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For Grade 2 **LESSON PLAN
AND ANSWER KEY**



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LESSON PLANS

UNIT 1: CARING FOR PEERS IN ISLAM		
Grade: II	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">• understand and discuss the teachings about sharing food and respecting it as exemplified by Hazrat Muhammad.• gain an understanding of the importance of sharing food and eating in moderation as taught by Hazrat Muhammad.• practice summarising and paraphrasing the main points, which helps to reinforce their understanding and ability to convey information in their own words.• encouraged to think about how they can care for their community by following the examples set by Hazrat Muhammad.		
Overview: The chapter recounts a hilarious episode of a man making a foolish mistake. The story highlights a common mistake that people often make while counting.		
Success criteria: By the end of the lesson, students should be able to: <ul style="list-style-type: none">• understand the importance of sharing food and practising moderation, as taught by Hazrat Muhammad.• demonstrate respect for food by avoiding negative comments about it.• describe ways to care for their community, inspired by the examples given in the text.	Generic skills: <ul style="list-style-type: none">• Collaborative: Students will work together in pairs or small groups to discuss the teachings of Hazrat Muhammad and how they can apply these principles in their daily lives.• Analytical: Students will carefully examine the text to understand the significance of sharing food, eating in moderation, and respecting food as demonstrated by Hazrat Muhammad.• Reflective Thinking: Students will reflect on their behaviours and attitudes towards food and community care, and discuss ways they can improve and implement these teachings in their lives.	

Starter:

Begin the lesson by initiating a discussion on the concept of sharing and respecting food as taught by Hazrat Muhammad.

- Start by asking the students, 'What are some ways we can show respect for the food we have?' and 'Why is it important to share our food with others?'
- Encourage the students to share their thoughts and experiences about sharing food within their families or communities.
- Ask them to observe the pictures given in the starter exercise and discuss the questions related to how we can care for our community through food sharing.
- Engage the students in a discussion about the different ways they can demonstrate care and respect for others through their actions, highlighting the importance of moderation and gratitude.

Lesson structure:**Reading:**

- Start by reading out the text about Hazrat Muhammad's teachings on sharing food, eating in moderation, and respecting food. Ask the students to read along silently. This helps them focus and improves their reading comprehension skills. Use clear and expressive intonation to keep them engaged and interested in the teachings.
- As you read, highlight the key elements of the text and explain any difficult words or concepts. For example, explain that 'moderation' means not eating too much at once, but instead eating a controlled amount. Ask the students if there are any other words they find difficult to understand and provide explanations for those as well.
- After reading the text, engage the students in a discussion. Ask them whether they liked the text and what they found interesting or important about the teachings of Hazrat Muhammad. Encourage them to share their thoughts and provide positive reinforcement for all responses. For example, if a student says, 'I liked how Hazrat Muhammad always shared his food', acknowledge their input by saying, 'That's a great observation! Sharing food is a wonderful way to show care for others'.
- Discuss the moral or lesson of the text and its relevance to everyday life. Explain that Hazrat Muhammad's actions teach us the importance of sharing, eating in moderation, and respecting the food we receive.
- Encourage the students to think about how they can apply these teachings in their own lives. For example, ask them, 'How can you share food with others in your community?' or 'Why is it important to respect the food we have?'
- By following these steps, you help the students understand and appreciate the teachings of Hazrat Muhammad. This approach makes the lesson engaging and relevant, encouraging active participation and thoughtful reflection.

Learn to read:

Question 1: To teach the questions, begin by reading the relevant text aloud and clarify any difficult words. Have students discuss the answers in pairs, using their notebooks to jot down key points. Conclude by reviewing the answers together as a class, providing feedback and ensuring everyone understands.

Question 2: For the fill-in-the-blank exercise, read paragraph 1 with the students and explain the task. Guide them to choose the correct words from the brackets by understanding the context. After completing the exercise individually or in pairs, review the answers collectively and explain the reasoning behind each correct choice.

Learn words:

- Start by introducing the words related to preventing food wastage. Read each word aloud and explain its meaning in simple terms. For example, 'reduce' means using less, 'reuse' means finding new ways to use something, and 'recycle' means turning something old into something new.
- Next, engage the students in a discussion about the 3R's—'reduce,' 'reuse,' and 'recycle'—and how they can help conserve food. Ask questions like, 'How can we reduce the amount of food we waste?' and 'Can you think of ways to reuse leftover food?'
- Explain that food can be conserved by planning meals carefully to avoid buying more than needed, storing food properly to keep it fresh, and using leftovers creatively to make new meals. For example, leftover vegetables can be used to make a soup or stew, and stale bread can be turned into breadcrumbs.
- Encourage the students to share their ideas and examples. Write their responses on the board and discuss how these methods can make a difference. This approach helps students understand the concepts and apply them to real-life situations.

Learn to write:

Question 1: Start by explaining that **compound words** are made by **joining two smaller words**. For example, 'watermelon' is made up of 'water' and 'melon.' Write the compound words 'watermelon', 'peanut', and 'cupcake' on the board. Ask the students to break each word into its two smaller words and write them in their notebooks. For instance, 'watermelon' becomes 'water' and 'melon', 'peanut' becomes 'pea' and 'nut', and 'cupcake' becomes 'cup' and 'cake'. Walk around to help students as needed and review their answers together as a class.

Question 2: Explain that the students will write three sentences about the lessons Muslims can learn from the eating habits of Hazrat Muhammad. Provide some examples to guide them. For instance, 'Muslims can learn to share their food with others', 'They can learn to eat in moderation', and 'They should respect the food they receive'.

Ask the students to write their sentences in their notebooks, and then share their sentences with the class. Offer positive feedback and gentle corrections to help them improve their writing.

Learn to listen:

- Begin by showing the students the illustration of Major Raja Aziz Bhatti. Ask them to observe the picture and think about what they see. Then, read aloud or play the relevant passage or text from the end of the coursebook that talks about Major Raja Aziz Bhatti and his contributions to the country. Encourage the students to listen attentively.
- After they have listened, ask them to discuss with their classmates other famous figures they know. For example, they might mention people like Quaid-e-Azam Muhammad Ali Jinnah, Allama Iqbal, or Malala Yousafzai. Guide the discussion by asking questions like, 'Who is a famous person you know?' and 'What did they do for our country?'
- Encourage students to share their thoughts and participate actively in the discussion. This approach helps improve their listening skills and enhances their understanding of important historical and cultural figures, fostering a sense of pride and respect for their contributions.

Learn to speak:

- Start by explaining to the students that breaking up big words into smaller sounds makes them easier to say and spell. Give them the examples 'al-li-ga-tor' and 'chim-pan-zee' to show how the words can be divided into smaller parts. Explain that each letter in the alphabet produces its own sound, and sometimes two letters together create one sound, which is called a digraph. Examples of digraphs are 'ch' and 'kn'.
- **Question 1:** Explain that the students will fill in the blanks to create more words using the given digraphs. Write the digraphs on the board:
 - Ch-: chair, child, ch
 - Kn-: knot, know, kn
 - -ch: rich, such, ch
 - -ck: luck, sick, ck
- Guide the students through the first example:
 - Ch-: chair, child, **chocolate** Ask them to complete the rest on their own. Walk around the classroom to provide help as needed and then review their answers together.
- **Question 2:** Tell the students that they will learn to say bigger words by breaking them up into smaller parts. Write the words on the board: 'submarine,' 'calendar,' 'Blackie,' 'caterpillar,' 'buffalo.' Go through each word, showing them how to break it down into smaller sounds:
 - submarine: sub-ma-rine
 - calendar: cal-en-dar
 - Blackie: Bla-ckie
 - caterpillar: cat-er-pil-lar
 - buffalo: buf-fa-lo
- Have the students practice saying the words by breaking them up. Encourage them to repeat after you to ensure they are pronouncing the sounds correctly.
- By following these steps, you help the students understand how to break down big words and use digraphs to form new words, improving their spelling and pronunciation skills. This approach makes learning engaging and effective for young learners.

Class assessment:	✓	✗
Can the students read the story about Hazrat Muhammad?		
Can the students understand reduce, reuse, and recycle?		
Can the students use conjunctions correctly?		
Can the students listen and translate their findings in the notebook?		
Can the students say digraphs properly?		

Teacher's notes:

- If students are unable to read the story about Hazrat Muhammad: Start by reading the story aloud to the class, using expressive intonation to keep them engaged. Break the story into smaller parts and discuss each part with the students to ensure understanding. Pair stronger readers with those who need support, encouraging peer learning and providing additional practice.
- If students are unable to understand reduce, reuse, and recycle: Use visual aids, such as posters or flashcards, to illustrate the concepts of reducing, reusing, and recycling. Provide simple and relatable examples, like using both sides of a piece of paper (reduce), repurposing a glass jar (reuse), and turning old newspapers into new paper (recycle). Engage students in hands-on activities and discussions to reinforce their understanding.
- If students are unable to use conjunctions correctly: Provide additional practice through exercises and examples. Write simple sentences on the board and ask students to join them using conjunctions like 'and,' 'but,' or 'or.' Role-play activities and interactive games can help reinforce these concepts. Monitor their progress and offer constructive feedback.
- If students are unable to listen and translate their findings in the notebook: Practice active listening skills in class by playing short audio clips and asking students to summarise what they heard. Use graphic organisers to help them organise their thoughts. Repeat the audio as needed and provide written summaries to reinforce their understanding. Pair students to discuss and compare their findings before writing them down.
- If students are unable to say digraphs properly: Introduce the concept of digraphs by explaining that two letters can create one sound. Use examples like 'ch' in 'chair' or 'kn' in 'know.' Practice saying words with digraphs together as a class, breaking them down into smaller sounds. Encourage repetition and provide individual guidance to ensure correct pronunciation. Engage in fun activities like word games to make learning enjoyable.

UNIT 2: PIKU COUNTS HIS DONKEYS

Grade: II

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- associate words with pictures and relate to animals they often see.
- identify a simple story sequence, characters and be able to answer 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:

The chapter recounts a hilarious episode of a man making a foolish mistake. The story highlights a common mistake that people often make while counting.

Success criteria:

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

- appreciate humour arising out of everyday instances.
- understand the use of prepositions and the importance of proper punctuation.
- thank people who compliment them.

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 by asking the question—*What are some of the characteristics that we associate with certain animals like monkeys, donkeys, dogs and lions?*
- Ask students to observe the picture given in the starter exercise and discuss the questions asked.

Lesson structure:

Reading:

Read out the story 'Piku Counts His Donkeys' 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 reading the story, 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 **humorous elements** in the story and discuss why they are funny. There are several humorous elements in the story:

- One of the main sources of humour is Piku's repeated mistake of not counting himself when he is mounted on his donkey. It's a classic case of missing the obvious because we're too focused on what's right in front of us. This repetitive error creates a sense of anticipation and amusement each time he counts the donkeys.
- His reactions to the missing donkey are filled with genuine bewilderment and confusion. This is funny because, to the reader, it's clear that he's making a simple mistake, yet Piku is earnestly perplexed by his repeated miscounts.
- When the problem is finally solved and Piku realises his mistake, the humour peaks. The simplicity of the solution and the realisation of his oversight provide a comical and satisfying conclusion to the story.
- The story is funny because it's easy to relate to making silly mistakes in everyday life. Readers can see a bit of themselves in Piku's blunder, making the humour more personal and engaging.

Encourage students to relate the story to their own experiences with counting or making mistakes. Ask students to summarize the main events of the story in their own words.

Discuss the **moral or lesson of the story** and its relevance to everyday life. Tell the students that the moral of 'Piku Counts His Donkeys' is to always be attentive and thorough when carrying out tasks, no matter how simple they may seem. Overlooking small details can lead to amusing but avoidable mistakes. It's a gentle reminder to double-check our work and be careful in our actions to avoid unnecessary errors.

Learn to read:

- **Understand:** For question 1, ask students to tick the correct option in their books.
- **Infer:** For question 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 questions 2 (b) and (c), divide the class in pairs. Let students give their individual responses. 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:

For the first exercise, ask the students to turn to the **first exercise**. Write each unsolved word on the blackboard, ensuring the letters are clear and evenly spaced. Call out the clue to each word, giving the students a moment to think. Encourage the students to guess the missing letters and raise their hands to participate actively. As they call out their guesses, fill in the correct letters on the blackboard. Once the word is complete, ask the students to call out the entire word together.

Before starting the second exercise explain the concept of Ordinals to the students.

Ordinals are numbers that show the position or order of something in a list. Imagine you are at a birthday party, and there is a queue of children waiting to play a game. You want to know who is first, second, or third in the queue. The words 'first', 'second', and 'third' are examples of ordinals. They help us understand the order of things.

Examples:

In a queue of six children waiting to play a game, you can use ordinals to describe their positions:

- The child at the front is in the **first** position.
- The child behind the first is in the **second** position.
- The child behind the second is in the **third** position.
- The child behind the third is in the **fourth** position.
- The child behind the fourth is in the **fifth** position.
- The child at the end of the queue is in the **sixth** position.

For the **second exercise**, ask the students to turn their attention to the second exercise. Write each jumbled phrase on the blackboard, ensuring the jumbled words are legible. Ask the students to guess the correct order of the words. Provide hints if needed to guide them towards the right answer. Instruct the students to write the phrases in the correct order in their books, emphasising the importance of neat handwriting and accurate spelling. Review the corrected phrases as a class, ensuring everyone has understood the exercise and clearing any doubts they may have.

Learn grammar:

Start by asking the students questions that begin with 'where', such as 'Where is the blackboard?', 'Where are you sitting?', and 'Where is the book?' This helps them think about where things are located. Write their answers on the blackboard and underline the prepositions in those sentences.

Next, explain to the students the importance of the underlined words and what do they mean. Inform the students that they are special words called prepositions.

Prepositions are words that show the position or location of something, like 'in', 'on', 'under', 'beside', and 'between'.

For example:

- The book is **on** the table.
- The cat is **under** the chair.
- The clock is **beside** the window.

Explain that prepositions help us understand where things are. Ask the students to look around the classroom and ask where certain objects are. For example:

- The books are **on** the desk.
- Sara is **behind** Samina.
- I am sitting **beside** the door.

Then, ask the students to look at the picture in the exercise. Read out the sentences from the exercise and ask the students to guess the answers out loud. Correct them if needed and explain any mistakes.

Finally, ask the students to write the correct sentences in their notebooks. This practice helps them understand prepositions and how to use them in sentences. By doing this, they learn to write complete and accurate sentences with proper punctuation.

Provide assistance where required.

Learn to write:

- Start by explaining the importance of punctuation to the students. Tell them that punctuation marks, such as capital letters and full stops, help make writing clear and easy to understand.
- Emphasise that every sentence should start with a capital letter and that names of people, places, and specific things should also begin with a capital letter. Explain that a full stop is used at the end of a sentence to show that the thought is complete. Next, write the unpunctuated paragraph on the blackboard.
- Read the paragraph out loud, emphasising that it doesn't make much sense without punctuation. Explain to the students that their task is to rewrite the paragraph with the correct punctuation.
- Encourage the students to look for natural pauses or breaks in the paragraph where one thought ends, and another begins. These are where sentences should end with a full stop. Remind them to start each new sentence with a capital letter and to capitalise names, such as 'Piku' and 'Chiku'. Guide them to rewrite the paragraph in their notebooks, making sure to include capital letters at the beginning of sentences and full stops at the end. They should also capitalise names. After the students have completed the exercise, review the corrected paragraph as a class. Invite students to read their versions aloud, and gently correct any mistakes, explaining the correct usage. Encourage questions and clarify any doubts they might have.

Learn to listen:

- To begin with, ask the students to listen attentively to the passage about Maryam as she speaks about her pets (present on page 92 at the back of the book). Make sure they are focused and paying close attention to the details in the story.
- After listening to the story, instruct the students to complete the exercise by writing the names of the pets next to their pictures, using the names provided in the help box (Chatty, Rainbow, Blackie, Pommy, Kitty, Hurry up, Boxer).
- Walk around the classroom and observe the students' progress. Offer hints or clues if needed, such as reminding them of specific characteristics or actions mentioned in the story that can help them identify the pets correctly.

- Once the exercise is completed, discuss the correct answers with the class. Go through each picture and name, ensuring that every student understands which pet name corresponds to each picture. Encourage them to explain their choices and share any observations they made while listening to Maryam’s story.
- To reinforce their learning, you can replay the audio or 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:

- To begin with, explain to the students the importance of saying ‘thank you’. Emphasise that expressing gratitude is a polite and kind way to acknowledge when someone says something nice to you. It helps to build good relationships and shows appreciation for the kindness of others. When we say ‘thank you’, it makes the other person feel valued and respected. This simple gesture can brighten someone’s day and encourage them to continue being kind and supportive.
- Additionally, expressing gratitude helps to create a positive and friendly environment, whether it’s in the classroom, at home, or with friends. By practising saying ‘thank you’, students learn to recognise and appreciate the good things that others do for them, which fosters a sense of community and mutual respect.
- After discussing this, write different ways of thanking someone on the blackboard, such as ‘Thanks a lot’, ‘Thank you so much’, ‘Thank you’, ‘Thank you very much’, and ‘Thanks’.
- Next, divide the students into pairs. Ask one student from each pair to read out a sentence from Column A, such as ‘You’re such a clever child!’ The other student in the pair should then respond by choosing the correct phrase from Column B, for example, ‘Thanks a lot!’ Encourage the students to take turns and continue the exercise until they have used all the phrases.
- As the students perform the activity, walk around the classroom to observe and provide guidance if needed. Make sure each pair is correctly matching the sentences with appropriate thank-you responses. This interactive exercise helps students practise their speaking skills and reinforces the habit of saying thank you in different ways.
- By the end of the activity, the students will have a better understanding of how to express gratitude and will feel more confident in responding politely when someone compliments them. This exercise not only improves their language skills but also fosters a positive and respectful classroom environment.

Class assessment:	✓	✗
Can the students read the story about Piku counting his donkeys?		
Can the students use vocabulary words in sentences?		
Can the students use punctuation correctly?		

Can the students use the descriptive words aptly?		
Can the students listen and translate their findings in the notebook?		
Can the students practice dialogue (compliment exchange)?		

Teacher's notes:

- If students find it hard to read the story about Piku and his donkeys, 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, 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 punctuation, give them more practice exercises focused on punctuation. Or work together on correcting sentences on the board. Another option can be to offer one-on-one help to explain punctuation rules.
- If students have a hard time using descriptive words, create a word wall with descriptive words for reference. A quick and easy activity can be to encourage students to describe objects, people, or scenes. Lastly, provide examples of good descriptive sentences and discuss them.
- If students can't listen well and write what they hear, 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 practising dialogue, demonstrate the dialogues with another student. Or use role-playing activities to make them comfortable. Or give them scripts to guide their conversations.

UNIT 3: THE STORY OF MISS MOPPET

Grade: II

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- associate words and objects with pictures.
- develop an understanding of animal behaviour.
- understand basic concepts of grammar, such as pronouns.
- learn new words as a part of the lesson and the exercises.

Overview:

This story is about a cat and a mouse. In the story, a clever mouse outwits a cat and escapes the trap set by the cat.

Success criteria:

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

- comprehend how wit is greater than might.
- identify different parts of an animal's body and distinguish between human and animal bodies.
- understand and use pronouns and the simple present tense.
- develop better listening, writing and comprehension skills.

Generic skills:

- *Collaborative:* Students will work in groups to complete certain exercises.
- *Analytical:* Students will think about the genre of animal stories. They will also be able to analyze the given story and form opinions about characters.
- *Study skills:* Students will learn new words and some basic grammar rules.

Starter:

Use the starter exercise to make learners familiar with how cats and mice behave with each other. Ask if they have seen any cartoons about a cat and a mouse trying to outwit each other.

- Introduce the topic by beginning a discussion. You may ask the following questions:
 1. *Do they like animals?*
 2. *Have they read or heard any stories about two animals being friends or enemies?*
- Now ask the students to open their books and turn to 'The Story of Miss Moppet'.

Lesson structure:

Reading:

- Begin by reading out the story 'The Story of Miss Moppet' to the students and ask them to follow along silently. This helps them focus and improves their reading skills. Use clear and expressive intonation to keep them engaged and interested in the story.

