 15 minutes.
- Infer
 - Let the students discuss Q.1(b) verbally with the rest of the class. Allow the students to answer in chorus or individually. Write the key points on the blackboard. Guide the students through discussion.
- *Reflect*
 - **Group work:** Divide the class into groups. Each group will understand the given situation and discuss the answers to the given questions. Ask at least 3 groups to present their answers to the class. The other groups will give their views to add. Guide them as required.

Learn words: Jumbled letters

- **Prior knowledge:** Recall what different weathers are like and elicit the students' responses on the whiteboard.
- **Qs. 1:** Ask the students to match the correct weather label with the correct picture.
- **Jumbled letters:** Tell the students they will play a fun word game. Write a few three-letter words with their letters jumbled on the whiteboard. Ask the students to rearrange the words to make a proper word. Write a few more similar words with jumbled letters.
- Draw the attention of the students to Qs. 2. Read out the clues given and write the jumbled letter word on the board. Help the students solve the word. You can give them more clues if needed. The students can complete the exercise in their textbooks.
- **Qs. 3:** Prior to the lesson, bring a book with the author's name, the illustrator written, a prominent title, front cover, back cover, and table of contents.
- Ask the students who is an illustrator and who is an author? Similarly ask the students what can they find on the front cover, the back cover, the table of contents, the title page etc. Use the book you brought to demonstrate where each information can be found.
- Then ask them the question where can they find who wrote the book and who made the pictures? Elicit responses and ask the students to tick the correct option in their textbooks.

Learn to grammar: Irregular plurals and opposites

- **Prior knowledge:** Recall singular and plural nouns with the students (they have been introduced in the previous unit as well). Elicit various plurals from the students and write them on the whiteboard.
- Tell the students some words have a simple rule to make plurals, i.e. to add an s to the end of the word.
- But for some words you have to add es for example, box → boxes; tomato → tomatoes etc.
- And then there are certain words with completely different spellings when they form plurals, e.g. child → children; woman → women; foot → feet
- These examples can be written on a chart paper and pinned on the display board as well for reinforcement and revision.
- Sure! I'll add those words to the table:

Singular	Plural Ending with 's'	Plural Ending with 'es'	Irregular Plural
cat	cats		
dog	dogs		
book	books		
bus		buses	
box		boxes	
dish		dishes	
child			children
man			men
mouse			mice
tooth			teeth
leaf			leaves
woman			women
foot			feet

- **Qs. 1 – Pair work:** Pair up the students and ask them to complete Qs. 1. Explain to the students that they have to find the correct phrase from the box and add it under the relevant picture. The first one has been done for them. Take rounds while the students attempt the exercise. Remind them to be mindful of the spellings.
- **Opposites – Prior knowledge:** Ask the students to recall what are opposites. Write a few examples on the board and ask the students for their opposites, for example, day, big, hot etc.

- Remind the students that opposites are words that have a completely different meaning from each other.
- Facilitate the students in completing Qs. 2. Take rounds while the students attempt the exercise. Match the opposites with the relevant pictures.

Learn to write: Writing sentences with the correct verb

- **Video watch:** Tell the students that they will now be watching an interesting video on verbs. Scan the QR code given next to the topic and show the video to the students. If you do not have the facility to show it on a projector, you can divide the students in groups and show it on your mobile phones, while the students are doing their exercise.
- After watching the video, ask the students questions to consolidate their understandings and correct any misconceptions they may have.
- **Pair work:** Pair up the students and ask them to write the correct verb in the blanks. The verb should match the noun in the sentence. Ask the students to read their sentence once they have written the words in the blanks to make sense of the sentence.
- Ask a few pairs to share their answers so that everyone can check their answers and correct them if there are any mistakes. Clear any misconceptions if the students get it wrong.

Learn to listen:

- **Instructions to students:** Ask the students to look at the pictures on page 69 closely and listen attentively to the passage about the picture, (Present at the end of the textbook under Listening Text).
- Tell the students that they must listen to the description of the story carefully as they will be writing the names of the children as they appear in the passage they will listen to.
- Read out the relevant listening passage once to the students. Make sure they are focused and paying close attention to the details. After reading it out the first time, ask the students what they can remember what they heard. Elicit various responses and write them on the board.
- Tell them that they must remember important details from the passage and write answers during the second reading. Read out the passage once more to help them check their answers. Once finished reading, give the student time to collate and mark their answers in the textbook if they still need time.
- Walk around the classroom and observe the students' progress. Once the exercise is completed, discuss the correct answers with the class.
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improve their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.

Learn to speak:

- Ask the students to read out the words and phrases in Qs. 1 and 2 aloud. Ask them to repeat if they mispronounce the words or phrases. Ensure the students read out the words and phrases clearly and with correct pronunciation.
- **Pair work:** Ask each student to draw three pictures in their notebooks. The pictures can be of any object they can see in the classroom. Tell them to hide their pictures from their partners. Pair up the students and instruct them to ask questions about their partner's pictures. Each one of them will score their partner. One point for every correct guess. They can refer to the pictures on page 70 for example questions and answers. They can similarly play the game by drawing animals and their partners will guess the animals from the clues their partners give them.
- Now ask the pairs what scores their partners achieved. Students can play similar games like I spy in their free time as well. This is a good activity which helps students develop thinking skills and vocabulary

Class assessment:	✓	✗
Can the students read the passage Kashaf's tree individually?		
Can the students answer the while reading question appropriately?		
Can the students unjumble jumbled words correctly?		
Can the students form correct plurals?		
Can the students listen to the description of a picture and identify characters?		
Can the students read out words and sentences confidently and with correct pronunciation?		
Can students ask appropriate questions to guess an object?		