- While reading, point out difficult words in the text. For example, explain that **'teased'** means **'made fun of'**. Ask the students if there are any other words they find hard to understand and provide definitions and examples. For instance, if a student mentions **'wriggled'**, explain that it means 'turned his body this way and that way, very quickly' and use it in a sentence like, 'The fish wriggled out of the fisherman's hands'.
- After finishing the poem, ask the students if they liked it and why. For example, ask, 'Did you enjoy the story of Miss Moppet and the mouse? What did you like about it?'
- Encourage them to share their thoughts and appreciate all responses. If a student says, 'I liked how Miss Moppet tried to catch the mouse,' acknowledge their input with a positive remark like, 'That's a great observation! It was interesting how the mouse outsmarted her and danced a jig on the cupboard.'
- Throughout the discussion, encourage active participation by asking open-ended questions and prompting them to elaborate. For example, ask, 'Can anyone else share what they found interesting in the poem?' or 'How did you feel when Miss Moppet realised her mistake?' This way, the students engage with the poem on a deeper level and improve their comprehension and vocabulary skills.
- By following these steps, you help the students improve their reading skills, understand new vocabulary, and engage with the poem enjoyably and interactively. This approach makes learning fun and encourages active participation.

Learn to read:

- **Understand:** Divide the class into pairs. Ask each pair to discuss the answers to question 1 and complete the exercise in their notebooks. Discuss the correct answers in class.
- **Infer:** Divide the class into groups. Ask each group to discuss the given question among them. Ask at least five groups to present their arguments to the class. The other groups can then present their views. Guide them as required.
- **Reflect:** Read aloud question 2 (b) and (c). Let the students think about the answers for some time. Ask the answers from many students. Discuss them further by adding your insights. Let the students write the answers in their notebooks.

Note: *Students may have different answers to these questions. Appreciate the variety of answers.*

Learn words:

- Start by drawing the students' attention to the **picture of a kitten** given in their exercise. Ask them to take a few minutes to complete the exercise on their own. Encourage them to look closely at the picture and name the parts of the kitten's body, such as ear, whiskers, tail, claw, fur, paw, tongue, and eye. This activity helps them learn and identify different parts of an animal's body.
- Next, ask the students to look at the provided pictures of various animal body parts. Instruct them to use the given words (skin, fur, nail, claw, hand and foot, paws) to name the parts in the pictures. This exercise reinforces their understanding of animal anatomy and helps them associate words with visual representations.

- For the **third exercise**, explain that they need to read the meanings and complete the words. Provide them with the clues: a. Baby cat: k _ _ _ _ n (kitten) b. A small animal with a long tail: m _ _ _ e (mouse) c. Something you use to dry yourself: t _ _ _ l (towel) d. Make fun of somebody: t _ _ _ e (tease) e. Tall shelves with doors that can be closed: c _ _ _ _ _ _ _ d (cupboard)
- Split the class into pairs for this exercise. Ask each pair to discuss the meanings and write down the correct words. This encourages collaboration and helps them understand and use new vocabulary in context.
- Once the students have completed the exercises, discuss their answers as a class. Review each question and point out the correct answers, ensuring that everyone understands the reasoning behind them. Encourage the students to ask questions and clarify any doubts they may have. This discussion helps to reinforce their learning and ensures they have grasped the concepts.

Learn grammar:

- Start by explaining to your students how pronouns are used as a substitute for nouns. Pronouns are words like 'it' and 'they' that replace nouns to avoid repetition. For example, instead of saying 'The mouse peeps out. The mouse makes fun of Miss Moppet', we use the pronoun 'it' to say, 'The mouse peeps out. It makes fun of Miss Moppet'.
- Next, write down some nouns and their corresponding pronouns on the blackboard. For instance, 'John (he)', 'Samantha (she)', 'dog (it)', and 'students (they)'. Provide examples to explain the use of 'he', 'she', 'it', and 'they' in sentences. For example, 'John is playing. He is happy', and 'The students are studying. They are focused'.
- Ask the students if they have any doubts and address any questions they may have. After clarifying their doubts, ask the students to turn to the exercise in their notebooks. Instruct them to rewrite the given paragraph, replacing the underlined nouns with the pronouns 'it' and 'they'.
- Here is the paragraph for reference: 'My friends and I go to the park. The park is near our house. I take a bat, and my friends bring a ball. We play cricket. Two dogs chase the ball, and the dogs catch the ball and run away with the ball. My friends chase the dogs. The dogs drop the ball and run away. My friends get the ball back.'
- After the students have completed the exercise, discuss their answers in class. Review each sentence and ensure that they have used the pronouns correctly. This will reinforce their understanding of pronouns.
- Next, explain that the underlined words in the following sentences are called verbs, as they show actions happening:
 - 'Miss Moppet hears a mouse.'
 - 'We go to the park every evening.'
 - 'My grandmother lives in Lahore.'

- Write a few sentences in the simple present tense on the blackboard. Ask each student to make one sentence using the present tense and say it aloud in class. For example, 'I eat breakfast every morning,' or 'She reads a book before bed.' Correct them if needed, and make sure they understand the concept of verbs and the simple present tense.
- Before the exercise, discuss the definitions with care, asking questions to ensure the learners have understood. Individual learners may be asked to read definitions and ask questions while doing the exercise. After they have completed the exercise, discuss the answers to ensure they understand the definitions.
- Finally, ask the students to complete the given exercise and, after they have done so, ask some of them to read out the sentences corresponding to each illustration. This will help them practice and reinforce their learning.

Learn spelling:

- Begin the lesson by reading the words listed in the exercise aloud to the students: **mouse, house, peep, tease, afraid, catch, watch, cupboard, paws, and wriggle**. Clearly pronounce each word and ask the students to repeat each one after you. This will help them become familiar with the correct pronunciation and spelling of the words.
- Next, proceed with the spelling exercise by dictating the words to the students. Pronounce each word clearly and wait a few seconds to give the students enough time to write it down. This process helps reinforce their spelling skills and ensures they can accurately spell the words when writing.
- Move on to the **second exercise**, where students must learn the spellings of all the words in the given sentences: a. The mouse and the kitten lived in the same house. b. The mouse had claws at the end of its paws. c. The mouse teased Miss Moppet.
- Read each sentence aloud to the students and ask them to listen carefully. After reading each sentence, ask the students to repeat it back to you to ensure they have understood it. Then, dictate the sentences one by one, giving the students enough time to write them down. Make sure to pronounce each word clearly and provide ample time for the students to complete the task.
- After the dictation, review the sentences with the students, pointing out the correct spellings and addressing any mistakes. This process helps reinforce their understanding of the correct spellings and improves their overall writing skills.

Learn to write:

- To begin, draw the students' attention to the picture given in the exercise. Ask them to observe the picture and take note of the details. Encourage them to think about what they see and how they can describe it. This helps them focus and enhances their observation skills.
- Next, ask the students to write down what they see in the picture. Explain that they should try to use descriptive words and be specific about the details they notice. For example, if the picture shows a cat sitting on a windowsill, they might write, 'The cat is sitting on the windowsill', 'The sunlight is shining through the window', or 'There is a flowerpot beside the cat'.

- Once they have written their descriptions, ask them to read their responses aloud in class. This not only helps them practise their speaking skills but also allows them to share their observations with their classmates. Encourage them to listen to each other's descriptions and provide positive feedback.
- After discussing their responses, ask the students to write three sentences about the picture in their notebooks, as per the exercise instructions. Remind them to use proper punctuation and capitalisation in their sentences. This exercise helps reinforce their writing skills and ensures they can effectively describe what they see.
- Throughout the activity, provide support and guidance as needed. Offer examples and explanations to help the students understand how to write clear and descriptive sentences. By engaging them in this way, you ensure they develop strong writing skills while enjoying the learning process.

Learn to listen:

- To begin, **scan the QR code** provided in the coursebook to play the audio story about a cat who bit off a mouse's tail, and how the mouse got it back. Emphasise the importance of listening attentively to the details of the story, as they will need this information to complete the exercise.
- Once the students have finished listening to the story, instruct them to look at the pictures of various people and animals in their exercise. Their task is to identify which of the people or animals the mouse visited in the story and put a tick () under their pictures. This activity helps enhance their listening comprehension skills and their ability to recall details.
- After the students have completed the exercise, engage the class in a discussion about the correct answers. Review each picture together and ask the students to share their thoughts on why they chose to tick certain pictures. Provide the correct answers and explain the reasoning behind them, ensuring that everyone understands the sequence of events in the story.
- Throughout the exercise, offer support and encouragement to the students. This activity not only improves their listening skills but also fosters critical thinking and attention to detail. By actively participating in the discussion, students will reinforce their understanding of the story and enjoy a more interactive and engaging learning experience.

Learn to speak:

- To begin the exercise, divide the class into two groups. Explain to the students that they will be working in pairs, with one student from each group. One student will read a sentence from Column A, and their partner will respond with a phrase or sentence from Column B. This will help them practice speaking and responding in English.
- Ask a few students from Group A to read out sentences from Column A, such as 'Hello. Are you a new student?' Encourage their partners from Group B to respond with the corresponding sentences from Column B, like 'Hi. Yes, I'm new'. This activity allows them to engage in a simple conversation, practicing greetings and responses.

- Continue the exercise in the same manner, with different pairs of students taking turns. For example, another student from Group A might say, 'What's your name?' and their partner from Group B would respond, 'I'm Sameer'. This gives each student the opportunity to practice both asking and answering questions.
- Ensure that the students are speaking clearly and confidently. Provide support and guidance as needed, helping them with pronunciation and intonation. This exercise not only improves their speaking skills but also helps them build confidence in using English in everyday situations.
- By participating in this interactive and engaging activity, students will enhance their ability to communicate effectively. Encourage them to continue practicing these conversations outside of the classroom, reinforcing their learning and helping them become more comfortable with speaking English. This approach makes learning enjoyable and encourages active participation, ensuring that students develop strong language skills.

Class assessment:	✓	✗
Can the students read the story about Miss Moppet and her adventures?		
Can the students name all the parts of a kitten's body?		
Can the students use pronouns and tenses correctly?		
Can the students spell the given words?		
Can the students use descriptive words to describe a given picture?		
Can the students listen and translate their findings in the notebook?		
Can the students practice dialogue?		

Teacher's notes:

- If the students struggle with reading the story, consider reading it aloud to them while they follow along in their own books. Use expressive intonation to capture their interest and keep them engaged. Break the story into smaller sections and discuss each part to ensure comprehension. Pair stronger readers with those needing support to foster peer learning.
- If students have difficulty naming the parts of a kitten's body, use visual aids like pictures or diagrams of a kitten. Point out each part (ear, whiskers, tail, claw, fur, paw, tongue, eye) and have the students repeat the names after you. Engage them in interactive activities, such as labelling parts on a worksheet or playing a matching game with pictures and names.
- For students struggling with pronouns and tenses, provide additional practice through exercises and examples. Write sentences on the board and ask students to identify and replace nouns with pronouns ('he,' 'she,' 'it,' 'they'). Practice using verbs in the correct tense by creating simple sentences and having students identify the action words. Role-playing activities and interactive games can also reinforce these concepts.

- If students find spelling challenging, incorporate more spelling activities and practice into the lessons. Use flashcards, word walls, and spelling games to make learning fun. Conduct regular spelling tests with words like mouse, house, peep, tease, afraid, catch, watch, cupboard, paws, and wriggle. Break down difficult words into smaller parts and teach them phonics and syllable segmentation.
- For those struggling to use descriptive words, encourage them to observe the picture closely and discuss what they see. Provide examples of descriptive sentences and prompt them to use adjectives to describe colours, shapes, sizes, and actions. Use sentence starters like, 'The cat is...' or 'The flowerpot is...' to help them construct sentences.
- If students have trouble listening and translating their findings, practice active listening skills in class. Play short audio clips and ask them to summarise what they heard. Use graphic organisers to help them organise their thoughts. Repeat the audio as needed and provide written summaries to reinforce their understanding.
- If students are uncomfortable practising dialogue, model the dialogues first with another student. Use role-playing activities where they can practise greetings and responses in a safe environment. Provide scripts or prompts to guide their conversations. Encourage them to speak clearly and confidently, and offer constructive feedback.

UNIT 4: AN OLD RED HAT

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

Learning objectives:

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

- respond verbally/in writing in English to questions based on the story read.
- learn about animals and their habitats.
- learn about possessive adjectives and joining words.
- learn how to write dialogues.

Overview:

The following story is about a young girl who goes to the market to sell some eggs and buys a brand-new hat for her mother.

Success criteria:

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

- learn how they should think more about their parents and their happiness.
- understand and use possessive pronouns correctly.

Generic skills:

- **Collaborative:** Students will work in pairs or small groups to discuss the story, share their interpretations, and complete activities related to the story.
- **Analytical:** Students will think about the themes and moral lessons of the story. They will also analyse the characters' actions and motivations, forming opinions about Ada and the other characters she encounters.
- **Creative Thinking:** Students will use their imagination to extend the story or create their own versions. They might come up with different outcomes or new adventures for Ada, fostering their creative writing and storytelling abilities.

Starter:

- Use the starter exercise to make learners count the number of eggs in each nest.
- The students should sit with their books closed. Do not disclose the name of the lesson they are about to read.
- Generate a discussion through the following questions. Allot ten minutes for the discussion.
 1. Do they normally go to the market?
 2. What is their reaction if someone stops them from doing something that they know they can do, like buying a present for their parent?

- The above questions will generate a lively discussion, monitor and moderate. All responses by the students should be appreciated. Then ask the students to open their books to the lesson concerned.

Lesson structure:

Reading:

- Begin by reading out the story, **An Old Red Hat**, about Ada to the students and ask them to follow along silently in their own books. This practice helps improve their reading skills and focus. Use **clear** and **expressive intonation** to keep them engaged and interested in the story.
- As you read, draw the students' attention to the difficult words provided in the **glossary box**. For example, you might encounter words like 'pennies.' Take a moment to explain that pennies are small coins used as currency.
- Ask the students if there are any other words they find difficult to understand. Encourage them to raise their hands and share these words with the class. Provide clear explanations and examples for these words to ensure everyone understands.
- After you have finished reading the story, engage the students in a discussion about it. Ask them if they liked the story and, if so, why. For instance, you might ask, 'Did you enjoy the story about Ada and her adventure with the eggs? What did you like about it?'
- Encourage the students to share their thoughts and feelings about the story. For example, if a student says, 'I liked how Ada was clever and traded the eggs for a new hat', acknowledge their input with a positive remark like, 'That's a great observation! Ada showed a lot of ingenuity and kindness'.
- Throughout the discussion, appreciate all responses and encourage all students to participate. Ask open-ended questions to prompt further engagement, such as, 'Can anyone else share what they found interesting in the story?' or 'How did you feel when Ada gave the new hat to her mum?' This helps create a lively and inclusive classroom environment where everyone feels valued and heard.
- By following these steps, you help the students improve their reading skills, expand their vocabulary, and engage with the story on a deeper level. This approach makes learning enjoyable and encourages active participation.

Learn to read:

- **Understand:** Divide the class into pairs. Now, ask each pair to discuss the answers to questions 1 (a) to (f). They can refer to the lesson for the answers. Ask them to make notes in their rough notebooks.
- Ask the other pairs:
 1. if they agree to the answer that has been read out;
 2. if they have anything to add
- **Infer:** For question 2, encourage students to think as originally as possible. Ask them to place themselves in Ada's shoes and think about the situation.

- **Reflect:** Divide the class into groups of four or five, and ask them to think about answers to question 3 and question 4. Open the discussion to the entire class and write down any important point made by the students on the blackboard.

Learn words:

- Begin by writing down the animals' names in the exercise on the blackboard. These are: **turtle, rabbit, bear, lion, and cow**. Ask the students to guess the homes of these animals and write their answers on the blackboard. For example, **a turtle lives in a shell, a rabbit in a hole, a bear in a cave, a lion in a den, and a cow in a barn**. This activity helps students learn where different animals live and enhances their understanding of animal habitats.
- Next, ask the students to give the names of at least four more animals. Once they have provided the names, ask them to name the homes of those animals. For instance, they might say that a bird lives in a nest, a fish lives in water, a dog lives in a kennel, and a bee lives in a hive. This encourages them to think about the diverse habitats animals occupy.
- For the **second exercise**, divide the class into five groups. Ask each group to decide on one member who will be the writer. Call out a letter, and instruct the students to search for all words beginning with that letter in their New Broadway for Grade 2 books. The group members should help the writer copy the words they find into a notebook. Give them 2-3 minutes to complete this exercise.
- After the time is up, call out another letter and repeat the process until five letters have been called out. This game helps students become familiar with new words and improves their ability to find and identify them quickly. It also encourages teamwork and collaboration.
- Once all the letters have been covered, ask all the writers to stand up and read out the words they have found, one by one. Award five points for each correctly spelled word. Keep a scoreboard to track the points, and announce the team with the highest score as the winner. This creates a fun and competitive environment that motivates students to participate actively.
- Throughout the activity, provide support and guidance as needed. Encourage students to listen attentively, think creatively, and work together. This approach ensures that learning is enjoyable and effective, helping students develop their vocabulary and spelling skills while fostering a sense of teamwork and collaboration.

Learn grammar:

- Begin by writing a few possessive pronouns like '**mine**', '**yours**', '**theirs**', and so on, on the blackboard. Explain to the students that pronouns which demonstrate ownership are called possessive adjectives. These words show that something belongs to someone or something.
- Next, ask the students to turn to the exercise and complete it by looking at the pictures and choosing the correct possessive adjective from the options provided (my, your, his, her, our, their). For example: a. That is **his** school. b. That is **her** car. c. That is **their** house. d. This is **my** cat. e. That is **his** bicycle. f. This is **our** new sister.

- After the students have completed the exercise, discuss the correct answers with the class. Ensure that everyone understands how to use possessive adjectives correctly.
- Move on to the next part of the exercise: **Conjunctions**. Explain that 'and' is a conjunction used to join words and phrases. Provide examples like 'brothers and sisters', 'cats and dogs', 'the young and the old', 'the little girl and her mother', and 'big dogs and little kittens'.
- Ask the students to rewrite the following sentences in their notebooks, adding 'and' wherever needed: a. We saw lions **and** tigers in the zoo. b. Piku **and** Chiku were friends. c. I like apples **and** mangoes. Saima likes bananas **and** grapes. d. Mother took Ali **and** Insiya to their school. e. I have four pencils **and** five erasers.
- Discuss the correct answers with the class. Emphasise the importance of using conjunctions like 'and' to join words and phrases smoothly.
- By following these steps, you ensure that students understand the usage of possessive adjectives and conjunctions. Provide clear explanations, examples, and engage the students in interactive discussions to reinforce their learning. This approach makes the lesson enjoyable and helps students grasp the concepts effectively.

Learn to write:

- Begin by drawing the students' attention to the **pictures** given in the exercise. Explain that they need to carefully observe the pictures and think about what the people might be **saying or thinking**. Encourage them to **use their imagination** and come up with short sentences or phrases to fill in the speech bubbles.
- Once the students have completed the exercise by filling in the **speech bubbles**, ask a few of them to read out their answers to the class. This not only helps them practice their **speaking skills** but also allows them to share their creative ideas with their classmates.
- As they read out their answers, provide feedback and correct them if needed. Ensure that they understand the context of the pictures and how to express thoughts or dialogue accurately in the speech bubbles. This activity helps improve their **writing skills** and enhances their ability to observe and describe scenarios.
- By engaging the students in this interactive and creative exercise, you help them develop their writing abilities, observational skills, and imagination. This approach makes learning enjoyable and encourages active participation.

Learn to listen:

- To begin the exercise, play the audio by scanning the given QR code (on page 92) that features two children talking about their future aspirations. Instruct the students to listen attentively to the conversation, paying close attention to the details about what each child wants to do when they grow up.
- Once the students have finished listening to the audio, ask them to complete the given exercise by determining if the provided sentences are True (T) or False (F). The sentences are as follows: a. The girl wants to become a doctor. b. The boy wants to become a famous cricketer. c. The girl says he can go to her if he breaks his leg. d. The boy says he will give her his storybook. e. The girl says she will look for him on TV.

- After the students have completed the exercise, engage the class in a discussion about their answers. Go through each sentence one by one, asking the students to explain their reasoning. Provide the correct answers and clarify any misunderstandings to ensure that everyone has accurately interpreted the conversation.
- This exercise not only helps improve the students' listening skills but also enhances their ability to comprehend and analyse spoken information. By discussing the answers together, you ensure that the students grasp the content of the conversation and learn to pay attention to details.
- This approach makes the lesson engaging and reinforces their learning in an interactive and enjoyable way.

Learn to speak:

- To start this exercise, divide the class into pairs. Ask each student to bring a picture of their family or draw one themselves. This visual aid helps them to think and speak more clearly about their family members.
- Once they have their pictures, instruct the students to talk to their partners about their families. Encourage them to describe who is in their family and any interesting details they can share. For example, one student might say, 'I live with my family. My family includes my grandparents, my father, my mother, and my little sister who is five years old'.
- The partner's role is to ask questions about their partner's family. This helps to make the conversation interactive and more engaging. For instance, the partner might ask, 'What does your father do?' and the response could be, 'He works in an office. In the evening, he cooks dinner'.
- Encourage the students to continue the conversation by asking more questions and providing answers. For example:
 - Really? Does your mother work too?
 - Yes, she's an engineer.
 - What does your grandfather enjoy doing?
 - He loves gardening and spends a lot of time taking care of our plants.
- By participating in this exercise, students practice their speaking and listening skills, and they learn how to engage in a conversation naturally. This activity helps them become more confident in expressing themselves and asking questions in English.
- Make sure to move around the classroom, listen to the pairs, and provide guidance or corrections as needed.
- This approach ensures that learning is enjoyable and effective, fostering a supportive and interactive environment.

Class assessment:	✓	✗
Can the students read the story about Ada?		
Can the students recall the animals and their habitats?		

Can the students use possessive adjectives and conjunctions?		
Can the students write dialogue?		
Can the students listen and translate their findings in the notebook?		
Can the students talk about their families?		

Teacher's notes:

- If students struggle with reading the story, consider reading it aloud to them while they follow along in their books. Use expressive intonation to capture their interest and keep them engaged. Break the story into smaller sections and discuss each part to ensure comprehension. Pair stronger readers with those needing support to foster peer learning.
- If students have difficulty recalling animals and their habitats, use visual aids like pictures or diagrams of various animals and their homes. Engage them in interactive activities, such as matching games or labelling exercises. Provide examples and repeat the information regularly to reinforce their memory.
- For students struggling with possessive adjectives and conjunctions, provide additional practice through exercises and examples. Write sentences on the board and ask students to identify and replace nouns with possessive adjectives ('my', 'your', 'his', 'her', 'our', 'their'). Practice using conjunctions by creating simple sentences and having students join them with 'and', 'but', or 'or'. Role-playing activities and interactive games can also reinforce these concepts.
- If students find writing dialogue challenging, model the process by creating sample dialogues together as a class. Provide templates or sentence starters to help them begin. Encourage them to think about how characters might speak and interact. Role-playing activities can help them understand the flow of conversation.
- If students have trouble listening and translating their findings, practice active listening skills in class. Play short audio clips and ask them to summarise what they heard. Use graphic organisers to help them organise their thoughts. Repeat the audio as needed and provide written summaries to reinforce their understanding.
- For students who are uncomfortable talking about their families, encourage them to bring a picture or draw one themselves. Pair them up with classmates and have them ask each other questions about their families. Provide examples and prompts to guide the conversation. This helps them become more comfortable with speaking and sharing personal information.

UNIT 4: THEY CHOSE ME (Extensive Reading)

Grade: II

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- read and think critically about ideas related to life.
- learn to recite a poem with appropriate pronunciation, pause and intonation.

Overview:

This poem attempts to familiarize students with the idea of adoption. It is about a child who is happy at being adopted and with the love her parents give her.

Success criteria:

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

- appreciate a poem and understand its language and rhythm.
- understand the feelings of a child who has been brought into a family by parents who have adopted her.

Generic skills:

- **Collaborative:** Students will work in pairs or small groups to discuss the poem, share their interpretations, and complete activities related to the poem. They will engage in conversations about the emotions expressed, the significance of adoption, and the relationships portrayed in the poem.
- **Analytical:** Students will think about the themes and moral lessons of the poem. They will also analyse the poet's feelings and experiences, forming opinions about the importance of family, the meaning of being chosen, and the sense of belonging. They will discuss the differences between birth parents and adoptive parents as expressed in the poem.
- **Creative Thinking:** Students will use their imagination to extend the poem or create their own versions. They might come up with different outcomes or new verses that reflect their understanding of the theme of adoption, fostering their creative writing and storytelling abilities.

Starter:

- Instruct the students to close their books. Do not disclose the name of the lesson they are about to read.
- Begin a discussion based on the questions given below. Allow students to answer individually or in groups. Allow ten minutes for this discussion.

1. Do they know the meaning of adoption?
 2. Do they think adopted children are treated differently from other children?
- Now ask the students to open their books and turn to the corresponding lesson.

Lesson structure:

Reading:

- Instructing students to **silently read** the short poem allows them to first absorb its content individually and process its emotions and meanings on a personal level. It is important that they take their time to read and understand the poem's message before any discussion takes place. This initial step sets the foundation for a deeper analysis and appreciation of the poem.
- Once the students have read the poem silently, initiate a discussion with them. Start by asking, 'Do you think that the child is happy?' This question encourages students to reflect on the poem's tone and the emotions expressed by the child. Follow this by asking:
 - **Can you give examples from the poem to show how the child expresses happiness?**
- This will prompt the students to provide specific lines or phrases that indicate the child's feelings of joy and contentment. These questions help students to engage more critically with the text and to support their interpretations with evidence.
- Next, read the **poem aloud** to the class. While you do so, instruct the students to follow along in their textbooks. Hearing the poem read aloud can bring out its **rhythm, tone, and emotion** more vividly. It also allows students to experience the poem in a different way, which can enhance their understanding and appreciation.
- After the poem has been read and heard, continue the discussion with the students. Ask them: **Did you enjoy the poem?**
- This question invites personal responses and allows students to express their individual feelings towards the poem. Follow up with:
 - **What did you like about the poem?**
- This question encourages students to articulate specific elements that they found appealing, whether it be the language, the themes, or the emotions conveyed.
- Explain that adoption is a wonderful way for families to grow and for children to find loving homes. It is significant because it gives children who may not have parents or a family a chance to have one. Families who adopt are very special because they choose to love and care for a child, just like in the poem we read earlier.
- Use relatable examples to illustrate these themes. For instance, you could say, 'Imagine you have a best friend who does not have a family, and your parents decide to bring your friend into your home to become part of your family. Your friend would then have parents, siblings, and a loving home to grow up in.' This helps the students understand the concept of adoption and how it creates bonds of love and belonging.

Learn to read:

- To begin with, read out each sub-part of the first question clearly and distinctly to the students. Make sure they understand the questions fully before they respond. For example, you might read, 'The child feels special because she has two... and two...', pausing slightly to give students time to think. After reading each sub-part, encourage students to provide their answers aloud. This helps ensure that everyone is engaged and understanding the content.
- Once the students have given their verbal responses, instruct them to write the correct answers in the blank spaces provided in their textbooks or notebooks. This helps reinforce their understanding and provides a written record of their answers for future reference. For example, if the students correctly answer 'mothers' and 'fathers' for the first sub-part, have them write these words in the respective blank spaces.
- Next, read out the second question (parts a and b) to the class. These questions are designed to prompt deeper reflection and discussion about the poem. For example, the part a might be, 'She repeats the same three lines three times. What are these lines? Why does she repeat them?' This encourages students to identify the repeated lines in the poem and think about their significance. Discussing this as a class helps students to engage more deeply with the poem and understand its themes.
- For the part b, 'Is this a happy poem or a sad one? How do you feel when you read this poem?' Encourage students to share their responses. This question invites them to express their feelings about the poem, fostering an interactive discussion. Each student can share whether they find the poem happy or sad and explain why, using examples from the text to support their views.

Activity:

- Instructing students to draw a picture of their family is a wonderful activity that allows them to express their creativity and personal experiences. Start by encouraging students to draw their family however they envision it. Emphasise that there is no right or wrong way to depict their family; the most important thing is to capture their unique relationships and memories.
- Next, instruct the students to find a picture of a family. This could be a picture from a magazine, a newspaper, or even a printed photo they have at home. If they prefer, they may also draw a picture of a family in the space provided in their textbooks. This step provides students with the opportunity to choose between different mediums, fostering their decision-making skills.
- Once they have chosen or drawn a picture, ask them to paste the photo in their textbooks. If they have drawn a picture, encourage them to colour it. Adding colour to their drawings not only enhances the visual appeal but also allows them to experiment with different hues and shades, developing their artistic skills.
- After they have pasted or coloured their pictures, instruct the students to draw a nice frame around the photo. This could be a simple rectangular frame, or they could get creative and design intricate patterns and decorations. Drawing a frame adds a finishing touch to their artwork, making it look polished and complete.

- For example, a student might choose to draw their family gathered around the dining table, each member engaged in a favourite activity. They could use bright colours to represent the warmth and love in their family. Around the picture, they might draw a frame adorned with flowers or geometric patterns, making the artwork even more personal and unique.

Class assessment:	✓	X
Can the students read and comprehend the poem about the adopted child?		
Can the students discuss and analyse the themes of the poem?		
Can the students listen to the poem and follow along in their textbooks?		
Can the students draw their family and describe them?		

Teacher’s notes:

- If the students are unable to read and comprehend the poem about the adopted child, first take a step back and review the poem with the class. Begin by reading the poem aloud slowly and clearly, using expressive intonation to convey the emotions. After reading, ask simple questions like ‘Who is the poem about?’ or ‘What special days does the child celebrate?’ to check their understanding. Encourage students to ask questions and seek clarification, reassuring them that it is perfectly alright to do so.
- If the students are struggling to discuss and analyse the themes of the poem, provide context and background information. Explain what adoption means and why it is significant. Use relatable examples to illustrate themes of love, belonging, and family. Encourage students to share their thoughts and connect the poem’s themes to their own experiences. Use prompts like ‘How do you think the child feels about being adopted?’ to stimulate thoughtful conversation.
- If the students are having difficulty listening to the poem and following along in their textbooks, ensure a distraction-free environment. Read the poem aloud clearly and at a moderate pace, encouraging students to follow along in their books. To help with focus, read the poem multiple times with different emphasis. After reading, ask students to point out specific words or lines to ensure they are following accurately. Offer positive reinforcement and praise for their efforts to boost confidence.
- If the students are unable to draw their family and describe them, provide additional support and encouragement. Show examples of family drawings and discuss different elements that can be included. Encourage students to think about what makes their family unique. Provide step-by-step instructions for drawing and give ample time to complete their drawings. Circulate around the classroom to offer individual assistance and feedback. Once the drawings are complete, ask students to describe their family members and what they like to do together, helping them articulate their thoughts and build descriptive skills. Through these steps, help students overcome their difficulties and achieve their learning goals.

UNIT 5: THE BOY AND THE BEAR

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

Learning objectives:

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

- write coherently with focus on appropriate beginning, middle, and end.
- understand basic concepts of grammar, and learn new, simple words.

Overview:

This story has been included to teach learners the importance of appreciating the uniqueness of their own lives. In the story, the little boy and the bear want to be each other. However, they soon realize that they would just rather be themselves and stay in their own homes.

Success criteria:

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

- appreciate the value of being themselves.
- learn action words as well as opposite words.
- enhance their comprehension, reading, and writing skills.

Generic skills:

- **Collaborative:** Students will work in pairs or small groups to discuss the story. They will share their interpretations of the little boy and the bear's friendship and the lessons they learn. By engaging in activities related to the story, such as role-playing or drawing scenes, students will enhance their ability to work together and communicate their ideas effectively.
- **Analytical:** Students will think about the themes and moral lessons of the story. They will analyse the characters' actions and motivations, considering why the little boy and the bear initially wanted to trade places and what they ultimately realised about being themselves. This analysis will help students form opinions about the characters and the importance of self-acceptance.
- **Creative Thinking:** Students will use their imagination to extend the story or create their versions. They might come up with different outcomes, new adventures, or additional characters that the boy and the bear encounter. This creative exercise will foster their creative writing and storytelling abilities, encouraging them to think beyond the story's original events.

Starter:

Use the starter exercise to make the learners think of who their best friend is and some details about the friend.

- Instruct the students to close their books. Do not disclose the name of the lesson they are about to read.
- Introduce the topic by beginning a discussion on the following questions. Allow students to answer individually or in a group.
 1. Do they have any animal friends?
 2. Would they like to live in their homes?
 3. Do they think their parents would want their animal friends to stay in their house, instead of them?
 4. Have you ever wanted to be someone else? If yes, who and why?
- Now ask the students to open their books and turn to the corresponding lesson.

Lesson structure:

Reading:

- To explain the story of 'The Boy and the Bear' to the students, start by reading the **story aloud** while they follow along silently. This ensures their focus remains on the narrative.
- During the reading, highlight the difficult words provided in the glossary box and encourage the students to point out any other words they find challenging. Take the time to explain these words to help build their understanding. F
- or example, if the word '**hibernate**' appears in the text, define it as '**to spend the winter in a dormant state**' and explain that **bears hibernate to conserve energy when food is scarce**. You could provide an example such as, '**Just like some people take long naps when they are tired, bears hibernate to rest and survive the cold winter months**'.
- After reading the story, engage the students in a **discussion about their thoughts** and feelings regarding the story. Ask them whether they liked the story and why they felt that way, encouraging them to share their opinions.
- Make sure to appreciate all responses, creating an inclusive and supportive environment. For instance, if a student says they liked the story because the bear helped the boy, expand on that by discussing the theme of friendship and kindness in the story. You might say, 'That is a wonderful observation. The bear's actions show us how important it is to help others, just like the boy helped the bear when it was in need'.
- Next, explain the theme and message of the story. The **theme is centred around friendship, kindness, and empathy**. The boy and the bear form an unlikely bond, demonstrating that friendship can emerge in the most unexpected circumstances. Their relationship highlights the importance of being open to new connections and valuing the people and creatures we encounter in life.
- The **message of the story is that kindness and empathy** can have a profound impact on others. When the boy helps the bear, he shows compassion and understanding, which in turn, is reciprocated by the bear's willingness to help the boy. This mutual support illustrates the idea that acts of kindness can create a ripple effect, encouraging others to be kind and empathetic as well.

- By discussing the theme and message of the story, you can **help the students understand the underlying lessons** and encourage them to apply these values in their own lives. For example, you might say, 'The story teaches us that by being kind and understanding towards others, we can build strong and meaningful relationships. Just like the boy and the bear, we should always try to help those in need and show empathy towards others'.

Learn to read:

Understand:

- Divide the class into groups. Ask each group to discuss the answer to each question and make notes in their notebooks. Discuss each question in class in the following manner: ask at least 3 groups to read out their points for each answer. Now, 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:

- Divide the class into pairs. Each pair will discuss question 2. They will share their arguments and ideas with the class. The other students can then corroborate or refute them, as may be the case.

Reflect:

- To teach the question about whether 'The Boy and The Bear' is a fiction or non-fiction story reflectively, begin by prompting students to recall elements of the story that seem real or imaginary.
- Encourage group discussions where they cite specific examples from the text. Use guiding questions to steer the conversation and have each group share their insights. Summarise the key points, explaining that the story is fictional due to its imaginative elements.
- Finally, ask students to write a short paragraph reflecting on their understanding. This approach engages students in critical thinking and deepens their comprehension.

Learn words:

- Begin by explaining that they will be choosing the right word from a list to complete each sentence. Start with the first sentence: 'My friend and I are going to fly a paper plane tomorrow'.
- Explain that the word 'fly' means 'to move through the air using wings'. Give an example: 'Birds fly in the sky'. Help the students understand that 'fly' fits best in this sentence because it makes sense to fly a paper plane.
- Continue with the other sentences, guiding them to choose the appropriate words. For instance, 'Do you want to play a video game?' Here, 'play' means 'to engage in an activity for enjoyment'. An example is, 'Children play games during recess'. By providing definitions and examples, you help students understand the context and meaning of each word.

- Next, explain the 'Gender Nouns' game. Tell the students that some words have a special form called a feminine noun. Use the example: 'Man has a feminine noun, woman'.
- Divide the students into two teams, A and B, and hand out the list of words. Encourage them to look through the list and underline words that have a feminine form. Explain that 'boy' has the feminine noun 'girl'. 'Boy' means 'a male child', and its feminine noun 'girl' means 'a female child'.
- Outline the rules of the game clearly. Team A calls out a word from the list that has a feminine noun, and Team B gives the feminine noun. If Team B is correct, they get five points. If they are wrong, Team A gets five points. The team that wins the points gets to call out the next word. If a team calls out a word without a feminine noun, they lose five points and their turn.
- After all the words on the list are used, they can continue with other words they know, and you will help if they make a mistake.
- To ensure the students grasp the concept, you can give more examples and definitions. For instance, 'lion' has the feminine noun 'lioness'. Explain that a 'lion' is a large wild cat with a mane, and a 'lioness' is a female lion. Another example is 'actor', which has the feminine noun 'actress'. An 'actor' is a person who performs in plays, films, or television shows, and an 'actress' is a female actor.

Learn grammar:

- When teaching the 'Learn Grammar' activity to the students, it is essential to make the concepts of 'here' and 'there' clear and relatable. Start by explaining that 'here' refers to a place close to the speaker and 'there' refers to a place farther away. Give examples that the students can easily understand. For instance, you could say, 'If I am holding a book in my hand, I would say the book is here. But if the book is on the shelf across the room, I would say the book is there'.
- Begin by reading the sentences with the students, focusing on the context. For example, 'The bear said, "That is the little boy's house. I have such fun there."' Explain that 'there' is used because the bear is referring to a place that is not close to him. Similarly, read the sentence, 'The boy said, "This is my house. I'd rather stay here, at home, and be a little boy."' Explain that 'here' is used because the boy is referring to a place close to him.
- Move on to the sentences that need to be completed using 'here' and 'there'. Start with the example: 'This is my train. My train is here.' Explain that 'here' is used because the train is close to the speaker. Then, guide the students through the remaining sentences:
 1. That is my friend's train, over there. Explain that 'there' is used because the train is farther away.
 2. That is my school. I study there. Explain that 'there' is used because the school is not close to the speaker.
 3. Can you see the swing, over there? It's my favourite swing. Explain that 'there' is used because the swing is farther away.

4. My mother is standing here, right next to me. Explain that 'here' is used because the mother is close to the speaker.
 5. Here is my book. Would you like to read it? Explain that 'here' is used because the book is close to the speaker.
- Make the lesson interactive by asking the students to use 'here' and 'there' in sentences about objects in the classroom. For example, 'The chalkboard is here' or 'The bookshelf is there'. Encourage them to think about the position of objects relative to themselves and use the correct word accordingly.

Learn spelling:

- Begin by explaining that some words sound the same at the end but are spelled differently and have different meanings. Use the example of 'bite' and 'night' to illustrate this concept.
- Start by reading the list of words aloud together with the students: bite, bright, fight, bite, light, right, sight, tight, might, night. Explain that these words rhyme, meaning they have the same ending sound, but they are spelled differently.
- Encourage the students to repeat the words after you, focusing on the pronunciation and spelling.
- Next, write the sentence 'I don't fight or bite, but I might take flight like a bird in the night!' on the board. Read the sentence out loud slowly, and ask the students to listen carefully and watch the words as you read.
- Explain the meaning of the sentence by breaking it down into smaller parts. For example, 'I don't fight or bite' means the person does not engage in fighting or biting. 'But I might take flight like a bird in the night' means the person might fly away like a bird during the night.
- To reinforce their understanding, ask the students to write the sentence down in their notebooks. Encourage them to read it out loud after they have written it. This helps them connect the pronunciation with the spelling of each word.
- Provide some more examples and practice sentences for the students to work on. For instance, 'The light is bright in the night' or 'He is right to hold his kite tight'. By practising with different sentences, the students will become more comfortable with recognising and spelling rhyming words.
- Encourage the students to come up with their own sentences using the words from the list. This activity not only reinforces their understanding of rhyming words but also allows them to use their creativity.

Learn to write:

- When teaching **transitional words**, it is important to start with a simple explanation and relatable examples. Explain that **transitional words help connect ideas and sentences**, making the text easier to read and understand. Tell them that these words act like bridges, linking one idea to the next.
- Begin by defining some common transitional words: 'Firstly' is used to introduce the first idea, 'secondly' for the second idea, and so on. 'Next' is used to show what happens after something else, and 'lastly' is used to introduce the final idea.