Teacher's notes:

- If students find it hard to read the passage, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't unjumble words, teachers can play word games to make learning fun.
- Teachers can give them more practice exercises focused on the specific topics.
- If students struggle with reading out aloud teachers can read the word/sentence first and ask the student to repeat after you. Use ample amount of motivation and encouragement. Encourage the students to participate fully. Create a safe and welcoming environment.

Extension Reading: If I were an Apple

Grade: I

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives

This section will help learners develop the following skills/competencies:

- learn to interpret their surroundings by associating pictures and words
- use the poem to appreciate the gifts of nature
- develop a more in-depth understanding of rhyming words, simple phrases and sentences

Overview

This unit is a delightful little poem about a boy who thinks that if he was an apple, he would have fallen on a boy like himself and asked that boy to eat him. The poem is an expression of a little child's daydream as he looks at the delicious apples hanging from the tree. Young learners will find the poem engaging through self-identification with the little boy. It also reflects on the giving nature of trees, plants, etc. that give us various things to eat.

Success criteria

By the end of the lesson, students should be able to:

- appreciate a poem and enjoy its rhythm and language.
- draw and colour the scene expressed in the poem

Generic skills

- *Collaborative:* Students will work in groups to answer questions. (Learn to read)
- *Critical thinking:* Students will discuss the given questions. Compare pictures (Learn to read, Activity)

Starter

- Use the Starter to introduce the poem's theme of trees.
- Elicit responses from the students to the questions in the starter.
- Draw the students' attention towards the picture underneath Qs. 2. Ask them if they can identify which tree it is, how were they able to make the guess (the fruits are mangoes hanging from the tree). Facilitate the students in completing the question in their textbooks.

Lesson structure

Pre-reading

- To introduce the topic, generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Ten minutes are allotted for this discussion.
 - Do any of them like apples?
 - What colour are apples? Green or red?
 - Can they imagine that they are an apple growing on a tree?
 - Would they like it if a little boy ate them?
- The above questions will generate a lively discussion, which the teacher should monitor to prevent disturbance in class. All responses by the students should be appreciated.

Reading

- Read the stanzas one at a time and ask the questions given below to check the comprehension of the students.
 - *Where do apples grow?*
 - *What would the apple do?*
 - *On whom would the apple fall?*
 - *How can an apple give joy?*
 - *What would the apple say to the little boy?*
- Ask the class to read the poem aloud. Check for proper pronunciation, rhyme, rhythm and intonation.
- Discuss the question, 'What would the apple wish to do?' with the class and elicit responses. Motivate the students to be imaginative.

Learn to read

- **Pair work:** Pair up the students for Qs. 1, explain the question and ask each pair to think of a response. Allow a few minutes for discussion. Take responses from the pairs and try to make them think why they have chosen their responses.
- Facilitate them in completing the questions in their textbooks. Monitor the students while they are doing their work and correct any mistakes you may find while taking rounds.

Activity

- **Pair work:** Ask the students to pair up for the activity question. Explain the task to them. Instruct the students to find the names of the fruits in the crossword. They fill in the blanks in the word and then find the words in the crossword.
- Allow the students a few minutes to complete the exercise in their textbooks. Take rounds in the class to monitor their progress and help where needed.
- Discuss their answers at the end of the exercise. If the students find it difficult, write the names of the fruit on the whiteboard to assist them. The teacher can give the words to learn their spellings as a homework.

Class assessment:	✓	✗
Can the students read the poem <i>If I were an Apple</i> individually?		
Can the students answer the while reading question appropriately?		
Can the students form opinions appropriately based on what they read?		
Can the students spot missing words in a crossword?		

Teacher's notes:

- If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the poem into smaller parts and go over each part slowly.
- If the students find it hard to make connections with the text, ask them questions like, look for the word which tells you..... or look for the sentence which tells you... Similarly, you can select a word or a sentence and ask the students what they think it means? Asking open-ended questions help develop critical thinking skills in students.
- If the students find it difficult to recall spellings of fruits, give them more crossword puzzles or word games. Take dictations or oral spelling tests in class frequently to reinforce spellings.

UNIT 8: TOMATO SANDWICHES

Grade: I

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives

This section will help learners develop the following skills/competencies:

- identify details, characters, main idea and sequence of ideas and events while reading
- read, compare, contrast, think critically and relates ideas to life
- express his/her opinion of the story and the characters in it

Overview

This unit is a narrative about a little boy who is given a tomato plant by his teacher and how he nurtures it until the plant becomes mature and yields ripe tomatoes. The little boy is grateful for the gift and requests his mother to make a tomato sandwich for his teacher. Young learners will be encouraged to value nature and to grow and nurture plants.

Success criteria

By the end of the lesson, students should be able to:

- answer factual and inferential questions.
- speak and logically discuss a question.
- identify vegetables from a list of given words.
- identify vegetables through given pictures.
- identify names of colours correctly.
- understand and correctly use the articles a and an.
- understand and correctly use is and are.
- write a 'Thank You' note by reordering the given sentences.
- listen to a conversation with attention and extract information.

Generic skills

- *Collaborative:* Students will work in groups to answer questions.
- *Analytical:* Students will analyze the given text to arrive at the correct conclusion.
- *Critical thinking:* Students will think and discuss the given questions.