- Provide an example to illustrate how transitional words work. For instance, you could say, 'Firstly, I wake up in the morning. Secondly, I brush my teeth. Next, I have breakfast. Lastly, I go to school.' This helps students understand how transitional words organise information in a logical sequence.
- Now, take the sentences provided and guide the students in transforming them into a coherent paragraph using transitional words:
- 'Firstly, I go to school every morning. Secondly, I sit in class with my friends. Next, we read books, and we write in our exercise books. After that, we go home in the afternoon when the bell rings. In the evening, I like playing with my friends. We play on the swing and on the slide. Lastly, we have a lot of fun in the playground.'
- Explain each **transition to ensure students understand the flow of ideas**. For example, 'Firstly' introduces the first action of going to school, and 'secondly' introduces the next action of sitting in class. 'Next' shows what happens after that, and 'after that' continues the sequence. 'In the evening' shifts the focus to a different time of day, and 'lastly' introduces the final activity.
- Encourage the students to write the paragraph in their notebooks and read it aloud. This helps them see how transitional words make the text more organised and easier to follow. Provide additional practice by asking them to write their own paragraphs using transitional words to describe their daily routines or favourite activities.

Learn to listen:

- When teaching how to answer questions about the poem 'It Can't Be Time to Take a Bath', it is important to make the process enjoyable and easy to understand. Start by reading the poem aloud to the students, making sure to use an engaging and expressive tone. Encourage them to listen carefully to the words and imagine the scenes described.
- After reading the poem, explain that the little boy in the poem does not like taking baths, so he finds other ways to clean himself. Tell the students that they will be answering questions about how the boy cleaned different parts of his body.
- Ask the first question: 'How did he clean his mouth?' Guide the students to find the lines in the poem that provide the answer: 'I rubbed my mouth clean with my hands, then wiped them on my shirt.' Explain that the boy used his hands to rub his mouth clean and then wiped his hands on his shirt.
- Move on to the next question: 'How did he clean his feet?' Help the students locate the answer in the poem: 'My feet were muddy yesterday, but that's no longer true. I walked home barefoot in the rain, so now they're spotless, too.' Explain that the boy's feet were cleaned by walking barefoot in the rain.
- Finally, ask the third question: 'How did he clean his ears?' Guide the students to find the relevant lines: 'There was some dirt behind my ears, a funny shade of grey. Don't worry, though, 'cause it's all gone. The cat licked it away.' Explain that the cat licked the dirt behind the boy's ears to clean them.
- To reinforce their understanding, encourage the students to discuss the poem and share their thoughts on the boy's unusual methods of cleaning himself. Ask them if they think these methods are effective or if they have better ideas for staying clean.

Learn to speak:

- Focus on making the process interactive and enjoyable. Start with the first activity, where students work in pairs. Explain that their partner will read out the words 'fair', 'fare', 'wear', and 'where'. These words sound the same but are spelled differently and have different meanings. Encourage the students to listen carefully and match the words they hear with the ones on their paper. Help them understand the different meanings, for example: 'fair' can mean just or an event with rides and games, while 'fare' means the money paid for a journey.
- Move on to the poem activity. Begin by reading the poem aloud to the class, using an expressive tone to capture their attention. Explain that they will practise the sound in 'bear' and 'pear'. Encourage the students to repeat the poem after you, focusing on pronouncing the words clearly.
- Break the poem down line by line, helping the students understand the meaning of each line. For example, 'The brown little bear sat on a chair eating a golden pear'. Explain that the bear is sitting on a chair and eating a pear. Ask the students to visualise the scene in their minds.
- Continue with the next lines, 'Oh, where is the bear, and how does he dare to eat my golden pear?' Explain that someone is wondering where the bear is and how he dares to eat their pear.
- Encourage the students to read the poem aloud in pairs, taking turns to practise the sounds and improve their pronunciation. Provide positive feedback and support to build their confidence.

Class assessment:	✓	✗
Can the students recall the characters and events in the story?		
Can the students identify the main theme and message?		
Can the students understand and use new vocabulary from the story?		
Can the students write sentences or paragraphs about the story?		
Can the students listen to the story and answer comprehension questions?		
Can the students discuss their favourite parts of the story with their classmates?		

Teacher's notes:

- If students are having difficulty recalling the characters and events in the story, revisit the text with them, perhaps using visual aids such as pictures or storyboards to help them remember key details. Encouraging students to draw scenes from the story or act out parts of it can also enhance their recall.
- When students struggle to identify the main theme and message, guide them through a discussion, asking open-ended questions that prompt them to think about the story's deeper meanings. Relating the themes to the students' own experiences can make the concepts more relatable and easier to grasp.

- For students who find it challenging to understand and use new vocabulary from the story, create engaging activities like word games or flashcards. Practising these words in different contexts and encouraging students to use them in sentences helps reinforce their meaning and usage.
- If students are unable to write sentences or paragraphs about the story, provide sentence starters or writing prompts to get them started. Modelling how to structure their thoughts and providing examples can make the writing process less daunting. Peer collaboration and sharing writing with classmates can also be beneficial.
- For students having trouble listening to the story and answering comprehension questions, break the text into smaller, more manageable sections and ask questions after each part. Repeating key points and encouraging students to summarise what they have heard in their own words can improve comprehension.
- Lastly, if students are hesitant to discuss their favourite parts of the story with their classmates, create a supportive and non-judgmental environment. Encouraging students to share their thoughts in small groups or pairs before discussing them with the whole class can help build their confidence. Positive reinforcement and praising their efforts will make them feel more comfortable participating in discussions.

UNIT 6: THE SWING (Extensive Reading)

Grade: II

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- read and think critically about ideas related to life
- learn to recite a poem with appropriate pronunciation, pause and intonation

Overview:

This poem attempts to familiarize students with the idea of adoption. It is about a child who is happy at being adopted and with the love her parents give her.

Success criteria:

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

- appreciate a poem and understand its language and rhythm
- understand the feelings of a child who has been brought into a family by parents who have
- adopted her

Generic skills:

- **Collaborative:** Students will work in pairs or small groups to discuss the poem, share their interpretations, and complete activities related to the poem. They will engage in conversations about the emotions expressed, the imagery used, and the experiences described in the poem.
- **Analytical:** Students will think about the themes and moral lessons of the poem. They will analyze the poet's feelings and experiences, forming opinions about the joy of childhood, the sense of freedom, and the beauty of nature. They will discuss the significance of the imagery and how it contributes to the overall meaning of the poem.
- **Creative Thinking:** Students will use their imagination to extend the poem or create their versions. They might come up with different outcomes or new verses that reflect their understanding of the themes of joy, adventure, and exploration, fostering their creative writing and storytelling abilities.

Starter:

- Instruct the students to close their books. Do not disclose the name of the lesson they are about to read.
 - Begin a discussion based on the questions given below. Allow students to answer individually or in groups. Allot ten minutes for this discussion.
1. *Do they know the meaning of adoption?*
 2. *Do they think adopted children are treated differently from other children?*
- Now ask the students to open their books and turn to the corresponding lesson.

Lesson structure:

Reading:

- To begin, instruct the students to silently read the short poem '**The Swing**' by Robert Louis Stevenson. Once they have read it, engage them in a discussion with the following questions:
 - Do you think that the child is happy?
 - Can you give examples from the poem to show how the child expresses happiness?
- This will help the students to delve into the emotions conveyed in the poem and identify specific lines that illustrate the child's joy.
- Next, **read the poem aloud** while the students follow along in their textbooks. Hearing the poem read aloud can enhance their understanding and appreciation of the rhythm and musicality of the verses. After this, initiate another discussion with the questions:
 - Did you enjoy the poem?
 - What did you like about the poem?
- These questions will encourage the students to reflect on their responses to the poem and share their thoughts with the class.
- The **theme of 'The Swing'** revolves around the **simple yet profound joy of childhood**. The poem captures the exhilaration and freedom that a child feels while swinging high in the air. The **imagery of 'rivers and trees and cattle and all over the countryside' evokes a sense of wonder and delight in the natural world**. The child's perspective from the swing allows them to see the world from a new and exciting vantage point, highlighting the theme of exploration and adventure.
- The **rhythm of the poem is lively and rhythmic**, mirroring the motion of swinging. The repetition of the phrase 'Up in the air' creates a sense of movement and excitement, drawing the reader into the child's experience. The poem's structure, with its short lines and simple language, makes it accessible and engaging for young readers.
- The **message of the poem** is one of pure happiness. It reminds us of the simple pleasures of childhood and the joy that can be found in everyday activities. The child's delight in swinging is a universal experience that resonates with readers of all ages, reminding us to appreciate the small moments of joy in our own lives.

Learn to read:

- To begin, divide the students into groups and ask them to discuss the three given questions: 'Do you think that the child is happy?', 'Can you give examples from the poem to show how the child expresses happiness?', and 'Did you enjoy the poem? What did you like about the poem?' Encourage them to make notes in their rough notebooks as they discuss these questions.
- Once the group discussions are complete, bring the class together to discuss the questions in the following manner. First, ensure that the answer to each question has been read out in class at least once. This will allow all students to hear different perspectives and interpretations. Then, ask the other groups if they agree with the answer that was read out and if they have anything else to add. This will foster a collaborative environment where students can build on each other's ideas and deepen their understanding of the poem.
- Finally, instruct the students to write the correct answers in their notebooks. This will help them to consolidate their learning and have a record of their discussions.

Activity:

- To begin the activity, write down some letters on the blackboard to which suffixes can be added. For example, you might write 'br-', 's-', 'th-', and 'dr-'. These serve as the base letters for the students to work with. Next, ask the students to think of words that end with these examples. Encourage them to come up with as many words as they can. For instance, they might suggest 'brave', 'singer', 'thinker', and 'driver'.
- Once the students have provided their words, write them down on the blackboard and underline the suffixes in each of them. This visual aid will help the students to clearly see how the suffixes are added to the base letters to form complete words. For example, you would write 'brave', 'singer', 'thinker', and 'driver', underlining the endings '-ave', '-er', '-er', and '-er' respectively.
- After this, write down the letters given in the exercise on the blackboard. These letters will be the new base letters for the next part of the activity. Ask the students to guess the correct answers by using the endings given in their books. Encourage them to think creatively and come up with words that fit the pattern. Allow them to answer individually or in groups, depending on what works best for your classroom dynamics.
- This activity not only helps students to understand how suffixes work but also encourages them to think critically and creatively. By working together in groups, they can share ideas and learn from each other, fostering a collaborative learning environment. Additionally, writing the words and suffixes on the blackboard provides a clear visual representation that can aid in their understanding and retention of the material.

Class assessment:	✓	✗
Can the students read and comprehend the poem about the swing?		
Can the students discuss and analyse the themes of the poem?		

Can the students listen to the poem and follow along in their textbooks?		
Can the students find the correct ending for each of the beginnings given below to form new words?		

Teacher's notes:

- If the students are struggling to read and comprehend the poem about the swing, first ensure that the poem is read aloud slowly and clearly. Sometimes, hearing the poem read with proper intonation and emphasis can make a significant difference in understanding. Consider breaking the poem down into smaller sections and discussing each part individually. Asking simple, guiding questions about each section can help the students grasp the meaning and context.
- If the students are having difficulty discussing and analyzing the themes of the poem, encourage them to share their thoughts and feelings in a supportive environment. Providing prompts or examples can help get the discussion started. For instance, ask, 'What do you think the child feels when they are swinging?' or 'Can you describe a time when you felt happy like the child in the poem?' These questions can help the students connect their own experiences to the themes of the poem.
- If the students are unable to listen to the poem and follow along in their textbooks, ensure that the reading pace is appropriate for their level. It might be helpful to read the poem multiple times, each time focusing on different aspects such as the rhythm, the imagery, or the emotions conveyed. Using visual aids, such as pictures or illustrations, can also help the students follow along and understand the content better.
- If the students are struggling to find the correct ending for each of the beginnings to form new words, clear examples and practice exercises. Working through a few examples together with the class, and explaining the process step by step, can be beneficial. Encouraging the students to work in pairs or small groups can also help, as they can discuss their ideas and support each other. Circulate the room, offering guidance and assistance as needed.

UNIT 6: GRANDMA'S YO-YO

Grade: II

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- learn simple words, meanings and understand simple sentences.
- read, compare, contrast, think critically and relate ideas to life.
- write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

Overview:

This lesson is about a boy and his grandmother. In the story, the boy misses his mother when he comes home from school as his mother goes to work. Gradually he builds good rapport with his grandmother and they enjoy playing together.

Success criteria:

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

- talk about their family structure
- learn how important each member in a family is
- learn different words related to speaking and their intensity
- understand the concept of suitcase words
- understand and use question words
- develop better listening, writing and comprehension skills

Generic skills:

- **Collaborative:** Students will work in pairs or small groups to discuss the story. They will share their interpretations of Hong's feelings and his relationship with his grandma. By engaging in activities related to the story, such as role-playing or drawing scenes, students will enhance their ability to work together and communicate their ideas effectively.
- **Analytical:** Students will think about the themes and moral lessons of the story. They will analyse the characters' actions and motivations, considering why Hong felt sad initially and how playing with the yo-yo with his grandma changed his emotions. This analysis will help students form opinions about the importance of family and adapting to new situations.
- **Creative Thinking:** Students will use their imagination to extend the story or create their versions. They might come up with different outcomes, new adventures, or additional toys that Hong and his grandma could explore together. This creative exercise will foster their creative writing and storytelling abilities, encouraging them to think beyond the story's original events.

Starter:

Use the starter exercise to set the tone of the lesson. Encourage students to share their experiences with the class.

- Instruct the students to keep their books closed and do not disclose the name of the lesson they are about to read.
- Introduce the topic by asking them to predict what a story might be about based on the title, start by reading the title aloud and asking them to think about the words. Explain that titles give us clues about the story. Use 'Grandma's Yo-Yo' as an example and ask if they know what a grandma and a yo-yo are. Encourage them to imagine how these words might be connected in a story. Ask questions like, 'What do you think might happen in a story about a grandma and a yo-yo?' and let them share their ideas. This interactive approach helps them engage and develop their prediction skills.
- Next, begin a discussion on the following questions:
 1. How many of you live with your grandparents?
 2. What activities do you engage yourselves in with your family members?
- Now ask the students to open their books and turn to 'Grandma's Yo-yo'.

Lesson structure:**Reading:**

- Start by reading the story aloud while asking the students to follow along silently. This ensures their focus remains on the narrative and helps improve their reading skills. Draw their attention to any difficult words in the glossary box and ask if there are other words they find hard to understand. For example, if the word 'greeted' is in the glossary, explain that it means 'to say hello or welcome someone'. Provide an example: 'When I met my friend at the park, I greeted her with a big smile'.
- After reading the story, engage the students by asking whether they liked it and why. This encourages them to think critically and express their opinions. Appreciate all responses, fostering an inclusive and supportive environment. For instance, if a student says they liked the story because it reminded them of their own grandma, acknowledge their response and ask them to share more about their experience.
- Encourage students to read silently for comprehension. This helps them internalise the story and improves their understanding. As a Formative Assessment exercise, ask the students to identify any errors they noticed in pronunciation, intonation, or stress during the reading. This encourages active listening and critical thinking. Correct any other errors yourself to provide a model of proper reading.
- Further practice in modulation and expression can be carried out as a separate exercise. Arrange pairs or small groups of students to present dialogues or short passages from the story. This helps them improve their speaking and listening skills while making the learning process interactive and enjoyable.

Learn to read:**Understand:**

- Divide the class into groups. Each group will discuss the answers to the given questions and make notes in their rough notebooks. Ask at least three 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. Each student's work will have to be checked for spelling, grammar and punctuation. The time limit for this exercise should not exceed 15 minutes.

Infer:

- For question 3, each student will answer individually. Ask at least 10 students to read out what they have written. Correct the logic, intonation and stress.

Reflect:

- Students should think about question 4 for a while before penning down their responses.
- Then, arrange for a short brainstorming session to see what response is most/least common and have a discussion about it.

Learn words:

- Begin by explaining that they will be choosing the right word from a list to complete each sentence. Start with the first sentence: 'My friend and I are going to fly a paper plane tomorrow'.
- Explain that the word 'fly' means 'to move through the air using wings'. Give an example: 'Birds fly in the sky'. Help the students understand that 'fly' fits best in this sentence because it makes sense to fly a paper plane.
- Continue with the other sentences, guiding them to choose the appropriate words. For instance, 'Do you want to play a video game?' Here, 'play' means 'to engage in an activity for enjoyment'. An example is, 'Children play games during recess'. By providing definitions and examples, you help students understand the context and meaning of each word.
- Next, explain the 'Gender Nouns' game. Tell the students that some words have a special form called a feminine noun. Use the example: 'Man has a feminine noun, woman'.
- Divide the students into two teams, A and B, and hand out the list of words. Encourage them to look through the list and underline words that have a feminine form. Explain that 'boy' has the feminine noun 'girl'. 'Boy' means 'a male child', and its feminine noun 'girl' means 'a female child'.
- Outline the rules of the game clearly. Team A calls out a word from the list that has a feminine noun, and Team B gives the feminine noun. If Team B is correct, they get five points. If they are wrong, Team A gets five points. The team that wins the points gets to call out the next word. If a team calls out a word without a feminine noun, they lose five points and their turn.

- After all the words on the list are used, they can continue with other words they know, and you will help if they make a mistake.
- To ensure the students grasp the concept, you can give more examples and definitions. For instance, 'lion' has the feminine noun 'lioness'. Explain that a 'lion' is a large wild cat with a mane, and a 'lioness' is a female lion. Another example is 'actor', which has the feminine noun 'actress'. An 'actor' is a person who performs in plays, films, or television shows, and an 'actress' is a female actor.

Learn grammar:

- Start by explaining that question words help us ask questions. Give examples like 'Where is Mom?', 'What is that?' and 'How do you play with this?'. Explain that 'what', 'where', 'when', 'who', 'why', and 'how' are all question words.
- Begin with the matching activity. Write the list of questions from column A and the list of short answers from column B on the board. Show the students how to match the questions with the correct answers by drawing lines between them. For instance, 'What is your name?' is matched with 'I'm Ayesha.' Explain that 'what' asks for information about something.
- Encourage the students to work individually or in pairs to match the remaining questions with their answers. Walk around the classroom to provide guidance and support. If a student is struggling, ask guiding questions to help them think about the correct answer. For example, 'If the question is "Where are your books?", what word helps us ask about a place?'
- Next, move on to the second activity. Write the answers from the list on the board and explain that the students will need to write the questions using the given question words. Provide the first example: 'I'm Daniel.' The corresponding question is 'What is his name?'
- Guide the students through the remaining answers, prompting them to use the correct question words. For example, 'His house is in Karachi.' The corresponding question would be 'Where is his house?'

Learn to write:

- When teaching the writing tasks, it is important to keep the instructions simple and engaging. Begin by explaining that they will be writing about their favourite toy and filling in the blanks to create complete sentences.
- Start with the first part of the activity. Read the question aloud: 'What is your favourite toy?' Then read the sentence starter: 'My favourite toy is a _____.' Explain that they need to think about their favourite toy and write its name in the blank space. For example, 'My favourite toy is a teddy bear.'
- Move on to the next question: 'What is it made of?' Read the sentence starter: 'It is made of _____.' Explain that they need to describe the material their toy is made of. For instance, 'It is made of soft fabric.'
- Continue with the third question: 'Who gave it to you?' Read the sentence starter: 'My _____.' Explain that they need to write who gave them the toy. For example, 'My grandma gave it to me.'

- Finally, read the last question: 'Why do you like it?' Read the sentence starter: 'I like it because _____.' Explain that they need to think about why they like their toy and write the reason. For example, 'I like it because it is cuddly and helps me sleep.'
- Encourage the students to share their sentences with the class. This will help build their confidence and improve their writing skills.
- For the second part of the activity, explain that you will read some words aloud and they need to write them down in their notebooks. Read each word clearly and slowly: 'yo-yo', 'school', 'Grandma', and 'China'. Repeat the words if necessary and walk around the classroom to ensure everyone is on track.

Learn to listen:

- When teaching this activity, it is essential to make it engaging and easy to understand. Start by setting the context for the story: explain that Hong and his grandmother are visiting Pakistan for a holiday and are going to a jungle resort.
- Tell the students that they will be listening to Hong describe the animals and birds he saw in the forest. Explain that their task is to listen carefully to the descriptions, look at the pictures provided, and tick the ones that match what Hong saw. Then, they need to write the names of those animals next to the pictures.
- Before you read the passage, show the students the pictures of the animals and birds. Ask them to name each one to ensure they are familiar with the images. This will help them identify the animals more easily when they hear the descriptions.
- Read the passage aloud clearly and slowly, making sure to use an expressive tone to keep the students engaged. Encourage them to listen carefully to each description and look at the pictures as you read. You can pause after each description to give them time to tick the correct pictures and write the names.
- After you have finished reading, review the answers together as a class. Go through each animal and bird mentioned in the passage and ask the students to show their ticks and written names. Provide positive feedback and gently correct any mistakes.

Learn to speak:

- When teaching how to say sorry and respond to apologies, start by explaining that everyone makes mistakes, and it's important to apologise when we do something wrong. Tell them that there are many ways to say sorry, such as 'I'm sorry', 'I'm so sorry', and 'I'm very sorry'.
- Begin with a simple role-play activity. Pair the students up and have them practise saying sorry and responding to apologies. For example, one student might say, 'You took my book!' The other student can reply with, 'I'm sorry.' Then, the first student can respond with, 'That's all right.' This helps them understand the process of apologising and responding.
- Next, read the given scenarios aloud and ask the students to fill in the blanks with the appropriate apologies and responses. For instance, 'You're sitting in my seat!' The student can respond with, 'I'm sorry.' The first student might then reply, 'That's OK.'

- Encourage the students to practise these scenarios with their partners. Walk around the classroom to provide guidance and support as needed. If a student struggles with what to say, prompt them with suggestions and examples.
- After the role-play activity, ask the students to share their experiences and discuss how they felt while apologising and responding. This will help them understand the importance of saying sorry and accepting apologies.

Class assessment:	✓	✗
Can the students recall the characters and events in the story?		
Can the students attempt the comprehension questions?		
Can the students use question words in their sentences?		
Can the students write about their favourite things?		
Can the students listen to the passage and translate their findings in the textbook?		
Can the students create dialogue?		

Teacher's notes:

- If students are struggling to recall the characters and events in the story, revisit the text with them, using visual aids like pictures or storyboards to help jog their memory. Encouraging students to draw scenes from the story or act out parts of it can also enhance their recall.
- When students find it difficult to attempt the comprehension questions, guide them through the text, asking open-ended questions that prompt them to think about the story's details. Discussing the story as a class can help students better understand and answer the questions.
- For students who struggle to use question words in their sentences, provide additional practice with examples and exercises. Creating a fun game or activity where students form questions using 'who', 'what', 'where', 'when', 'why', and 'how' can make learning more engaging.
- If students have trouble writing about their favourite things, provide sentence starters or writing prompts to help them get started. Modelling how to structure their thoughts and giving examples can make the writing process easier. Encouraging students to share their writing with the class can also boost their confidence.
- When students are unable to listen to the passage and translate their findings in the textbook, break the text into smaller, more manageable sections and discuss each part. Repeating key points and encouraging students to summarise what they have heard in their own words can improve comprehension.
- Lastly, if students struggle to create dialogue, provide examples and practice activities. Encouraging students to write and perform dialogues in pairs or small groups can help them understand how to create natural-sounding conversations.

UNIT 7: BARRY THE BAT

Grade: II

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- recognize simple words, pictures, and familiar objects
- identify characters and action sequences in a story

Overview:

This lesson is about a three-month-old bat Barry who fears light and asks his mother to keep him away from it.

Success criteria:

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

- learn more about bats
- learn about words that have more than one meaning
- learn about possessive adjectives and their usage
- develop better listening, writing, and comprehension skills

Generic skills:

- **Collaborative:** Students will work in pairs or small groups to discuss the story. They will share their interpretations of Barry's feelings and his relationship with his mother. By engaging in activities related to the story, such as role-playing or drawing scenes, students will enhance their ability to work together and communicate their ideas effectively. This collaborative effort will help them understand the importance of empathy and support within a family.
- **Analytical:** Students will think about the themes and moral lessons of the story. They will analyse the characters' actions and motivations, considering why Barry felt afraid of the light and how his mother's reassurance helped him feel safe. This analysis will help students form opinions about the importance of parental support, overcoming fears, and the comfort of familiar routines. They will discuss how Barry's fear is addressed and the role of his mother's comforting words and actions.

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- **Creative Thinking:** Students will use their imagination to extend the story or create their own versions. They might come up with different outcomes, new adventures, or additional characters that Barry could interact with. This creative exercise will foster their creative writing and storytelling abilities, encouraging them to think beyond the story's original events. For example, they might imagine a scenario where Barry meets other young bats who share their own fears and how they overcome them together.

Starter:

- Instruct the students to keep their books closed and the name of the lesson is not disclosed, begin by talking about animals that exhibit different behaviours and habits. This will pique the students' curiosity and set the stage for the lesson. Start by asking the students if they have ever seen a bat. This question will engage the students and encourage them to share their experiences.
- Next, show the students a picture of a bat and ask them to share whatever information they have about it. This will help the students to activate their prior knowledge and contribute to the discussion. Then ask, 'What features make bats different from other animals?' This question will prompt the students to think about the unique characteristics of bats, such as their ability to fly, their nocturnal habits, and their use of echolocation.
- All responses from the students should be encouraged and appreciated. Carefully monitor the discussion to ensure that all students have the opportunity to participate and that the conversation remains focused on the topic. This inclusive approach will help to build a positive and supportive classroom environment.
- Once the discussion has concluded, ask the students to open their books and turn to the lesson titled 'Barry the Bat'. This will reveal the connection between the initial discussion and the lesson content. Then ask the students to complete the exercise based on interesting facts in the starter section. This exercise will reinforce the students' understanding of bats and provide them with additional information.
- Finally, discuss the answers to the exercise with the class. This will provide an opportunity for the students to clarify any misunderstandings and consolidate their learning. By guiding the students through these steps, create an engaging and interactive lesson that helps the students to develop a deeper understanding of the topic.

Lesson structure:**Reading:**

- If the students are asked to read out the story and follow along silently, begin by reading the story aloud with clear pronunciation and expression. This will help the students to engage with the text and follow along more easily. Draw their attention to the difficult words given in the glossary box and ask if there are any other words they find challenging to understand. Take the time to explain these words, ensuring that all students grasp their meanings.
- After reading the story, ask the students whether they liked it and, if so, why. Encourage them to share their thoughts and feelings about the story. Appreciate all responses and encourage participation in the discussion. This will create a supportive environment where students feel comfortable expressing their opinions.
- Instruct the students to read silently for comprehension. This will allow them to focus on understanding the text without the pressure of reading aloud. As a Formative Assessment exercise, after the reading, ask the reader (or a peer) to identify any errors in pronunciation, intonation, or stress. Correct any other errors yourself, providing guidance and support to help the students improve their reading skills.
- Further practice in modulation and expression can be effectively carried out as a separate exercise. In this activity, pairs or groups of students can present dialogues and short passages. This will allow them to practise their reading skills in a collaborative setting, enhancing their ability to read with expression and clarity.

Learn to read:**Understand:**

- Divide the class into groups. Ask each group to discuss the answers to the given questions and make notes in their rough notebooks.
- Ask at least three groups to read out their points for each answer and 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:

- Divide the class into pairs and ask the class to discuss question 1 (d) and (e). Each pair will share their argument with the class. The other students can then agree with or refute the argument. Guide them as required.

Reflect:

- Ask the class to attempt question 1 (f) on their own. The teacher can choose a few students who will read out their answers. Others will add to the discussion. The important points can be noted down on the blackboard.

- For question 1(g), students need to correctly match the beginnings and endings of sentences to form interesting facts about bats. For example, 'Some bats can live for 30 to 40 years' has been completed for you. Complete the remaining sentences in your notebook by joining the correct parts from columns A and B. This exercise will help you learn more about the unique characteristics and habits of bats.

Learn words:

- If the students need exposure to words that have more than one meaning, start by introducing a few examples that are different from the ones in the exercise. Explain each word with suitable examples and appropriate sentences to help the students understand the different meanings. For instance, the word 'bat' can refer to the flying mammal or a piece of sports equipment used in cricket. Use sentences like 'The bat flew out of the cave' and 'He hit the ball with the bat' to illustrate the different meanings.
- Ask the students to take a few minutes to complete question 1 on their own. This will give them the opportunity to apply their understanding independently. Once they have completed the exercise, discuss it in class to ensure that each student has attempted it correctly or made necessary corrections. This collaborative review will help reinforce their learning.
- Next, explain question 2 to the students. Provide clear instructions and examples to ensure they understand what is required. For example, if question 2 involves matching words with their meanings, demonstrate how to do this with a few sample words.
- Ask the students to complete the exercise individually. This will allow them to practise their skills and demonstrate their understanding. After they have finished, discuss the answers as a class. Encourage students to share their thoughts and ask questions if they are unsure about any of the answers. This discussion will help clarify any misunderstandings and provide additional learning opportunities.
- By guiding the students through these steps, create an engaging and interactive lesson that helps them to develop their vocabulary and comprehension skills. This approach will make the learning experience more enjoyable and effective, fostering a deeper understanding of words with multiple meanings.

Learn grammar:

- To teach the concept of adjectives to grade 2 students, start by explaining that adjectives are words that describe nouns, which are people, places, things, or ideas. Adjectives help make sentences more interesting by giving more details about the nouns. For example, in the sentence 'Barry slept in a dark cave,' the word 'dark' is an adjective because it describes the cave.
- Next, write a few example sentences on the board, such as 'Her hat is red' and 'Ali has a blue shirt.' Underline the adjectives in these sentences and explain that these words tell us more about the hat and the shirt.
- Now, introduce the exercise. Tell the students that they will be using adjectives from a given list to fill in the blanks in sentences. Write the list of adjectives on the board: beautiful, green, round, happy, soft, yummy. Explain that these words will help make the sentences more descriptive.

- Read each sentence aloud and ask the students to suggest which adjective from the list fits best. For example, for the sentence 'I took _____ vegetables to school,' guide them to choose 'green' because it describes the vegetables. Write the complete sentence on the board: 'I took green vegetables to school.'
- Continue this process for each sentence:
 - I took green vegetables to school.
 - The children were playing with a round ball.
 - Amna had a soft pillow.
 - Aiman is eating a yummy sandwich.
 - Raza's brother has a beautiful bag.
 - Anfal is a happy child.
- Encourage the students to write the sentences in their notebooks, filling in the blanks with the correct adjectives. Walk around the classroom to check their work and provide help if needed.
- Finally, review the sentences together as a class. Ask the students to read their sentences aloud and discuss why they chose each adjective. This will reinforce their understanding and give them confidence in using adjectives to make their writing more interesting.

Learn to write:

- If the students need to focus on the pictures, start by drawing their attention to each image. Ask them to look closely and think about what the bat might be trying to convey through each picture. Encourage them to describe what they see and share their thoughts with the class. This will help them to engage with the visual content and understand the story better.
- Next, discuss the pictures as a class. Ask questions like, 'What do you think the bat is doing in this picture?' or 'Why do you think the bat looks happy or scared?' This discussion will help the students to interpret the images and connect them to the story.
- After the discussion, ask the students to individually complete the paragraph based on the pictures. Provide them with a starting sentence or prompt to guide their writing. For example, 'Barry the bat was feeling...' Encourage them to use their imagination and the details from the pictures to write their paragraphs.
- Once the students have completed their paragraphs, check each one individually. Provide feedback and support to help them improve their writing. This personalised approach will ensure that each student receives the attention they need and can learn from the exercise.

Learn to listen:

- If the students are asked to listen to the goodnight song, begin by playing the song for them (scan the given QR code). The transcript of the song is also available on page 94, so the students can follow along with the lyrics as well. Encourage them to listen carefully to the words and the melody. This will help them to understand the song and its meaning.

- After playing the song once, repeat it and ask the students to sing along. Singing together can be a fun and engaging activity that helps the students to connect with the song. Encourage them to pay attention to the rhythm and the tune, and to try to match their voices to the melody.
- As the students sing along, provide support and encouragement. If some students are shy or hesitant, gently encourage them to join in. Singing as a group can help build confidence and create a sense of community in the classroom.

Learn to speak:

- If the students are asked to work with their partners for this exercise, begin by pairing them up. Explain the exercise clearly, making sure they understand what is expected of them. For instance, if the exercise involves practising a conversation, outline the key points they need to cover and any specific phrases or vocabulary they should use.
- To help them get started, demonstrate one conversation to the class. Choose a simple and relevant topic and act out the conversation with a volunteer or another teacher. For example, you might have a conversation about what they did over the weekend or their favourite hobbies. Use clear and expressive language, and make sure to model good conversational skills, such as taking turns speaking and listening attentively.
- After the demonstration, encourage the students to begin their conversations with their partners. Walk around the classroom to observe and provide support as needed. Offer gentle corrections and suggestions to help them improve their speaking and listening skills.

Class assessment:	✓	✗
Can the students recall the characters and events in the story?		
Can the students attempt the comprehension questions?		
Can the students use dictionaries?		
Can the students fill in the blanks as per the context?		
Can the students use adjectives?		
Can the students write a paragraph on the given topic?		
Can the students listen to the passage?		
Can the students work in pairs and answer politely?		

Teacher's notes:

- If the students are unable to recall the characters and events in the story, start by reading the story aloud again, pausing to discuss key points and characters. Use visual aids, such as pictures or story maps, to help them remember the details. Encourage them to retell parts of the story in their own words, which can reinforce their memory and understanding.

- If the students are struggling to attempt the comprehension questions, break down each question and discuss it with the class. Provide hints or guide them to the relevant parts of the text. Encourage group discussions where they can share their thoughts and ideas, which can help them gain confidence in answering the questions.
- If the students are having difficulty using dictionaries, demonstrate how to look up words step by step. Show them how to find the word, read the definition, and understand its usage. Pair them up with a buddy who is more comfortable with using a dictionary, so they can learn from each other.
- If the students cannot fill in the blanks as per the context, provide them with examples and practice sentences. Explain the context and how to choose the correct word to complete the sentence. Work through a few examples together as a class before asking them to try on their own.
- If the students are struggling to use adjectives, review what adjectives are and how they describe nouns. Provide plenty of examples and practice sentences. Encourage them to come up with their own sentences using adjectives. Use games or activities that involve identifying and using adjectives to make the learning process fun and engaging.
- If the students are unable to write a paragraph on the given topic, start by brainstorming ideas together. Create an outline with a clear beginning, middle, and end. Provide sentence starters or prompts to help them get started. Encourage them to write a few sentences at a time and gradually build up to a full paragraph.
- If the students are having difficulty listening to the passage, ensure that the reading pace is appropriate for their level. Use clear and expressive intonation to maintain their interest. Pause occasionally to ask questions and check their understanding. Encourage them to follow along in their books or with visual aids.
- If the students are struggling to work in pairs and answer politely, model good behaviour and polite responses. Role-play different scenarios to demonstrate how to work together and communicate respectfully. Encourage them to practice these skills in a supportive environment, providing positive reinforcement for good behaviour.

UNIT 7: KEEP A POEM IN YOUR POCKET (Extensive Reading)

Grade: II	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• recite poems with corresponding actions and answer questions based on said poem• respond to oral questions based on the poem		
Overview: The given poem is about bedtime routines. It gives a message to the children to keep lively pictures and rhythmic poems in mind before going to bed as they help in sound sleep and feel better.		
Success criteria: By the end of the lesson, students should be able to: <ul style="list-style-type: none">• understand the essence of the poem• appreciate the poem and understand its language and rhythm• learn more rhymes and sing along	Generic skills: <ul style="list-style-type: none">• Collaborative: Students will work in pairs or small groups to discuss the poem, share their interpretations, and complete activities related to the poem. They will engage in conversations about the emotions expressed, the imagery used, and the experiences described in the poem. This collaborative effort will help them understand the importance of sharing ideas and listening to different perspectives.• Analytical: Students will think about the themes and moral lessons of the poem. They will analyse the poet's feelings and experiences, forming opinions about the comfort and companionship that poetry and imagination can provide. They will discuss the significance of the imagery, such as the poem and picture bringing dreams and preventing loneliness, and how it contributes to the overall meaning of the poem.	

- **Creative Thinking:** Students will use their imagination to extend the poem or create their own versions. They might come up with different outcomes or new verses that reflect their understanding of the themes of comfort, imagination, and the power of poetry. This creative exercise will foster their creative writing and storytelling abilities, encouraging them to think beyond the poem's original events.

Starter:

- Instruct the students to close their books. Do not disclose the name of the poem they are about to read.
- Begin a discussion based on the questions given below. Allow students to answer individually or in groups. There are ten minutes for this discussion.
 1. *Do you have any routine before going to bed?*
 2. *Share the dreams, if you see any.*
 3. *Do you get scared while sleeping?*
 4. *What do you do?*

All student responses should be encouraged and appreciated. Carefully monitor and moderate the discussion.

- Now ask the students to open their books and turn to the corresponding poem.

Lesson structure:

Reading:

- Instruct the students to silently read the poem, and remind them to avoid moving their lips or using their fingers or pencils along the lines as they read. This will help them focus on the text and improve their silent reading skills. Once they have read the poem, draw their attention to the difficult words given in the glossary box. Ask if there are any other words they find challenging to understand and take the time to explain these words, ensuring that all students grasp their meanings.
- Next, discuss the following questions with the students to deepen their understanding of the poem:
 1. What does the poet keep in his pocket?
 2. Why does he do so?
 3. What will the poem do?
 4. What will the picture do?
- These questions will help the students to think critically about the poem and its content. Encourage them to share their thoughts and interpretations, fostering a collaborative learning environment.

- Then, read the poem out loud while the students follow along in their textbooks. Hearing the poem read aloud can enhance their understanding and appreciation of the rhythm and musicality of the verses. After this, divide the students into groups and discuss the following questions:
 1. Did they enjoy the poem?
 2. What did they like about the poem?
 3. Do they agree with the poet that keeping a poem in the pocket before sleeping helps?
- These questions will encourage the students to reflect on their responses to the poem and share their thoughts with the class. All student responses should be appreciated, creating a supportive environment where they feel comfortable expressing their opinions.

Learn to read:

- Divide the students into groups, begin by asking each group to discuss the given questions. Encourage them to share their thoughts and ideas and make notes in their notebooks. This collaborative approach will help them to engage with the material and learn from each other.
- Once the group discussions are complete, bring the class together to discuss the questions. Ensure that the answer to each question has been read out in class at least once. This will allow all students to hear different perspectives and interpretations. Then, ask the other groups if they agree with the answer that was read out and if they have anything else to add. This will foster a collaborative environment where students can build on each other's ideas and deepen their understanding of the material.
- Finally, instruct the students to write the correct answers in their notebooks. This will help them to consolidate their learning and have a record of their discussions. By guiding the students through these steps, create an engaging and interactive lesson that helps them to develop their analytical and collaborative skills. This approach will make the learning experience more enjoyable and effective, fostering a deeper understanding of the material and encouraging active participation.

Activity:

- If the students are to learn a song, start by singing the song for them. Use clear and expressive intonation to make it engaging. Encourage the students to follow the lyrics in their books as you sing. This will help them to connect the words with the melody and understand the song better.
- Now, let's give a **small background** and explain the poem 'Incy Wincy Spider: 'Incy Wincy Spider' is a classic nursery rhyme that tells the story of a little spider named Incy Wincy. The poem is about Incy Wincy climbing up a waterspout and the struggles it faces. This poem teaches children about perseverance and not giving up, even when faced with obstacles.
- Let's break down the poem:
'Incy Wincy spider climbing up the spout,' – This line describes the spider, Incy Wincy, as it climbs up a waterspout. A spout is a pipe or tube through which water flows.

‘Down came the rain and washed the spider out.’ – Here, it starts to rain, and the water washes Incy Wincy out of the spout. This shows that sometimes things don’t go as planned, and we might face challenges.

‘Out came the sunshine and dried up all the rain’ – After the rain, the sun comes out and dries up all the water. This represents a new opportunity or a fresh start after a difficult time.

‘And Incy Wincy spider climbed up the spout again.’ – Despite being washed out by the rain, Incy Wincy doesn’t give up. The spider climbs up the spout again, showing determination and resilience.

- By discussing these lines, help the students understand the message of the poem and the importance of perseverance. Encourage them to think about times when they faced challenges and how they overcame them, just like Incy Wincy. This will make the poem more relatable and meaningful for them.

Class assessment:	✓	✗
Can the students read and comprehend the poem about the spider?		
Can the students discuss and analyze the themes of the poem?		
Can the students listen to the poem and follow along in their textbooks?		
Can the students listen and comprehend the meaning of the second poem ‘Incy Wincy Spider’?		