Starter

- Use the starter to introduce the unit. Ask the students what have they brought in their lunch boxes today. Ask the students to look at the pictures given on page 74. Would they like to have any of these items in their lunch boxes? Ask them to tick the food items they would like.
- The answers can also be shared with their parents later on.

Lesson structure

Pre-Reading

- Ask the students the following questions before beginning the passage:
 - Do the students like tomatoes?
 - Is tomato a fruit or a vegetable?
 - What other vegetables do they like?
 - Do they like sandwiches?
 - Which is their favourite sandwich?
- Elicit the responses from the students and generate a lively discussion to set the theme of the passage.

Reading

- Read out the passage (or ask students to read) from *What shall I make for lunch ...* to *cuts it into slices*. And ask the following questions:
 - *What does Mamma ask Abdullah?*
 - *What kind of sandwich does Abdullah want?*
 - *How many slices of bread does Mamma take?*
 - *Does she put butter?*
 - *How many tomatoes does Mamma take?*
 - *What does Mamma do with the tomato?*
- Continue reading from *She puts the tomato ...* to *and runs off to school* and ask the following questions:
 - *Where does Mamma put the tomato?*
 - *Does she put salt and pepper?*
 - *Where does she put the sandwich?*
 - *Where does she put the lunch box?*
 - *Does Mamma give Abdullah an apple or a banana?*
 - *What does Abdullah say to his mother?*
- Continue reading: *In the evening ... water it every day*. Ask the following questions:
 - *Is Abdullah unhappy when he comes home from school?*
 - *What was in the paper bag?*
 - *What kind of plant is it?*
 - *What did Abdullah's teacher tell him to do with the plant?*
- Read till *His mother brings ... One day, there is a little flower*. Ask the following questions:
 - *What does mother bring?*
 - *Where do they place the pot?*
 - *What does Abdullah do every day?*

- How does the plant grow?
- What does Abdullah see one day?
- Read till 'Ma,' he cries ... till bigger and begin to ripen. Answer the following questions:
 - What does Abdullah say to his mother?
 - What happens to some of the flowers?
 - What colour are the small tomatoes?
 - What happens to the tomatoes?
- Read from One day he picks two ... till and one for my teacher! Ask the following questions:
 - How many tomatoes does Abdullah pick?
 - Are the tomatoes red or green?
 - What does he want his mother to make?
 - To whom will Abdullah give one sandwich?

Learn to read

- Understand
 - **Pair work:** Divide the class into pairs. Now, ask each pair to discuss the answers of Q.1(a). They can refer to the text for answers. Ask them to make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask one pair to answer one question. Ask the other pairs:
 - a. if they agree to the answer that has been read out;
 - b. if they have anything to add.
- *Infer*
 - For Q.1(b) and Q.1 (c), explain why growing your own vegetables is a better option than buying them from the market.
 - Now, ask them to discuss the question with their partners. Ask a pair to share their opinions.
- Reflect
 - Ask students to give examples of why growing plants is environmentally beneficial and a good pastime. Encourage them to discuss the questions amongst themselves.

Learn words: Vegetables and Rainbow

- **Prior knowledge:** Recall names of vegetables with the students. The teacher can bring pictures of vegetables and ask the students their names also.
- **Pair work:** Ask the pairs to attempt Qs. 1 and 2 in their textbooks. Facilitate them in completing the question. Write the names of the vegetables and fruits on the whiteboard, in case students have difficulty in recalling the names. Ask the students the different colours of the vegetables as well. Students can colour the vegetables as homework.
- **Qs. 3 and 4:** Ask the students to recall the colours of the rainbow. Write their feedback on the whiteboard. So that they can refer to the spellings. Ask the students what VIBGYOR represent, each letter is the start of a colour.

- Elicit responses from the students and write them on the whiteboard.
- Instruct the students to complete the questions. Facilitate the students in completing the exercises. As a homework, ask the students to learn the spellings of the vegetables and colours learnt.

Learn Grammar: a and an / is or are

- **Prior knowledge:** Ask the students to recall vowels. Write them on the board. Ask the students if they can remember the rule of using an before a word starting with a vowel sound. Remind the students that all the rest of the alphabets other than vowels are called consonants.
- We use 'an' before words that start with a vowel sound (a, e, i, o, u). For example, we say 'an apple' because 'apple' starts with a vowel sound. We use 'a' before words that start with a consonant sound (all other letters). For example, we say 'a cat' because 'cat' starts with a consonant sound.
- Write a few words on the board, some beginning with a vowel sound and some beginning with a consonant sound. Ask the students which words will have an before them and which ones will have a before them. Remind the students that an or a is used only when the noun is singular. A cats or an apples is incorrect.
- **Video watch:** Tell the students that they will now be watching an interesting video on articles (a and an). Scan the QR code given next to the topic and show the video to the students. If you do not have the facility to show it on a projector, you can divide the students in groups and show it on your mobile phones, while the students are doing their exercise.
- After watching the video, ask the students questions to consolidate their understandings and correct any misconceptions they may have.
- **Qs. 1:** Ask the students to read out the phrases as a whole class. Tell them to notice how an and a are used before the words. Can they identify why?
- **Qs. 2:** Do a few parts with the students to check their understanding. Ask the students to complete the exercise on their own. Take rounds while the students attempt the exercise and correct them in case of any mistakes.
- **Is or are:** Read out the sentences given on page 79:
 - The tomato is ripe.
 - The tomatoes are ripe.
- Ask the students if they can see the differences between the two sentences. There two things to point out here, the singular and plural nouns and the words is and are.
- Tell the students that:
 - Use 'is' when you talk of one thing or person. Use 'are' when you are talking of more than one thing or person.
- Ask the students to notice the noun first, is it singular or plural then select whether to use is or are in the blank. Take rounds to help the students facilitate completing the exercise.
- Discuss the answer with the students once they have completed.

Learn to Write: Thank you note

- **Prior knowledge:** Ask the students what are we supposed to say when someone gives something. Reinforce that saying thank you is a polite and courteous habit.
- Tell the students that we can also make a thank you note as a card.
- On the board make an outline of a card, like a rectangle. Explain to the students step by step.
 - **Start with a greeting:** Start with “Dear teacher,”.
 - **Add your thank you message:** Write “Thank you very much for the tomato plant.”.
 - **You can add your feelings:** Add “I like it very much.”.
 - And a small promise to take care of the plant: Include “I will take good care of it.”.
 - **Always close with something nice:** “Your loving student,” and sign your name, “Abdullah”.
- The teacher can write this format on the chart paper and pin it up on the board for the students to refer to.
- **Pair work:** Pair up the students and give them and give them an A4 paper or they can use their notebooks. Ask the pairs to write the thank you note in the correct order. They can decorate the note once they have written it.
- Take rounds in the class to monitor the students’ progress and facilitate them where needed

Learn to listen

- **Instructions to students:** Ask the students to listen attentively to the passage about Abdullah and his friends talking on the telephone (present at the end of the textbook under Listening Text).
- Read out the relevant listening passage once to the students. Make sure they are focused and paying close attention to the details. After reading it out the first time, ask the students what they can remember from the reading. Elicit various responses and write them on the board.
- Instruct the students to read the question given in the Learn to Listen on page 80. Tell them that they must remember three important details from the passage. Read out the passage once more to help them consolidate t
- heir ideas. Once finished reading, give the student time to collate and write their answers in their notebooks.
- Walk around the classroom and observe the students’ progress. Offer hints or clues if needed, such as reminding them of specific characteristics mentioned in the passage. Once the exercise is completed, discuss the correct answers with the class. Go through the students’ responses randomly.
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.

Learn to speak

- **Whole class:** Ask the students to read out the words and phrases in Qs. 1 and 2 aloud. Ask them to repeat if they mispronounce the words or phrases. Ensure the students read out the words and phrases clearly and with correct pronunciation.
- **Pair work:** Draw the students' attention towards Qs. 2 on page 80. Read out the sentences given in the table to the students. Demonstrate using the sentences first, one from column A and then the corresponding sentence from Column B. Ask the students which sentences sounds more polite.
- Reinforce that using polite words and saying things softly represents being a nice and well-mannered child. People appreciate and like such people, hence it is important to use polite words and speak appropriately when talking.
- Ask the pairs to practice saying the sentences to each other and observe which sentence is more polite. Ask some pairs to demonstrate saying the sentences and share which is more polite. Take feedback from the class as well.

Class assessment:	✓	✗
Can the students read the passage Tomato Sandwiches individually? Can the students answer the while reading question appropriately?		
Can the students pronounce articles correctly?		
Can the students read and spell vegetables and colours aptly?		
Can the students listen and translate their findings in the notebook?		
Can the students practice polite sentences appropriately?		

Teacher's notes:

- If students find it hard to read the Tomato Sandwiches, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use new words in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show pictures or use flashcards to explain the meanings.
- If students struggle with reading sight words, teachers can give them more practice exercises focused on long vowel sounds. Or read aloud a word bank of sight words.
- If students can't listen well and write what they hear, teachers can play the listening passage multiple times and pause to discuss. Or give them note-taking templates to organise their thoughts. Or provide summaries of the passage to help reinforce understanding.
- If students struggle with talking in front of the class or are shy, teachers can demonstrate how to present first in front of the class. Use ample amount of motivation and encouragement. Encourage the students to participate fully. Create a safe and welcoming environment.

Extension Reading: Here We Go Around the Mulberry Bush

Grade: I	Subject: English	Material: Textbook
Teacher:	Date:	Week:
<p>Learning objectives</p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> • appreciate their daily routines and enjoy the rhythm of normal life • recite the poem with actions • identify details, characters, main idea and sequence of ideas and events while reading • respond to text-based questions and ask text-based questions • infer the meaning of unfamiliar words by reading them in context 		
<p>Overview</p> <p>This unit is a delightful poem which can be enacted through the actions specified in each stanza. Young learners will find the poem engaging and will identify with the activities mentioned in the poem which are about how they get ready to go to school.</p>		
<p>Success criteria</p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • appreciate a poem and enjoy its rhythm and language. • identify with a set of given images. • discuss a topic logically with the class. 	<p>Generic skills</p> <ul style="list-style-type: none"> • <i>Collaborative:</i> Students will work in groups to answer questions. (Learn to read, Starter.) • <i>Critical thinking:</i> Students will discuss the given questions. (Learn to read) 	
<p>Lesson structure</p> <p>Pre-reading</p> <ul style="list-style-type: none"> • Ask the students about their routine before coming to school in the morning. • Do they like coming to school in winter? • What is the weather like in winter? Is it cold or warm? Does it snow? 		
<p>Reading</p> <ul style="list-style-type: none"> • Ask the whole class to read aloud the poem, Johnny had a little dove... with correct pronunciation, intonation and stress. • Ask the students what sounds does the mill make? Elicit responses from the students • Make a circle in the classroom and hold hands, you can also form small groups and read out the poem, now read out the poem with the students:, Here we go around the Mulberry Bush with actions. Ask the following questions: <ul style="list-style-type: none"> • What is the first thing we do in the morning? • Do we brush our teeth in the morning? 		