Teacher’s notes:

- If the students are unable to read and comprehend the poem about the spider, start by reading the poem aloud to them. Use clear and expressive intonation to make the poem engaging. Pause after each stanza to discuss the meaning and ask questions to check their understanding. Use visual aids, such as pictures or illustrations, to help them connect the words with the images. Encourage them to ask questions about any words or phrases they find difficult.
- If the students are struggling to discuss and analyse the themes of the poem, guide them through the process by asking specific questions. For example, ‘What do you think the spider feels when it is washed out by the rain?’ or ‘Why do you think the spider climbs up the spout again?’ Encourage them to share their thoughts and ideas, and help them to see the underlying themes of perseverance and resilience. Use examples from their own experiences to make the themes more relatable.
- If the students are unable to listen to the poem and follow along in their textbooks, ensure that the reading pace is appropriate for their level. Use clear and expressive intonation to maintain their interest. Encourage them to follow along with their fingers or pencils, but remind them not to move their lips. Pause occasionally to ask questions and check their understanding. Use visual aids to help them follow along and understand the content better.

- If the students are having difficulty listening and comprehending the meaning of the second poem, 'Incy Wincy Spider', start by reading the poem aloud with clear and expressive intonation. Use gestures and facial expressions to convey the meaning of the words. Pause after each line to discuss the meaning and ask questions to check their understanding. Use visual aids, such as pictures or illustrations, to help them connect the words with the images. Encourage them to ask questions about any words or phrases they find difficult.

UNIT 8: DOCTOR NOMAN

Grade: II	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 to life
- read the text and answer simple questions related to it
- understand pronouns and how to use them in sentences

Overview:

This lesson is a story about a sick tree and how a doctor cures it. It has been included to make students aware that trees and plants also need to be looked after.

Success criteria:

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

- identify and name the different parts of a tree
- write and converse using verb correctly

Generic skills:

- **Collaborative:** Students will work in pairs or small groups to discuss the story. They will share their interpretations of Doctor Noman's actions and the villagers' reactions. By engaging in activities related to the story, such as role-playing or drawing scenes, students will enhance their ability to work together and communicate their ideas effectively. This collaborative effort will help them understand the importance of teamwork and community support.
- **Analytical:** Students will think about the themes and moral lessons of the story. They will analyse the characters' actions and motivations, considering why Doctor Noman was called to help the tree and how he diagnosed and treated the problem. This analysis will help students form opinions about the importance of caring for the environment, the role of experts in solving problems, and the value of perseverance. They will discuss how Doctor Noman's actions led to the tree's recovery and the gratitude expressed by the villagers and the birds.

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- **Creative Thinking:** Students will use their imagination to extend the story or create their own versions. They might come up with different outcomes, new adventures, or additional characters that Doctor Noman could help. This creative exercise will foster their creative writing and storytelling abilities, encouraging them to think beyond the story's original events. For example, they might imagine a scenario where Doctor Noman helps other trees in the village or encounters different challenges in his work as a tree doctor.

Starter:

- To begin the lesson, use a starter exercise to help learners become familiar with some types of trees commonly found in Pakistan. This exercise will engage students and prepare them for the story they are about to read.
- First, instruct the students to close their books. Do not disclose the name of the lesson they are about to read. This will create a sense of curiosity and anticipation.
- Introduce the topic by starting a discussion with the following questions. Allow students to answer individually or in groups:
 - **'Do you like trees?'** Encourage students to share their thoughts and feelings about trees. Some might talk about the beauty of trees, their importance in providing shade, or their role in the environment. This question will help students express their connections to nature.
 - **'Have you ever seen a sick tree? How did you know it was sick?'** This question will prompt students to think about their observations and experiences. They might describe signs of sickness in trees, such as yellowing leaves, wilting branches, or visible damage. Discussing these symptoms will help students understand how to identify a tree that is not healthy.
 - **'Did you do something to cure it?'** Encourage students to share any actions they might have taken to help a sick tree. They might talk about watering the tree, removing pests, or seeking advice from someone knowledgeable. This question will highlight the importance of taking care of trees and the role of individuals in maintaining a healthy environment.
- After this discussion, instruct the students to open their books and turn to the corresponding lesson. This approach will make the learning experience more interactive and engaging, helping students connect with the story on a personal level.
- For example, if the lesson is about Doctor Noman and the tamarind tree, students will be more invested in the story after discussing their own experiences with trees. They will be curious to learn how Doctor Noman helps the sick tamarind tree and what lessons they can take away from the story.

Lesson structure:**Reading:**

- Begin the lesson by reading out the story to the students, asking them to read along silently. This approach ensures that all students are engaged and following the narrative. As you read, draw their attention to the difficult words provided in the glossary box. Pause occasionally to ask if there are any other words they find challenging to understand. If students mention additional words, take the time to explain their meanings clearly. This will help build their vocabulary and comprehension skills.
- After completing the story, initiate a discussion by asking the students whether they liked the story and, if so, why. Encourage them to share their thoughts and feelings about the narrative, the characters, and the events. This open-ended question allows students to express their personal connections to the story and articulate what they found enjoyable or meaningful.
- As students respond, appreciate their contributions and encourage all students to participate in the discussion. Acknowledge each response with positive reinforcement, such as 'That is a great observation' or 'I like how you connected that part of the story to your own experience'. This approach fosters a supportive and inclusive classroom environment where every student feels valued and heard.
- For example, if the story is about Doctor Noman and the tamarind tree, students might share their thoughts on Doctor Noman's dedication to helping the tree, the villagers' reactions, or the significance of the tree's recovery. Some students might relate the story to their own experiences with nature or discuss the environmental themes presented.

Learn to read:**Understand:**

- Divide the class into groups. Ask each group to discuss the answers to the given questions and make notes in their rough notebooks. Ask at least three 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 question 2 (a) verbally with the rest of the class. Allow the students to answer in groups or individually. Write the key points on the blackboard. Guide the students through the discussion.

Reflect:

- For question 2 (b), divide the class into groups. Each group will discuss the answers to the given questions. Ask at least three groups to present their answers to the class. The other groups will give their views to add.
- Guide them as required.

Learn words:

- To begin the first exercise, draw the students' attention to the pictures provided in their textbooks. These pictures will likely depict various types of trees commonly found in Pakistan. Instruct the students to match each tree with its corresponding name. This activity will help them visually identify different tree species and associate them with their names.
- As the students work on matching the trees with their names, walk around the classroom to observe their progress. If you notice any mistakes, gently correct them and provide explanations to ensure they understand. For example, if a student incorrectly matches a neem tree with the name of a banyan tree, explain the distinguishing features of each tree, such as the neem tree's small, serrated leaves and the banyan tree's large, broad leaves.
- Once the matching activity is complete, ask each student who answers to name the tree in his or her native language. This step will help students connect their learning to their cultural and linguistic backgrounds, making the lesson more relatable and meaningful. For instance, if a student identifies a mango tree, they might say 'aam ka darakht' in Urdu.
- Next, ask all the students to name three other trees that grow in their neighbourhood. This question encourages them to think about their local environment and recognise the diversity of trees around them. Students might mention trees like the peepal, gulmohar, or eucalyptus. This activity fosters awareness and appreciation of the natural world in their immediate surroundings.
- For the second exercise, begin by drawing a tree on the blackboard and labelling its parts neatly. Clearly write the names of each part, such as the roots, trunk, branches, leaves, and fruits. As you label each part, speak out its name and ask the students to repeat after you. This repetition will help reinforce their understanding and pronunciation of the terms.
- After labelling the tree on the blackboard, instruct the students to identify and name the parts given in their exercise. Provide them with a diagram or picture of a tree with blank labels for them to fill in. As they work on this task, walk around the classroom to offer assistance and correct any mistakes. For example, if a student mislabels the branches as roots, explain the difference and guide them to the correct answer.

Learn grammar:

- To begin the lesson, write down the sentences on the blackboard, ensuring the underlined verbs are visible. The sentences are: 'A tamarind tree in the village falls sick. The villagers run to call the doctor. He takes his little bag, jumps on his bicycle, and rides to the village. He looks at the tree.' Explain to the students that the underlined words are verbs, which are action words that describe what the subject is doing.
- Next, remind the students about pronouns and the simple present tense that they have learned about earlier in the book. Explain that pronouns are words used to replace nouns, such as 'he', 'she', 'it', 'they', and 'we'. The simple present tense is used to describe actions that happen regularly or facts that are always true. For example, 'He runs every morning' or 'They eat lunch at noon'.

- Draw the table as given in the textbook on the blackboard and explain it to the students. The table will likely show how verbs change depending on the pronoun used. For instance, the verb 'run' changes to 'runs' when used with 'he', 'she', or 'it'. Write out the table clearly, showing the different forms of the verbs with each pronoun.
- Provide a few examples to clear any doubts that the students may have. For example, you might say, 'I run every day', 'She runs every day', and 'They run every day'. Explain that the verb changes to 'runs' when used with 'he', 'she', or 'it', but remains 'run' with 'I', 'you', 'we', and 'they'. This will help reinforce the concept and ensure that students understand the rules.
- Now, read out each sentence in the exercise and ask the students to say the answers. For example, if the sentence is 'He (run) every morning', the students should respond with 'He runs every morning'. This step will help them practice applying the rules they have learnt.
- Instruct the students to write the correct answers in their textbooks. This will provide them with a written record of their work and help reinforce their learning. Walk around the classroom to check their answers and provide assistance if needed.
- To further reinforce the lesson, you may give them a few sentences (other than the ones in the exercise) as homework. For example, you might ask them to write sentences like 'She (eat) breakfast at 8 AM' or 'They (play) football on weekends'. This additional practice will help solidify their understanding of pronouns and the simple present tense.

Learn to write:

- To begin the lesson, read out the note that Maria wrote to her grandmother. Ensure that you read it clearly and with expression to capture the students' attention. This will help them understand the tone and content of the note. Ask the students to listen attentively, as they will need to write a similar paragraph later.
- After reading the note, instruct the students to write a similar paragraph about their friend's mother in their notebooks. Explain that they should use the sentences given in the exercise as a guide. This will help them structure their paragraphs and ensure they include all the necessary information. For example, if the exercise provides sentences like 'She is very kind' or 'She makes delicious food', students can use these as starting points for their writing.
- Encourage the students to think about specific details that make their friend's mother special. They might write about her kindness, her cooking skills, or how she helps others. This exercise will help them practice descriptive writing and think about the qualities that make someone important to them.
- Once the students have written their paragraphs, ask a few of them to read out their answers. This will allow them to share their work and practice their public speaking skills. It will also allow their classmates to hear different perspectives and ideas.
- As the students read their paragraphs, listen carefully and provide constructive feedback. If there are any mistakes, gently correct them and explain the correct usage. For example, if a student writes 'She is very kind and she always helps me', you might say, 'That is a lovely sentence, but remember to use 'helps' instead of 'help' because we are talking about something she does regularly.'

Learn to listen:

- To begin the lesson, ask the students to listen to the audio clip attentively. Explain that they need to focus on the details and information provided in the clip, as it will help them complete the exercise. Ensure that the audio clip is clear and audible to all students and play it at a suitable volume.
- After listening to the audio, instruct the students to complete the exercise while observing the pictures carefully. The exercise will likely involve matching the audio information with the corresponding images or answering questions based on what they heard. Encourage the students to pay close attention to the details in the pictures, as these will provide clues to help them complete the exercise accurately.
- Once the students have finished the exercise, ask them to read out their answers. This step will give them an opportunity to share their work and practise their speaking skills. It will also allow you to assess their understanding and provide feedback. Listen carefully to each student's response and correct them if required. For example, if a student misinterprets a detail from the audio clip, gently explain the correct information and guide them to the right answer.
- Refer to the listening text at the end of the coursebook and read or play the relevant passage or text. This will provide additional context and reinforce the information from the audio clip. For instance, if the audio clip describes different types of trees and their characteristics, the listening text might offer more detailed descriptions or examples.

Learn to speak:

- To begin the lesson, divide the class into pairs. This will encourage students to work together and practise their conversational skills. Pairing them up will also help them feel more comfortable and confident when speaking in front of the class.
- Next, read out the conversation given in the textbook as an example. Ensure that you read it clearly and with expression to capture the students' attention. This example will provide a model for the students to follow and help them understand the structure and flow of a conversation. For instance, the textbook might include a dialogue between two friends discussing their daily routines.
- After reading the example, call each pair to the front of the class and ask them to talk about their routine once they go home in the evening. Encourage them to think about the activities they do after school, such as having a snack, doing homework, playing with friends, or helping with household chores. This exercise will help them practise speaking in the simple present tense and using pronouns correctly.
- As each pair speaks, listen attentively and provide constructive feedback. If there are any mistakes, gently correct them and explain the correct usage. For example, if a student says, 'I goes home and eat dinner', you might say, 'That is a good start, but remember to use 'go' instead of 'goes' and 'eat' instead of 'eat' because we are talking about actions you do regularly.'
- Encourage all students to participate and support each other. Acknowledge each pair's effort with positive reinforcement, such as 'Well done' or 'Great job'. This approach fosters a supportive and inclusive classroom environment where every student feels valued and heard.

Class assessment:	✓	✗
Can the students recall the characters and events in the story?		
Can the students attempt the comprehension questions?		
Can the students name a few trees?		
Can the students explain and use verbs aptly?		
Can the students write thank you notes?		
Can the students listen to a passage and extract relevant information?		
Can the students conduct a discussion in groups on the given topic?		

Teacher's notes:

- If students are unable to recall the characters and events in the story, rereading the story aloud can help. Emphasizing key details and asking questions throughout the reading, such as 'Who is the main character?' or 'What happened after Doctor Noman arrived?' can engage students and reinforce their memory and comprehension.
- If students find it difficult to attempt the comprehension questions, breaking down the questions into simpler parts and guiding them through each one can be beneficial. For example, instead of asking, 'Why did the villagers call Doctor Noman?', asking 'What was wrong with the tamarind tree?' and then building on that answer can help. Providing hints and encouraging group discussion can also aid in understanding the questions better.
- If students are unable to name a few trees, using visual aids such as pictures or drawings of different trees can make the task more relatable. Discussing the characteristics of each tree and relating them to the students' surroundings can help. For instance, saying, 'This is a neem tree. Have you seen one in your neighbourhood?' can connect their learning to real-life experiences.
- If students struggle to explain and use verbs aptly, revisiting the basics of verbs and providing more examples can be helpful. Using actions and role-playing can make learning verbs more interactive. For instance, saying, 'I am jumping. What verb describes what I am doing?' and encouraging students to act out different verbs can make the learning process fun and engaging.
- If students find it challenging to write thank you notes, providing a template or example to follow can assist them. Discussing the purpose of a thank you note, and brainstorming ideas together can help students understand what to write. For example, asking, 'What would you like to thank your friend for?' and guiding them through writing a simple, heartfelt note can be effective.

- If students are unable to listen to a passage and extract relevant information, playing the passage multiple times and pausing at key points to discuss the content can help. Asking guiding questions and encouraging students to take notes can help them focus on important details. For instance, asking, 'What did Doctor Noman do first when he arrived?' and discussing the answer together can aid in comprehension.
- If students struggle to conduct a discussion in groups on the given topic, modelling a discussion and providing clear guidelines can foster a collaborative environment. Encouraging students to take turns speaking and listening to each other can help. For example, saying, 'Let's talk about how we can help sick trees. What ideas do you have?' and facilitating the discussion by prompting each student to share their thoughts can be beneficial.

UNIT 9: OATS AND BEANS AND BARLEY GROW (Extensive Reading)

Grade: II

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- recite the poem with appropriate actions
- identify the sequence of events in the poem
- ask and answer questions based on the text

Overview:

This poem familiarizes learners with the various actions performed by a farmer in his field. It enables them to imagine the hard work that goes into growing food that they buy from the market.

Success criteria:

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

- understand how a farmer works in his field
- match words with pictures that describe actions

Generic skills:

- **Collaborative:** Students will work in pairs or small groups to discuss the poem. They will share their interpretations of the farmer's actions and the process of growing crops. By engaging in activities related to the poem, such as role-playing or drawing scenes, students will enhance their ability to work together and communicate their ideas effectively. This collaborative effort will help them understand the importance of teamwork and agricultural practices.
- **Analytical:** Students will think about the themes and lessons of the poem. They will analyse the farmer's actions and motivations, considering why he plants seeds, waters the ground, and hoes the weeds. This analysis will help students form opinions about the importance of patience, hard work, and the cycles of nature. They will discuss how the farmer's actions contribute to the growth of oats, beans, and barley and the significance of each step in the process.

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- **Creative Thinking:** Students will use their imagination to extend the poem or create their own versions. They might come up with different outcomes, new adventures, or additional characters that interact with the farmer. This creative exercise will foster their creative writing and storytelling abilities, encouraging them to think beyond the poem's original events. For example, they might imagine a scenario where the farmer faces challenges like pests or drought and how he overcomes them.

Starter:

- Instruct the students to close their books. Do not disclose the name of the lesson they are about to read.
- Begin a discussion on the basis of the questions given below. Allow students to answer individually or in groups.
 1. *Where do they think they get their vegetables and fruits from?*
 2. *What are some of the plants that can be eaten raw?*
 3. *Are they interested in gardening?*
 4. *Have they ever seen a farmer work in a field?*

All student responses should be encouraged and appreciated. The teacher should carefully monitor and moderate the discussion.

- Now ask the students to open their books and turn to the corresponding lesson.

Lesson structure:

Reading:

- To begin the lesson, instruct the students to silently read the short poem about oats, beans, and barley growing. This initial reading will allow them to familiarise themselves with the text and its rhythm. Encourage them to pay attention to the words and imagine the scenes described.
- After the students have read the poem silently, read the poem aloud yourself. This time, ask the students to follow the lines in their textbooks as you read. Use expressive intonation to bring the poem to life and capture their attention. This will help them understand the flow and musicality of the poem.
- Once the poem has been read and heard, initiate a discussion with the following questions:
 - 'Did you enjoy the poem?' Encourage the students to share their feelings about the poem. Some might find it fun and engaging, while others might appreciate the imagery or the rhythm. This question allows them to express their personal connections to the poem.

- ‘What did you like about the poem?’ Ask the students to identify specific aspects of the poem that they enjoyed. They might mention the farmer’s actions, the repetition of certain lines, or the overall theme of growing crops. This question helps them articulate what makes the poem appealing to them.
- ‘Do you think farming is hard work?’ This question will prompt students to think about the farmer’s efforts described in the poem. Discuss the various tasks the farmer performs, such as planting seeds, watering the ground, and hoeing the weeds. Encourage students to consider the physical and mental effort involved in farming and share their thoughts on whether they believe it is hard work.
- As the students respond to these questions, monitor and moderate the discussion to ensure everyone has a chance to participate. Acknowledge each response with positive reinforcement, such as ‘That is a great observation’ or ‘I like how you noticed the farmer’s hard work’. This approach fosters a supportive and inclusive classroom environment where every student feels valued and heard.
- For example, if a student says, ‘I enjoyed the poem because it shows how plants grow,’ you might respond, ‘That is a wonderful insight. Growing plants is indeed a fascinating process.’ If another student mentions, ‘I think farming is hard work because the farmer has to do many tasks,’ you could say, ‘Absolutely, farming requires a lot of effort and dedication.’

Learn to read:

- To begin the lesson, draw the students’ attention to the pictures provided in the exercise. These pictures will likely depict various actions, some of which are performed by a farmer. Ensure that all students can see the images clearly and understand what each picture represents.
- Explain to the students that they **need to identify which actions are performed by a farmer**. For example, the pictures might include actions such as planting seeds, watering plants, hoeing weeds, and harvesting crops. There might also be pictures of unrelated actions, like playing a musical instrument or reading a book.
- Instruct the students to put a tick mark next to the actions that are performed by a farmer. This activity will help them understand the various tasks involved in farming and distinguish them from other activities. Encourage them to think about what they have learned from the poem and their knowledge of farming.
- Once the students have completed the exercise, ask them to supply the correct answers. Go through each picture and discuss whether it is an action performed by a farmer. For example, you might say, ‘This picture shows someone planting seeds. Is this something a farmer does?’ and wait for the students to respond. If they answer correctly, confirm their response with positive reinforcement, such as ‘That is right, farmers plant seeds to grow crops.’
- If there are any mistakes, gently correct them and provide explanations. For instance, if a student ticks a picture of someone playing a musical instrument, you might say, ‘Playing a musical instrument is a fun activity, but it is not something a farmer typically does as part of their work. Farmers focus on tasks like planting, watering, and harvesting crops.’

- Now, let's discuss the **themes and message of the poem**. The poem 'Oats and Beans and Barley Grow' highlights the cyclical nature of farming and the hard work involved in growing crops. It emphasises the farmer's dedication and the various tasks he performs to ensure a successful harvest. The repetition of lines such as 'Stamps his feet and claps his hands' and 'And turns around to view his land' creates a rhythmic pattern that mirrors the repetitive nature of farming activities.
- The poem also conveys a sense of satisfaction and pride in the farmer's work. By describing the farmer's actions playfully and rhythmically, the poem makes the hard work of farming seem enjoyable and rewarding. It teaches children about the importance of patience, perseverance, and the connection between human effort and the natural world.