- With what do we brush our teeth?
- Why do we comb our hair in the morning?
- How do they come to school in the morning?
- How do they go round the mulberry bush? (Here each group will join hands and go round in a circle.)

Learn to read

- **Pair work:** Divide the class into pairs. Each pair will work out the answers to the given questions. Ask each pair to read out their answers. Explain to the students that they have to share their opinions and experiences with their partner.
- Elicit responses from the pair for Qs. 1 (b) and write a few of their habits on the board. Demonstrate the how to add a few lines in the poem and sing along. Add a few more lines by the students and continue on the rhyme.

Activity

- Ask the students to look at the pictures in Qs. 1 on page 84. Ask them what actions are being performed in the pictures.
- **Qs. 2:** Elicit responses from the students about their daily habits, what do they do when they get up, what do they do next? talk about brushing teeth, changing clothes, having breakfast etc. Write a few phrases on the board.
- Facilitate the students to write a sentence of two about their daily habits in their textbooks. Remind the students that a sentence
- Monitor the students' progress while they work. Ask the students to share a few responses they wrote.

Class assessment:	✓	✗
Can the students read the poem individually?		
Can the students answer the while reading question appropriately?		
Can the students write their daily habits appropriately?		

Teacher's notes:

- If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the poem into smaller parts and go over each part slowly.
- If students struggle with sounding words, teachers can help break the word in segments and use blending sounds to read out the words with the students.
- If the students cannot form proper sentences, give them sentence making as homework and practice.

ANSWER KEYS

Revision 1: Tom Sees A Fish (pg. 2 and 3)

- cat
 - fish
 - Tom
 - loves
 - fish
- Saba takes Tom away because he was looking at her fish. Tom wanted to eat the fish.
- four; eight; six
- Encourage students to be as creative as possible with their drawings and naming their pet. Observe each student's drawing and ask them about choosing the particular animal. Accept appropriate answers.

Revision 2: Dua and her Doll (pg. 4-6)

- F
 - T
 - F
 - T
 - F
- Guddo is a doll.
Dua is a girl.
Dua goes to school.
Dua combs Guddo's hair.
Dua's mother bathes Dua.
- Encourage the students to do this exercise on their own.

Unit 1: Admirable Deeds

Learn to read (pg. 8)

- We should be kind to human beings.
 - All animals are living things.
- Encourage the students to write this answer on their own. Ask them to write an example of treating animals nicely. For example: they should not pull their tails, give them food and water and play with them nicely.

Learn words (pg. 8 and 9)

1. Make the students answer this question themselves. Encourage them to think of words keeping Hazrat Muhammad (PBUH)'s qualities in mind. For example:
Brave, loyal, respectful and truthful.
2. green; tree; train and moon.
3. **Alphabetical order:** charity, kind, learn, nice, person, reward, treated

Learn to write (pg. 9)

Students will do this exercise on their own. Encourage them to be creative with their writing and language. For example:

1. Don't shout when approaching animals.
2. Be gentle and not pull their tails or ears.
3. Be kind and offer treats for positive interaction.

Learn to listen (pg. 9)

The teacher will refer to the listening audio given. Tell the students about the badge shown in the picture. Tell them briefly why this badge is given and to whom. Encourage students to listen to the audio carefully and then write the three most important points.

Learn to speak (pg. 10)

1. Read out the text aloud for the benefit of students. Guide and encourage them to read the given conversation, on their own.
2. Encourage the students to talk and work together about their ideas. Help them form a dialogue amongst themselves and help build confidence to present in front of the class.
For example: Student A can say he would like to keep fish as a pet because he likes watching colorful small fishes in water.
Student B can say he would like to keep a cat as a pet because he can play with them.
Both animals are different as one lives in the water and needs to be fed grains as food. On the other hand, cats live normally and have milk and cat food.
3. (b) Contents page.

Unit 2: Cricket or Football?

Starter

1. Encourage the students to do this exercise on their own.
2. Goal net – football
Bat – cricket
Hockey stick – hockey
Tennis racket – tennis

Learn to read (pg. 14)

1. (a) (i) friend (ii) cricket
(iii) bowl (iv) football
(v) football

(b) Yes, Omar and Noor were happy to play football with Noor's father. They happily took the ball and ran off to play.

(c) Encourage the students to have a fun discussion about what games they enjoy playing or what do they like to watch on tv. Ask them which one they prefer more.

For example: Student A can say she likes to watch tv because her favorite cartoon show comes on tv. Student B can say he likes to play outside because he can play with a bat and ball.

(Accept all relevant answers.)

- (d) (i) always
(ii) sometimes
(iii) sometimes
(iv) always
(v) sometimes
(vi) sometimes
(vii) sometimes

Learn words (pg. 15)

1. (a) daughter
(b) son
(c) sister
(d) mother
(e) brothers
2. Encourage the students to write the answers to this question on their own. Guide them about using he and she in the sentences. For example, he is Omar, and she is Noor.

Learn grammar (pg. 16 and 17)

1. Encourage the students to name multiple objects they see around themselves in their daily routine. For example: books, pencils, cupboards, school bags etc.
2. Ask the students to do this exercise in an individual manner. Encourage them to read out the words on their own and guide them wherever needed.
3. Read the words out aloud for the benefit of the students.

Nouns: pencil; book; rose; taxi; dog; elephant

Learn to write (pg. 17)

1. (a) Omar is a boy.
(b) The rose is a flower.
(c) The dog is an animal.

Learn to listen (pg. 18)

Encourage the students to listen carefully and mark the appropriate answer in the space given.

Learn to speak (pg. 18 and 19)

1. Read the words out aloud for the benefit of the students. Encourage them to read the words given on their own as well.

2. Read the phrases out aloud for the benefit of the students. Encourage them to read the phrases given on their own as well.
3. Students will do this exercise on their own. Encourage them to be loud and clear when they speak.
4. Meeting someone in the morning: Assalam o Alaikum! Good morning!
When going away from somewhere: Goodbye! Take care!
Encourage the students to answer this question on their own.
5. Encourage the students to form pairs with their friends and help them in practicing doing a dialogue with the other student. For example:
Student A: Hello! Good morning!
Student B: Hello! How are you?
Student A: I am good, how are you?

Five Hungry Ducklings (Extensive Reading)

Starter

Encourage the students to remember what they might know about the given animals and then put together their own answers.

- a. Buffalo eats grass.
- b. Lion eats meat from other animals.
- c. Chicken eats fruits, vegetables and grains.

Learn to read (pg. 21)

1. (a) five
(b) mother
(c) bread
2. **Rhyming words:** lake and take

Encourage the students to do this on their own. Guide them if they need help.

Activity (pg. 21)

Students will do this exercise on their own in their books. They can be helped and guided if they are unsure of the colors they should be using.

Unit 3: The Girl On The Train

Starter

The students will color the train's picture on their own. They will also name the parts of the train in their books.

(Starting from the top): carriage, engine, wheels and rail track.

Learn to read (pg. 24 and 25)

1. (a) i, ii, iv and vi (b) (i) False
(ii) True
(iii) True
(iv) False
(v) False

(c) Beenish is a friendly girl. I think so because she likes to smile and wave at anything and anyone, she sees from the train window.

(d) **I like** to travel on a train because the windows are open, and I can see so many other things outside the train.

I don't like to travel on the train because it is very noisy and it takes very long to reach somewhere.

Discuss this question in class and encourage the students to engage and contribute with their own answers.

(e) Beenish is a more polite girl. This is because she greeted her mother's friend when she saw her. We should smile and greet people we know, it is a polite action to do.

Learn words (pg. 26)

1. (a) lifts
(b) tractor
(c) wave
(d) gate
2. (a) over
(b) behind
(c) under
(d) on

Learn grammar (pg. 27-29)

1. Encourage the students to do this exercise on their own. Guide them if needed.
2. (a) This is Zunera. She is a girl.
(b) This is Samir. He is a boy.
(c) This is a picture of Zunera, Basit and Mary. They are friends.
(d) I am Haris and this is Nadir. We are brothers.
(e) This is a banana. It is very sweet.
3. Read the sentences out aloud for the benefit of the students. Encourage the students to read the given sentences on their own as well.
4. (a) eats
(b) speaks
(c) smiles
(d) laugh
(e) drinks

Learn to write (pg. 29 and 30)

1. Beenish is a little girl.
2. She goes on a train with her mother.
3. She sees many things and people on the way.
4. She waves to all of them.

5. She is a very happy little girl.

Learn to listen (pg. 30)

Students will listen to the audio played by the teacher carefully. They will then answer the question given.

Learn to speak (pg. 31)

Encourage the students to do this activity in pairs. Guide them where they require assistance / help.

Crayons (Extensive Reading)

Starter

Encourage the students to do this exercise on their own.

Learn to read (pg. 33)

1. (a) (i) a child.
(b) The speaker and her friend are children. They use crayons for coloring and play with each other.
(c) No, the speaker was not angry. Yes, she is a good friend.

Activity (pg. 33)

1. (a) table lamp above the drawers
(b) red and yellow striped ball on the floor
(c) mirror on the wall next to the bed

Unit 4: A Friend For Stripey

Starter

2. Tiger: W
Lion: W
Giraffe: W
Sheep: W
Cat: H
Monkey: W
Dog: H
Horse: W

Encourage the students to think and do this exercise on their own. They can be prompted if they are unsure of their answers.

Learn to read (pg. 38)

1. (a) (i) forest
(ii) friend
(iii) eat
(iv) fish
(v) log of wood
(vi) tree

(b) Stripey was sad because he had no friends. He became happy when Banjo helped him climb the tree and became friends with him.

(c) They were not bad. They were all busy doing other things and could not play with Stripey when he asked them to.

Learn words (pg. 38 and 39)

- (a) tiger
(b) giraffe
(c) crocodile
(d) elephant
(e) monkey
- Forest: large area of land that is thickly covered with trees.
Sad: something that makes you feel unhappy.
Chasing: to run after somebody / something to catch them / it.
Excited: feeling or showing happiness.
Busy: not free to do a task because already doing something else.
Log: a thick piece of wood that is cut from or has fallen from a tree.
Happy: feeling or showing pleasure.
Friend: a person you know well and like, and who is not usually a member of your family.

Learn grammar (pg. 39)

- brown; tall; hungry; happy; kind
- (a) big: A park: N
(b) funny: A story: N
(c) sweet: A biscuit: N
(d) good: A friend: N
(e) small: A boy: N
(f) rainy: A day: N

(A: adjective N: noun)

Learn to write (pg. 40 and 41)

Read out the adjectives in class and explain what the words mean. Students may be helped and guided with the exercise.

A strong wrestler

A happy girl

An old woman

A beautiful flower

A heavy stone

A fast car

Learn to listen (pg. 42)

Students will listen to the audio carefully and mark the correct answers in the space given.