Activity:

- To begin the lesson, explain to the students that many years ago, children used to stand in a circle and sing the song 'Oats and Beans and Barley Grow' as a game. One person would stand inside the circle and perform the actions described in the song. This introduction will help them understand the historical context and the playful nature of the song.
- Next, instruct the students to look at how the same lines are repeated in the poem. This will help them recognise patterns and understand the structure of the poem. Ask them to identify which two lines are repeated four times and write them down. For example, they might find that the lines 'Stamps his feet and claps his hands' and 'And turns around to view his land' are repeated four times. Encourage them to write these lines in their notebooks.
- Then, ask the students to identify the line that is repeated three times and write it down. They might find that the line 'Stands up tall and takes his ease' is repeated three times. This activity will help them pay attention to repetition and its effect on the rhythm and meaning of the poem.
- Explain that the present continuous tense is formed by adding -ing to a verb, which is an action word. For example, 'plant' becomes 'planting'. This tense is used to describe actions that are currently happening. Show them the actions the old man is doing on the previous page and ask them to make present continuous words from these actions. For instance, if the old man is 'watering', 'hoeing', or 'watching', they should write 'watering', 'hoeing', and 'watching' in their notebooks.
- Provide clear instructions and examples to guide them through the process. For example, you might say, 'Look at the picture of the old man watering the plants. The action word is 'water'. When we add -ing, it becomes 'watering.' Encourage the students to apply this rule to other actions they see in the pictures.
- As the students work on these tasks, walk around the classroom to observe their progress and provide assistance if needed. If a student is struggling, offer gentle guidance and support. For example, you might say, 'Think about what the old man is doing in the picture. Can you see him hoeing the weeds? How would you write that in the present continuous tense?'

- Once the students have completed the tasks, review the answers together as a class. Ask some students to read their answers aloud and discuss them. This step will allow them to share their work and practise their speaking skills. It will also allow you to assess their understanding and provide feedback.
- If there are any mistakes, gently correct them and explain the correct information. For example, if a student writes 'hoeing' as 'hoing', you might say, 'Remember, we add -ing to the verb 'hoe' to make it 'hoeing'.'

Class assessment:	✓	✗
Can the students read and comprehend the poem about farming?		
Can the students discuss and analyse the message and the themes of the poem?		
Can the students listen to the poem and follow along in their textbooks?		
Can the students point out the repetitions and use tenses?		

Teacher's notes:

- If the students are unable to read and comprehend the poem about farming, start by reading the poem aloud with clear enunciation and expressive intonation to capture their attention. Encourage them to follow along in their textbooks as you read. After reading, discuss the poem's content and ask questions to ensure they understand the key points. For example, ask, 'What does the farmer do after planting the seeds?' This method helps reinforce comprehension by engaging students in a discussion about the poem's details.
- If the students are unable to discuss and analyse the message and themes of the poem, begin by explaining the main ideas and themes in simple terms. Highlight the farmer's dedication and the cyclical nature of farming. Ask questions that prompt critical thinking, such as, 'Why do you think the farmer stamps his feet and claps his hands?' Encourage students to share their thoughts and relate the themes to their own experiences. This approach fosters a deeper understanding of the poem's message.
- If the students are unable to listen to the poem and follow along in their textbooks, play the poem multiple times and pause at key points to discuss the content. Ask guiding questions to help them focus on important details. For example, ask, 'What action does the farmer take after watering the ground?' Encourage students to take notes and follow along in their textbooks. This method helps improve their listening skills and ensures they are actively engaged with the poem.
- If the students are unable to point out the repetitions and use tenses, start by explaining the concept of repetition in poetry and the present continuous tense. Show examples from the poem, such as 'Stamps his feet and claps his hands' and 'planting'. Ask students to identify other repeated lines and actions in the present continuous tense. For instance, ask, 'Can you find another line that is repeated in the poem?' and 'What is the farmer doing in the picture?' This approach helps students recognise patterns and understand the use of tenses in the poem.

UNIT 9: NAZIM'S DREAM

Grade: II	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">• identify details, characters, main idea, and sequence of ideas and events while reading• write answers to textual questions after comprehension; attempt an understanding of characters		
Overview: This story has been included to explain the importance of trying out new things to the students. It also demonstrates how a young boy looks for new and interesting things to do during the holidays instead of sitting idle.		
Success criteria: By the end of the lesson, students should be able to: <ul style="list-style-type: none">• understand the importance of being open to new ideas• differentiate between countable and uncountable nouns• enhance their reading, writing and conversation skills	Generic skills: <ul style="list-style-type: none">• Collaborative: Students will work in pairs or small groups to discuss the story. They will share their interpretations of Nazim's feelings and his actions throughout the narrative. By engaging in activities related to the story, such as role-playing or drawing scenes, students will enhance their ability to work together and communicate their ideas effectively. This collaborative effort will help them understand the importance of teamwork and family support.• Analytical: Students will think about the themes and moral lessons of the story. They will analyse the characters' actions and motivations, considering why Nazim decided to dig in the garden and how his father reacted to the hole he had dug. This analysis will help students form opinions about the importance of perseverance, creativity, and finding joy in unexpected activities. They will discuss how Nazim's boredom led to a productive outcome and the role of his father's positive reinforcement.	

- **Creative Thinking:** Students will use their imagination to extend the story or create their own versions. They might come up with different outcomes, new adventures, or additional characters that Nazim could interact with. This creative exercise will foster their creative writing and storytelling abilities, encouraging them to think beyond the story's original events. For example, they might imagine a scenario where Nazim finds a treasure in the garden or helps his father with other gardening projects.

Starter:

- To begin the lesson, use a starter exercise to make learners think about what they enjoy doing during their holidays. This exercise will engage students and prepare them for the story they are about to read.
- First, instruct the students to close their books. Do not disclose the name of the lesson they are about to read. This will create a sense of curiosity and anticipation.
- Introduce the topic by starting a discussion with the following questions. Allow students to answer individually, giving each student a chance to share their thoughts. Allot ten minutes for this discussion to ensure everyone has time to participate.
- Begin by asking, 'What do you like most about summer holidays?' Encourage students to share their favourite activities, such as playing with friends, going on trips, or simply relaxing at home. This question will help students reflect on the enjoyable aspects of their holidays and set a positive tone for the discussion.
- Next, ask, 'What did you do during the holidays?' This question will prompt students to think about their recent experiences and share specific activities they engaged in. They might talk about visiting relatives, learning a new skill, or spending time outdoors. This sharing of experiences will help students connect with each other and find common interests.
- Then, ask, 'Did you get bored?' This question will encourage students to be honest about their holiday experiences. Some might admit to feeling bored at times, which can lead to a discussion about how they dealt with boredom and what they did to overcome it.
- Finally, ask, 'Have you ever tried doing something new and interesting, although it was not what you had originally wanted to do? Did you like it?' This question will encourage students to think about times when they stepped out of their comfort zones and tried new activities. They might share stories about discovering new hobbies, making new friends, or learning something unexpected. This discussion will highlight the value of being open to new experiences and finding joy in unexpected places.

- After this discussion, instruct the students to open their books and turn to the corresponding lesson. This approach will make the learning experience more interactive and engaging, helping students connect with the story on a personal level.
- For example, if the lesson is about Nazim and his garden adventure, students will be more invested in the story after discussing their own holiday experiences. They will be curious to learn how Nazim dealt with his boredom and what he discovered in the process.

Lesson structure:

Reading:

- To begin the lesson, read out the story to the students, ensuring you do so with clear enunciation and expressive intonation to capture their attention. As you read, ask the students to follow along silently in their books. This will help them stay engaged and improve their reading skills.
- While reading, draw the students' attention to the difficult words provided in the glossary box. Pause occasionally to highlight these words and ask if there are any other words they find challenging to understand. If students mention additional words, take the time to explain their meanings clearly. For example, if the word 'spade' is unfamiliar, you might explain that it is a tool used for digging, like a small shovel.
- The story begins with Nazim feeling bored at the start of his holidays. He wishes for a pair of skates so he can go skating with his friends. When he asks his mother for skates, she tells him that maybe next month. That night, Nazim has a dream where someone tells him to dig in the garden next to the jasmine plant to find something. Excited, he wakes up thinking he might find a pair of skates.
- Nazim goes out into the garden after breakfast with a spade and starts digging. He digs all day, finding rusted nails, an old flowerpot, stones, and a broken plate, but no skates. He becomes tired and sad. Just then, his father comes home from work and sees the deep hole Nazim has dug. His father is pleased and says he can plant a mango tree in the hole. Nazim, who was bored, now feels happy thinking about helping his father plant the mango seed and looking after it.
- After completing the story, initiate a discussion by asking the students whether they liked the story and, if so, why. Encourage them to share their thoughts and feelings about the narrative, the characters, and the events. This open-ended question allows students to express their connections to the story and articulate what they found enjoyable or meaningful. For instance, a student might say, 'I liked how Nazim found a way to make his holidays interesting by helping his father.'
- As students respond, appreciate all contributions and encourage everyone to participate in the discussion. Acknowledge each response with positive reinforcement, such as 'That is a great observation' or 'I like how you connected that part of the story to your own experience'. This approach fosters a supportive and inclusive classroom environment where every student feels valued and heard.

- For example, students might share their thoughts on Nazim's creativity in dealing with boredom, his father's supportive reaction, or the significance of planting a mango tree. Some students might relate the story to their own experiences of finding unexpected joy in new activities.

Learn to read:**Understand:**

- For questions 1 (a) to (f), divide the class into groups. Ask each group to discuss the answers to the given questions and make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask at least three 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.

Infer:

- Divide the class into pairs for questions 1 (g) and (h). Each pair will discuss the given questions. Each pair will share their answers with the class. The other students can then corroborate or refute the answers. Guide them as required.

Reflect:

- Again, divide the class into groups. Each group will discuss the answers to the given questions. Ask at least three groups to present their answers to the class. The other groups will give their views to add. Guide them as required.

Learn words:

- To begin the first exercise, write down the units of time as given in the textbook on the blackboard. These units might include seconds, minutes, hours, days, weeks, months, and years. Once the units are clearly displayed, ask the students to arrange them in ascending order, from the smallest unit to the largest. This activity will help them understand the hierarchy of time measurements.
- As the students work on arranging the units, walk around the classroom to observe their progress. If you notice any mistakes, gently correct them and provide explanations to ensure they understand. For example, if a student places 'hours' before 'minutes', explain that there are 60 minutes in an hour, making minutes a smaller unit of time.
- Next, instruct the students to write their answers in the form of full sentences in their textbooks. This will help reinforce their understanding and improve their sentence construction skills. For instance, they might write, '60 seconds make a minute', '60 minutes make an hour', '24 hours make a day', and so on. Encourage them to be precise and clear in their writing.
- For the second exercise, instruct the students to write four sentences about their feelings in their textbooks. Explain that they should think about how they feel at different times or in various situations. This activity will help them practice expressing their emotions and improve their writing skills. For example, they might write, 'I feel happy when I play with my friends', 'I feel sad when it rains', 'I feel excited about my birthday', and 'I feel nervous before a test'.

- Once the students have written their sentences, ask some of them to read out their answers. This step will allow them to share their work and practice their public speaking skills. It will also allow their classmates to hear different perspectives and ideas.
- As the students read their sentences, listen carefully and provide constructive feedback. If there are any grammatical errors, gently correct them and explain the correct usage. For example, if a student writes, 'I feels happy when I play with my friends', you might say, 'That is a lovely sentence, but remember to use 'feel' instead of 'feels' because we are talking about your feelings.'

Learn grammar:

- Begin with the **first question** by showing the picture of the hole that Nazim dug and the things he found. Ask the students to look closely at the picture and list the items they can see. Encourage them to describe each item, such as 'rusted nails', 'old flowerpot', 'stones', and 'broken plate'. This activity will help them practise identifying and naming objects.
- Next, **explain that nouns** are words that name people, places, animals, or things. Give examples like 'cat', 'parrot', 'Quetta', 'Karachi', 'Saba', and 'Sami'. Then, move on to the second question. Write the list of nouns on the blackboard: 'flower', 'horse', 'teacher', 'doctor', 'apple', 'boy', 'woman', 'house', 'lion', 'country'. Explain that they need to write [A] after nouns that are animals, [Pe] after nouns that are people, [Pl] after nouns that are places, and [T] after nouns that are things. For example, 'flower [T]', 'horse [A]', 'teacher [Pe]', 'doctor [Pe]', 'apple [T]', 'boy [Pe]', 'woman [Pe]', 'house [Pl]', 'lion [A]', 'country [Pl]'. Guide them through the process and correct any mistakes gently.
- For the **third question**, introduce the game 'name, place, animal, or thing'. Explain that they need to think of a letter and write a name, a place, an animal, and a thing starting with that letter in their notebooks under the correct heading. For example, if the letter is 'B', they might write 'Bilal' for name, 'Bahawalpur' for place, 'bear' for animal, and 'ball' for thing. Make sure they understand that the noun must be an actual word and not something made up. This game will help them practise categorising nouns and thinking creatively.
- Finally, **explain that a plural word refers to a form of noun or verb** that consists of two or more in quantity. A plural word is made by adding an 's' at the end of the word. For the fourth question, ask the students to look at the list of words given above and write the plurals of the given words in their notebooks. For example, 'flower' becomes 'flowers', 'horse' becomes 'horses', 'teacher' becomes 'teachers', 'doctor' becomes 'doctors', 'apple' becomes 'apples', 'boy' becomes 'boys', 'woman' becomes 'women', 'house' becomes 'houses', 'lion' becomes 'lions', 'country' becomes 'countries'. Guide them through the process and correct any mistakes gently.

Learn to write:

- Begin by explaining that Nazim is writing about another dream he had, and they will help complete his story using the pictures provided.

- First, show the students the pictures that correspond to the blanks in Nazim's dream. For example, the pictures might include an aeroplane, a taxi, a hotel, and a swimming pool. Explain each picture clearly, ensuring the students understand what each one represents. You might say, 'This is a picture of an aeroplane. It flies in the sky and takes people to different places.'
- Next, read the incomplete sentences aloud to the students: 'I was flying to Islamabad in an We landed there, and a took us to a In the hotel there was a big I dreamed that I jumped in, but then I woke up. I was at home, in my own bed.' Ask the students to look at the pictures and think about which word fits in each blank.
- Guide the students through the process of filling in the blanks. For example, you might say, 'Nazim was flying to Islamabad in an aeroplane. We landed there, and a taxi took us to a hotel. In the hotel there was a big swimming pool.' Encourage the students to repeat the sentences after you, filling in the blanks with the correct words.
- Once the students have completed the sentences, ask them to write the full story in their notebooks. This will help reinforce their understanding and improve their writing skills. Walk around the classroom to check their work and provide assistance if needed.
- To make the lesson more interactive, you can ask the students to share their own dreams and complete similar sentences using their imagination. For example, they might write, 'I was flying to Lahore in a helicopter. We landed there, and a bus took us to a park. In the park there was a big fountain. I dreamed that I jumped in, but then I woke up. I was at home, in my own bed.'

Learn to listen:

- Begin by explaining that they will listen to a conversation between Nazim and his parents and then determine whether the statements provided are true or false.
- First, refer to the listening text at the end of the coursebook and read or play the relevant passage. Ensure that the audio is clear and audible to all students, and play it at a suitable volume. Ask the students to listen attentively to the conversation, as they will need to recall details to answer the questions.
- After playing the audio clip, read each statement aloud to the students.
- Explain that they need to write (T) for True and (F) for False after each statement based on what they heard in the conversation. Encourage them to think carefully about the details and context of the conversation.
- Guide the students through the process of determining whether each statement is true or false. For example, you might say, 'Did Nazim mention wanting to learn drawing?' and discuss the answer together. If the statement is true, they should write (T); if it is false, they should write (F).
- Once the students have completed the exercise, ask some of them to read out their answers. This step will give them an opportunity to share their work and practise their speaking skills. It will also allow you to assess their understanding and provide feedback.

- As the students read their answers, listen carefully and provide constructive feedback. If there are any mistakes, gently correct them and explain the correct information. For example, if a student writes (T) for the statement ‘Nazim likes his mother’s idea’ but the conversation indicated otherwise, you might say, ‘Remember, Nazim did not seem excited about learning dancing. So, this statement should be false.’

Learn to speak:

- Begin by reading the conversation aloud to the students, ensuring you use clear enunciation and expressive intonation to capture their attention. Ask the students to follow along silently in their books.
- Explain that the conversation is between two children planning their activities for the evening and the weekend. Highlight the key points of the dialogue, such as suggesting to play cricket in the park, inviting friends, and asking parents for permission.
- Next, instruct the students to work in pairs. Explain that they will plan something they can do together during the weekend, just like the children in the conversation. Encourage them to think about activities they enjoy and discuss their ideas with their partner.
- Guide the students through the process of planning their weekend activity. For example, you might say, ‘Think about what you like to do on weekends. Do you enjoy playing games, going to the park, or visiting friends?’ Encourage them to share their ideas with their partner and come up with a plan together.
- Once the students have discussed their plans, ask some pairs to share their ideas with the class. This step will give them an opportunity to practise their speaking skills and share their creativity. It will also allow their classmates to hear different perspectives and ideas.
- As the students share their plans, listen attentively and provide positive reinforcement. Acknowledge each pair’s effort with comments like ‘That sounds like a fun idea’ or ‘I like how you thought about including your friends’. This approach fosters a supportive and inclusive classroom environment where every student feels valued and heard.
- To make the lesson more interactive, you can ask the students to role-play their conversation, similar to the one in the example. For instance, one student might say, ‘Shall we go to the zoo this weekend?’ and the other might respond, ‘That’s a great idea. I’ll ask my parents first.’ This activity will help them practise conversational skills and think creatively about their weekend plans.

Class assessment:	✓	✗
Can the students recall the message and theme of the story?		
Can the students attempt the comprehension questions?		
Can the students tell the units of time?		
Can the students write about their feelings?		
Can the students work with nouns?		
Can the students fill in the blank (gapped summary)?		
Can the students listen to a passage and translate their findings in the textbook?		

Can the students discuss the given topic in pairs?

Teacher's notes:

- If students are unable to recall the message and theme of the story, start by rereading the story aloud, emphasising key details and asking questions throughout to engage them. For example, ask, 'What do you think Nazim learned from his experience?' This method helps reinforce memory and comprehension by encouraging students to think about the story's main ideas.
- If students find it difficult to attempt the comprehension questions, break down the questions into simpler parts and guide them through each one. For instance, instead of asking, 'Why did Nazim dig in the garden?', ask, 'What did Nazim dream about?' and then build on that answer. Providing hints and encouraging group discussion can also help students understand the questions better.
- If students are unable to tell the units of time, use visual aids such as clocks and calendars to explain the concept. Discuss the different units of time, like seconds, minutes, hours, days, weeks, months, and years, and how they relate to each other. For example, explain that '60 seconds make a minute' and '24 hours make a day'. This hands-on approach can make the concept more tangible and easier to grasp.
- If students struggle to write about their feelings, provide them with a list of feeling words and examples of sentences. Encourage them to think about times when they felt happy, sad, excited, or nervous, and guide them in expressing these emotions in writing. For example, you might say, 'I feel happy when I play with my friends' and ask them to write similar sentences about their own experiences.
- If students are having trouble working with nouns, revisit the basics by explaining that nouns are words that name people, places, animals, or things. Use examples and visual aids to illustrate each category. For instance, show pictures of a cat, a school, a tree, and a teacher, and ask the students to identify the nouns. This interactive approach can help solidify their understanding.
- If students are unable to fill in the blank (gapped summary), guide them through the process by providing context clues and discussing the story in detail. For example, if the sentence is 'Nazim was flying to Islamabad in an,', show a picture of an aeroplane and ask, 'What do you think Nazim was flying in?' This method helps students use context to complete the sentences accurately.
- If students struggle to listen to a passage and translate their findings in the textbook, play the passage multiple times and pause at key points to discuss the content. Ask guiding questions and encourage students to take notes. For example, ask, 'What did Nazim's father say when he saw the hole?' and discuss the answer together. This approach helps students focus on important details and improve their listening comprehension.
- If students are unable to discuss the given topic in pairs, model a discussion and provide clear guidelines. Encourage students to take turns speaking and listening to each other. For example, say, 'Let's talk about what we like to do on weekends. What do you enjoy doing?' and facilitate the discussion by prompting each student to share their thoughts. This method fosters a collaborative environment and helps students practise their conversational skills.