Answers in the correct order through listening text: 4., 5., 2., 1., 3.

Learn to speak (pg. 42 and 43)

1. Read the words aloud to the entire class. Students can also be asked to read the words individually.
2. Read the sentences aloud to the entire class. Students can also be asked to read the sentences out individually.
3. This exercise will be done in pairs. Encourage the students to form their own questions and answers accordingly. Give guidance where needed. For example:
Student A: Who is that woman? Student B: She is Mrs. Rehan.
Student A: What is that thing? Student B: That is an umbrella.

Little Things (Extensive Reading)

Starter

Encourage the students to think about this on their own and participate in class discussion.

Learn to read (pg. 44 and 45)

1. (a) little drops of water
(b) little grains of sand
2. (a) sand or land
(b) love or above
3. (a) drop
(b) grain

Activity (pg. 45)

1. (c) Look for a grown-up/adult who can help the puppy.
2. Please encourage students to think about effective solutions that can be used to help hurt or injured animals.

Unit 5: The World Outside

Starter

Discuss the sources of water with the students and how smaller sources are different from the larger sources of water.

Learn to read (pg. 48 and 49)

1. (a) (i) friends
(ii) see the world
(iii) a long way
(iv) thirsty
(v) they don't like it at all
(vi) they go back to the farm
(b) The sea is far away from the farm. All of them had to walk a long way; over the mountains, through the streams and past the villages to reach the sea.
(c) Discuss this amongst the students. Encourage them to participate in the discussion by sharing their answers.

(d) Rubeena did the right thing by putting the wrapper in her bag and throwing it in the dustbin when she gets home. Whereas Rafia and Moaz did the wrong thing by not throwing the garbage in the dustbin.

Encourage the students to reason and come up with their own answers.

Learn words (pg. 49)

- (a) Boose
(b) Toss
(c) Habit
(d) Beep-beep
(e) Ben
- cow; dog; hen; duck; puppy

Learn grammar (pg. 50)

1.

elephants	dogs	cats
books	pencils	legs
fingers	brothers	mothers
fathers	flowers	houses
doors	walls	teachers
students	pens	schools
hands	trees	plants

2. six tables; eight pencils; eight leaves; two eyes; four windows; five apples; seven flowers.

Learn to write (pg. 51)

(Answers will vary.)

There are two buses.

There is a blue bus.

There are three cars.

There is a red car.

There is a blue car.

Learn to listen (pg. 51 and 52)

- Read the sentences out aloud for the benefit of the students. Encourage the students to do this exercise on their own as well.
- b. The boy cried because the goat ate his plant.
- The students will do this on their own. Encourage them to be creative with their colors and guide them if they need help.

Learn to speak (pg. 52)

- Read the words and phrases aloud to the class for the benefit of the students. Students may also read them out individually.

- Total animals on the farm: $3+2+4 = 9$ animals.

Encourage the students to do this question on their own and guide them if they require help.

- Encourage the students to have the conversation given with their friends. Encourage them to make it interactive and fun.

The Friendly Cow (Extensive Reading)

Starter

In order of picture appearance:

Bread

Rice

Ice cream

Butter

Orange

Cheese

Ghee

Learn to read (pg. 54)

- (a) the showers
(b) the meadow grass; the meadow flowers

Activity (pg. 54)

fiddle; spoon.

Unit 6: A present for Omar

Starter

- Father: The student can give a tie as a gift to their father.
- Mother: The student can give a bracelet as a gift to their mother.
- Friend: The student can give a watch as a gift to their friend.

Encourage the students to participate in a friendly discussion about what gifts could be given to and appreciated by the family members of the students.

Learn to read (pg. 57)

- (a) (i) postman
(ii) parcel
(iii) elephant
(iv) a pencil case; a flute
(v) a cricket bat
(b) (i) too small
(ii) too long and thin
(iii) too big
(iv) too heavy
(c) Yes, Omar's parents knew what was in the parcel because they got it for Omar.

(d) Examples of presents: handmade card, a drawing or painting, friendship bracelet
Encourage the students to participate in the discussion and share their answers on their own.

(Answers may vary.)

(e) Yes, Omar and Noor should play with Amna as she is new to the school and doesn't know anyone.

(Answers may vary.)

Learn words (pg. 58)

1. (a) postman
(b) doctor
(c) policeman
(d) baker
(e) tailor

Learn grammar (pg. 59)

1. Read the phrases out loud in the class and then have the students read them on their own.
2. Areeba's cat
Osama's dog
Sheza's car
Aamir's books
Shariq's boat
3. Encourage the students to write on their own.
For example: My mother's name is Nadia.

Learn to write (pg. 60 and 61)

1. Read the given address loudly for the benefit of the students and then ask them to read the given address carefully.
2. Mr. Iqbal Khan
2A, Garden Flats,
Park Street,
Karachi, Sindh.
75300
3. (Answers will vary.)
The students will write their own addresses. Guide the students wherever help is needed.

Learn to listen (pg. 61 and 62)

1. Students will do this exercise in their notebooks.
2. Dictate the given sentences in a loud and clear manner for the benefit of the students. The students will write down the dictated sentences in their notebooks. Check their answers in an individual manner.

Learn to speak (pg. 62 and 63)

1. The words should be read aloud for the students to benefit from it. Encourage the students to repeat after you.
2. The phrases should be read aloud for the students to benefit from it. Encourage the students to repeat after you.
3. The sentences should be read aloud for the students to benefit from it. Encourage the students to repeat after you.

Encourage the students to work in pairs for the given exercise.

- (a) sorry.
- (b) sorry.
- (c) thank you.
- (d) thank you.
- (e) sorry.
- (f) thank you.

Unit 7: Kashaf's Tree

Starter

1. In order of appearance: Mango tree Coconut tree.
2. The teacher can have a participatory discussion about climbing trees amongst the students.
3. The teacher can have a participatory discussion about the kind of mangoes preferred by the students.
4. Encourage the students to be creative while drawing and coloring.

Learn to read (pg. 66)

1. (a) (i) False
(ii) True
(iii) True
(iv) False
(v) True
(vi) True
(b) The students can give their answers orally. They do not need to write the answers.
(i) Kashaf eats her lunch under the tree and not inside the house because she loves the big and shady mango tree.
(ii) There are no mangoes on the tree after the children climb up because they eat all the mangoes.
(c) Saira and Rubab are different as Saira enjoys playing outside and being more active physically. Whereas Rubab enjoys being comfortable by being home and playing games on her mother's phone.

I like Saira more and would want to be like her.

Encourage students to participate in the discussion on the benefits of staying at home and playing outside. (Answers may vary, accept all relevant answers.)

Learn words (pg. 66 and 67)

1. In order of picture appearance:
Rainy season Winter Summer
Encourage the students to do this exercise on their own.
2. (a) tree
(b) school
(c) lunch
(d) summer
(e) happy
(f) house
3. d. Title page and front cover

Learn grammar (pg. 67 and 68)

1. two leaves
one tree
ten mangoes
2. big; small
tall; short
fast; slow
boy; girl

Learn to write (pg. 69)

1. plays
2. eats
3. climbs
4. picks
5. hides

Learn to listen (pg. 69)

The teacher will refer to the relevant listening audio. Make sure the students listen carefully and then complete the exercise in their books.

Learn to speak (pg. 70)

1. Read the words and phrases aloud for the benefit of the students. Encourage them to repeat after you.
2. The students can be divided into pairs and have a conversation / dialogue with their partner. Encourage them to be creative while drawing and having a conversation with their partner.

If I Were An Apple (Extensive Reading)

Starter

1. The teacher can discuss the different kinds of trees, flowers and trees used for medicine around us in our surroundings.
(a) Orange tree and cherry tree.

- (b) Cherry blossoms.
 - (c) Neem tree.
2. Mango tree.

Learn to read (pg. 73)

1. (a) On trees
(b) Fall down at once
(c) On a good boy
(d) Eat me, my boy
(e) Nobody joy

Activity (pg. 73)

1. Banana
2. Papaya
3. Grapes
4. Plum
5. Melon
6. Apple

Unit 8: Tomato Sandwiches

Starter

Encourage the students to do this on their own.

(Answers may vary.)

Learn to read (pg. 76)

1. (a) (i) A tomato sandwich
(ii) A banana
(iii) A tomato plant
(iv) His mother
(b) The flower.
(c) (Answers may vary.)

Yes, it is good to grow our own vegetables because we can then have fresh vegetables without any harmful chemicals.

(d) Students can mention vegetables like, carrots, potatoes, peas, eggplant etc.

Encourage students to come up with their individual responses.

(e) Abdullah's teacher gave him a plant because he was good at studies. I think it was a good present because it is meaningful. Abdullah took care of the plant and grew it.

Engage students in a discussion about this and encourage participation.

Learn words (pg. 76-78)

1. carrot; potato; spinach; cabbage; brinjal

2. Encourage the students to be creative and color the vegetables.
 - (a) Tomato
 - (b) Carrot
 - (c) Potato
 - (d) Cabbage
 - (e) Spinach
3. Blue; orange; green; violet; red; yellow; indigo
4. The students will color the rainbow's picture.
 - (a) Violet
 - (b) Indigo
 - (c) Blue
 - (d) Green
 - (e) Yellow
 - (f) Orange
 - (g) Red

Learn grammar (Pg. 78 and 79)

1. Read the words out aloud for the benefit of the students. Encourage them to repeat after you as well.
2.

a ball	a ship	an arm
a match	an elephant	a car
a house	an insect	a garden
an ostrich	an umbrella	a king
a queen	an army	an octopus
3.
 - (a) is
 - (b) are
 - (c) are
 - (d) is
 - (e) is

Learn to write (pg. 79)

The correct order for the thank you note.

- b. Dear teacher
- d. Thank you very much for the tomato plant.
- a. I like it very much.
- c. I will take good care of it.
- f. Your loving student,
- e. Abdullah

Learn to listen (pg. 80)

1. b. a different school.
2. b. he got good marks in Maths.

Learn to speak (pg. 80)

1. Read the words and sentences out aloud for the benefit of the students. Students can also read the words and sentences.
2. Abdullah would use the sentences in box B.

Encourage the students to read the sentences in box B aloud.

Here We Go Round The Mulberry Bush (Extensive Reading)

Learn to read (pg. 84)

1. (a) Yes, I enjoyed reciting this poem. It is easy to remember because one sentence is repeated a few times.

Encourage students to participate in an engaging discussion and share their own answers.

(b) Ideas can be collected from the whole class and written on the blackboard. The poem with the added lines can be recited together.

Activity (pg. 84)

1. The students will look at the pictures given.

2. I brush my teeth.

I comb my hair.

I play with my friends.

The students will think about their daily life habits and write down their individual answers in their books. (Answers may vary, accept all relevant answers.)