UNIT 10: A CATERPILLAR'S VOICE

Grade: II

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- identify characters and sequence of events in a story.
- understand how characters from a story emote and conduct themselves.
- infer the meaning of unfamiliar words by reading them in context.

Overview:

This lesson teaches that wit is superior to might. In this story, a caterpillar crawls into a hare's cave and by the echo of his voice is able to drive away big animals. Finally, a frog comes to the hare's rescue and uses echo to create a louder voice to drive away the intruder.

Success criteria:

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

- learn what an 'echo' is
- learn about more animals and describe them with the help of pictures
- learn about past tense and its usage
- develop better listening, writing and comprehension skills

Generic skills:

- **Collaborative:** Students work in pairs or small groups to discuss the story's events and characters. They can role-play scenes or draw them, enhancing teamwork and communication. By engaging in this activity, the students will develop understanding of the the importance of cooperation and problem-solving.
- **Analytical:** Students analyze the themes and moral lessons, such as bravery, deception, and the power of words. They consider the motivations of the caterpillar and the reactions of the hare and other animals. The students will form opinions on the importance of these values and understanding character dynamics.
- **Creative Thinking:** Students extend the story or create their own versions, imagining new outcomes, adventures, or characters. For example, they might envision a scenario where the hare finds a clever way to outsmart the caterpillar or where the caterpillar learns a lesson about honesty. Students will foster creative writing and storytelling abilities.

Starter:

- Begin by instructing the students to keep their books closed and refrain from disclosing the name of the lesson they are about to read. Engage them in a conversation about sounds, gradually steering the discussion towards echoes. Explain how echoes are created and ask the students to share their experiences if they have ever heard the echo of their voice or any other echo.
- Introduce the topic by initiating a discussion with the following questions: ‘Do you think even animals can understand echoes?’ ‘Do you think they experience the echo of their sounds?’ ‘Which animals could experience this and where?’ Encourage and appreciate all responses from the students, while carefully monitoring the discussion to ensure it remains focused and inclusive.
- Once the discussion has piqued their curiosity, ask the students to open their books and turn to ‘A Caterpillar’s Voice’. This approach will not only engage the students but also prepare them to delve into the lesson with a heightened sense of interest and anticipation.

Lesson structure:**Reading:**

- Begin by reading the story aloud to the students, asking them to follow along silently. As you read, draw their attention to the difficult words listed in the glossary box. Encourage them to identify any other words they find challenging and take the time to explain these words to ensure everyone understands.
- After completing the story, engage the students by asking whether they enjoyed the story and, if so, why. Appreciate all responses and encourage active participation in the discussion. This will help foster a supportive and inclusive classroom environment.
- Instruct the students to read the story silently for comprehension. As a formative assessment exercise, after the reading, ask the reader or a peer to identify any errors they noticed in pronunciation, intonation, or stress. Address any additional errors yourself, providing corrections as needed.
- Further practice in modulation and expression can be effectively carried out as a separate exercise. In this activity, pairs or groups of students can present dialogues and short passages, allowing them to refine their speaking skills in a collaborative setting. This approach not only enhances their understanding of the story but also improves their overall communication abilities.

Explanation of the story:

- The story ‘A Caterpillar’s Voice’ revolves around a caterpillar that crawls into a hare’s house while the hare is away. When the hare returns, he is alarmed by the presence of an unknown creature in his home. The caterpillar, using a loud and intimidating voice, claims to be a powerful being capable of crushing rhinos and trampling elephants. The hare, frightened and unsure of what to do, seeks help from various animals, including a jackal, a leopard, a rhinoceros, and an elephant. However, all of them are scared away by the caterpillar’s booming voice. Finally, a frog comes along and, using a clever trick, manages to scare the caterpillar away by pretending to be an even more powerful creature.

How to read the story:

- When reading the story, it is important to use expressive intonation to convey the emotions of the characters. Emphasise the caterpillar's loud and intimidating voice, the hare's fear and desperation, and the frog's cleverness and confidence. This will help the students engage with the story and understand the characters' feelings and motivations.

Message of the story:

- The message of the story is that cleverness and confidence can overcome fear and intimidation. The hare learns that sometimes, the solution to a problem lies in thinking creatively and seeking help from unexpected sources. The story also highlights the importance of not underestimating others based on their appearance or size.

Theme of the story:

- The theme of the story is the power of words and perception. The caterpillar uses its voice to create an illusion of power, while the frog uses its voice to outsmart the caterpillar. The story demonstrates how perception can be manipulated through words and how cleverness can triumph over brute strength.

Character development:

- The hare starts off as a frightened and helpless character, but through the course of the story, he learns to seek help and think creatively. The caterpillar, initially confident and intimidating, is ultimately revealed to be a small and harmless creature. The frog, though small, is portrayed as clever and resourceful, demonstrating that intelligence and confidence can make a significant impact.

Learn to read:**Understand:**

- For question 1 (a) to (g), divide the class into groups. Ask each group to discuss the answers to the given questions and make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask at least three 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:

- Divide the class into groups. Each group will discuss the given questions. Ask at least three groups to share their answers with the class. The other students can then corroborate and correct them. Guide them as required.

Reflect:

- For question 1 (i), divide the class into groups. Each group will discuss the answers to the given questions. Ask at least three groups to present their answers to the class. The other groups will give their views too. Guide them as required.

Learn words:

- Start by making the activity fun and engaging. Begin with the first question, where students need to arrange the names of animals in a grid. Explain that they will be playing a puzzle game. Show them the grid and point out that some boxes are grey, meaning they cannot write in those spaces. Tell them that they need to fit the names of five animals into the grid, but not all the names will fit. Encourage them to try different combinations and see which ones work. Once they have filled in the grid, ask them to identify the two animals that do not fit and write their names separately.
- Next, move on to the second question, which involves choosing the right adjective to describe each animal. Explain that adjectives are words that describe nouns and give more information about them. Show them pictures of the animals and read out the list of adjectives. Use the example of 'a spotted leopard' to demonstrate how adjectives work. Then, ask them to look at each picture and choose the best adjective to describe the animal. For instance, they might choose 'huge' for an elephant or 'tiny' for a frog. Encourage them to think about the characteristics of each animal and select the most suitable adjective.
- Finally, for the third question, where students need to fill in the missing letters in words, explain that they will be playing a word game. Show them the words with missing letters and ask them to think about what the complete word should be. For example, 'n pkin' should be 'napkin', 'pac et' should be 'packet', and 'bask t' should be 'basket'. Encourage them to sound out the words and think about what letters are missing. This will help them improve their spelling and vocabulary.
- Throughout the lesson, maintain a friendly and supportive atmosphere. Encourage students to ask questions and share their thoughts. Praise their efforts and make sure they feel confident in their abilities. This approach will make learning enjoyable and effective.

Learn grammar:

- Start by explaining that articles are special words that come before nouns. They help us know if we are talking about something specific or something in general. Tell them that there are three articles in English: 'a', 'an', and 'the'.
- Use simple examples to illustrate each article. For instance, say, 'A cat is on the roof.' Explain that we are talking about any cat, not a specific one. Then, say, 'An apple a day keeps the doctor away.' Point out that we use 'an' before words that start with a vowel sound. Finally, say, 'The sun is bright today.' Explain that we are talking about one specific sun.
- Next, move on to the fill-in-the-blank questions. Read each sentence aloud and ask the students to think about which article fits best. For example, for the sentence 'I saw elephant at the zoo,' ask them if it should be 'a elephant,' 'an elephant,' or 'the elephant.' Guide them to the correct answer, which is 'an elephant,' because 'elephant' starts with a vowel sound.

- Continue with the other sentences, encouraging the students to think about whether they are talking about something specific or something in general. For ‘She wants to buy new book,’ explain that it should be ‘a new book’ because we are talking about any book, not a specific one. For ‘moon is shining brightly tonight,’ it should be ‘the moon’ because we are talking about the specific moon in the sky.
- For ‘He ate orange for breakfast,’ guide them to choose ‘an orange’ because ‘orange’ starts with a vowel sound. For ‘We went to park yesterday,’ it should be ‘the park’ because we are talking about a specific park they visited. Finally, for ‘dog barked loudly,’ it should be ‘the dog’ because we are talking about a specific dog that barked.

Learn to write:

- Begin by explaining that phonemes are the smallest elements of speech in language. They help create differences in the sounds of words. Use simple examples like ‘sip’ and ‘zip’ to show how changing one sound can create a completely different word. Emphasise that the ‘s’ and ‘z’ sounds are phonemes that make these words distinct.
- For the first question, where students need to create phonemes for given words, explain that they will be identifying the individual sounds in each word. Show them how to break down the word ‘sat’ into its phonemes: ‘s’, ‘a’, and ‘t’. Then, ask them to do the same for the words ‘mat’, ‘cake’, ‘sing’, and ‘mice’. Encourage them to write these phonemes in their notebooks, helping them understand how each sound contributes to the word.
- Next, move on to the second question, where students need to write informative sentences about an animal of their choice. Explain that they will be writing five or six sentences that provide information about their favourite animal. Encourage them to think about what they know about the animal, such as its habitat, diet, appearance, and any interesting facts. For example, if a student chooses a lion, they might write sentences like: ‘A lion lives in the savannah.’ ‘Lions are known as the king of the jungle.’ ‘They have a loud roar.’ ‘Lions hunt in groups called prides.’ ‘A lion’s mane is a sign of its strength.’
- Throughout the lesson, maintain a friendly and supportive atmosphere. Encourage the students to ask questions and share their thoughts. Praise their efforts and make sure they feel confident in their abilities. This approach will make learning about phonemes and writing informative sentences enjoyable and effective.

Learn to listen:

- Start by creating a fun and engaging atmosphere. Explain that they will be listening to the first half of each joke and then choosing the correct answer from the options provided. Make sure to use expressive intonation and a playful tone to keep the students interested.
- Begin with the first joke: ‘How do bees go to school?’ Read the options aloud: ‘because he tasted funny’ and ‘by school buzzzz’. Ask the students to think about which answer makes sense and is funny. Guide them to choose ‘by school buzzzz’ as the correct answer.
- Move on to the next joke: ‘Why are elephants so wrinkled?’ Read the options: ‘did you ever try to iron one?’ and ‘time to get a new fence’. Encourage the students to think about why elephants might be wrinkled and which answer is humorous. Help them understand that ‘did you ever try to iron one?’ is the funny and correct answer.

- For the third joke: ‘What does a lion say when he meets other animals?’ Read the options: ‘pleased to eat you’ and ‘pray that it doesn’t see you’. Ask the students to consider what a lion might say and which answer is amusing. Guide them to choose ‘pleased to eat you’ as the correct answer.
- Finally, for the last joke: ‘What do you call a bear with no ears?’ Read the options: ‘a rabbit wearing glasses’ and ‘B’. Explain that the correct answer is ‘B’ because if you remove the ears (the letters ‘e’ and ‘a’) from ‘bear’, you are left with ‘B’.
- Throughout the lesson, maintain a friendly and supportive tone. Encourage the students to ask questions and share their thoughts. Praise their efforts and make sure they feel confident in their abilities. This approach will make learning about animal jokes enjoyable and effective.
- Refer to the listening text at the end of the coursebook and read or play the relevant passage to ensure the students understand the context of each joke. This will help them appreciate the humour and engage more deeply with the activity.

Learn to speak:

- Start by explaining that they will be working in pairs to talk about the stories they have read in their textbook. Tell them that this is a chance to share their thoughts and opinions with a classmate.
- Begin by demonstrating the conversation with a student or another teacher. Use the example provided:
- Student A: ‘Do you remember all the stories in this textbook?’ Student B: ‘I think so. Which one did you like the best?’
- Explain that Student A will start the conversation by asking if their partner remembers the stories. Student B will respond and then ask which story Student A liked the best. Encourage the students to think about their favourite story and why they liked it. They can talk about the characters, the plot, or any part of the story that they found interesting or enjoyable.
- Next, pair up the students and ask them to have this conversation with their partner. Walk around the classroom and listen to their discussions, offering support and encouragement as needed. Make sure each student has a chance to speak and share their thoughts.
- After the pairs have finished their conversations, bring the class back together and ask a few students to share what they discussed with their partners. This will give everyone a chance to hear different opinions and learn from each other.
- To make the lesson more interactive, you can ask the students to role-play their conversation, similar to the one in the example. For instance, one student might say, ‘Shall we go to the zoo this weekend?’ and the other might respond, ‘That’s a great idea. I’ll ask my parents first.’ This activity will help them practise conversational skills and think creatively about their weekend plans.

Class assessment:	✓	✗
Can the students recall the message and theme of the story?		

Can the students attempt the comprehension questions?		
Can the students use adjectives?		
Can the students identify phonemes?		
Can the students use articles appropriately?		
Can the students listen to a passage and translate their findings in the textbook?		
Can the students discuss the given topic in pairs?		

Teacher's notes:

- If the students are unable to recall the message and theme of the story, start by revisiting the story with them. Read it aloud again, pausing to discuss key points and asking questions to guide their understanding. Use visual aids or drawings to help illustrate the main ideas and themes. Encourage students to share their thoughts and relate the story to their own experiences.
- If the students are unable to attempt the comprehension questions, break down the questions into simpler parts. Go through each question together, discussing what it is asking and how to find the answer in the text. Provide examples and model how to answer a question. Encourage students to work in pairs or small groups to discuss their answers before sharing with the class.
- If the students are unable to use adjectives, start with a review of what adjectives are and how they are used. Provide plenty of examples and engage the students in a fun activity where they describe objects or pictures using adjectives. Encourage them to use adjectives in their own sentences and praise their efforts to build confidence.
- If the students are unable to identify phonemes, begin with a simple explanation of what phonemes are and why they are important. Use phoneme cards or sound games to help them practise identifying different sounds. Break words into their individual sounds and have students repeat them. Provide lots of opportunities for practice in a supportive and encouraging environment.
- If the students are unable to use articles appropriately, review the rules for using 'a', 'an', and 'the'. Provide clear examples and practise together with sentences that need articles. Use interactive activities, such as matching games or fill-in-the-blank exercises, to reinforce their understanding. Encourage students to use articles in their own writing and speaking.
- If the students are unable to listen to a passage and translate their findings in the textbook, practise listening skills with shorter, simpler passages first. Read the passage aloud and ask students to listen carefully. Discuss what they heard and guide them in finding the corresponding information in the textbook. Use visual aids or summaries to help them connect the spoken words to the text.
- If the students are unable to discuss the given topic in pairs, provide clear instructions and model how to have a conversation. Pair students with a partner and give them a simple, structured format to follow. Encourage them to take turns speaking and listening. Provide sentence starters or prompts to help them get started. Monitor their discussions and offer support as needed to build their confidence and communication skills.

UNIT 10: WHEN ALL THE WORLD'S ASLEEP (Extensive Reading)

Grade: II

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- recite the poem with appropriate actions
- identify the sequence of events in the poem
- ask and answer questions based on the text

Overview:

This poem has been included to make students think about the habitat of various insects like caterpillars and bugs. According to the poet, all other animals have a place they call home, but where do insects sleep?

Success criteria:

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

- appreciate the poem and understand its language and rhythm
- understand that animals and insects also have homes
- understand the life cycle of a butterfly

Generic skills:

- **Collaborative:** Students will work in pairs or small groups to discuss the imagery and themes of the poem. They will share their interpretations of where insects might go at night and compare these ideas with the resting places of other animals mentioned in the poem. By engaging in activities such as drawing scenes or acting out the poem, students will enhance their ability to work together and communicate their ideas effectively. This collaborative effort will help them understand the importance of teamwork and the natural world.
- **Analytical:** Students will think about the themes and questions posed by the poem. They will analyse the different resting places of animals and insects, considering why the poet chose to highlight these specific creatures. This analysis will help students form opinions about the importance of understanding nature and the curiosity that drives scientific inquiry. They will discuss how the poem evokes a sense of wonder about the natural world and the mysteries it holds.

- **Creative Thinking:** Students will use their imagination to extend the poem or create their own versions. They might come up with different scenarios or additional verses that explore where insects go at night. This creative exercise will foster their creative writing and storytelling abilities, encouraging them to think beyond the poem's original lines. For example, they might imagine a scene where insects find hidden places to rest or interact with other nocturnal creatures.

Starter:

- Instruct the students to close their books. Do not disclose the name of the lesson they are about to read.
- Begin a discussion on the basis of the questions given below. Allow students to answer individually or in chorus. Allot ten minutes for this discussion.
 1. *Have they ever thought about where animals live and what they eat?*
 2. *Where do they think butterflies go during the night, when the world is asleep?*
 3. *Do they know of any animals that stay awake at night?*

All student responses should be encouraged and appreciated. The teacher should carefully monitor and moderate the discussion.

- Now ask the students to open their books and turn to the corresponding lesson.

Lesson structure:

Reading:

- Begin by instructing the students to silently read the short poem 'Where Do All the Insects Go at Night?' Encourage them to take their time and enjoy the imagery and rhythm of the poem. After they have read it, ask if there are any words they find difficult to understand. Take the time to explain these words, ensuring that everyone has a clear understanding of the vocabulary used.
- Next, engage the students in a discussion with the following questions: 'Have you ever seen an insect asleep?' 'Have you ever seen an owl asleep?' 'Do you know where stray cats and other animals sleep?' Encourage them to share their observations and experiences. This will help them connect the poem to their own lives and spark curiosity about the natural world.
- Once the initial discussion is complete, read the poem aloud to the students. This time, ask them to follow the lines in their textbooks as you read. Use expressive intonation to bring the poem to life, emphasising the rhythm and the questions posed by the poet. This will help the students appreciate the musical quality of the poem and understand its deeper meaning.

- After reading the poem aloud, divide the students into groups and ask them to discuss the following questions: ‘Did you enjoy the poem?’ ‘What did you like about the poem?’ ‘Do you think the questions asked in the poem are interesting? Can you think of other similar questions to ask?’ Encourage each group to share their thoughts and ideas, fostering an interactive and collaborative discussion. Monitor and moderate the discussion to ensure it remains focused and inclusive.

Explanation of the Poem

- The poem ‘Where Do All the Insects Go at Night?’ explores the curiosity about where insects and other animals go to rest when the world is asleep. It contrasts the known resting places of various animals, such as turtles in their shells, robins in their nests, and lions in their dens, with the mysterious whereabouts of insects like bugs, butterflies, and caterpillars.

Theme and Message

- The theme of the poem revolves around curiosity and the mysteries of the natural world. It encourages readers to think about the unseen aspects of nature and the lives of small creatures. The message is that there is always more to learn and discover about the world around us, and even the smallest creatures have their own unique ways of living.

Rhythm and Examples

- The poem has a rhythmic quality that makes it enjoyable to read aloud. The repetition of questions and the use of rhyming pairs create a musical flow that captures the reader’s attention. For example, the lines ‘Where do bugs and butterflies / And caterpillars creep?’ and ‘When everything is dark outside / And all the world’s asleep?’ use rhyme and rhythm to emphasise the poet’s curiosity.

How to Read the Text

- When reading the poem, use expressive intonation to convey the sense of wonder and curiosity. Emphasise the questions and the contrasting images of different animals’ resting places. This will help the students engage with the poem and appreciate its lyrical quality.

Characters

- The poem does not have traditional characters but rather mentions various animals and insects. Each creature represents a different aspect of the natural world, from the familiar resting places of larger animals to the mysterious habits of insects.

Learn to read:

- Begin by making two columns on the blackboard—one for insects and one for birds and animals. Divide the class into groups and ask each group to provide two names for each column. Write these names down on the blackboard. This will help the students visually organise the information and engage with the lesson.
- Next, ask the students to read out the names of animals and their homes from the poem. Write their answers on the blackboard, ensuring that everyone can see and understand the connections between the animals and their resting places. This step reinforces their comprehension of the poem and encourages participation.

- For the third question, read it aloud and instruct the students to complete it in their notebooks. Once they have finished, ask them to read out their answers. Listen carefully and correct any mistakes if necessary. This will help the students learn from their errors and improve their understanding.
- For the fourth question, instruct the students to go through the poem again. Ask them to underline all the rhyming words and then read their answers aloud. This activity will help them identify the poem's rhythm and enhance their phonemic awareness. Instruct them to write the rhyming pairs in their notebooks, reinforcing their learning through writing.
- To extend the activity, ask the students to make new sentences using the rhyming words. This will encourage them to think creatively and apply their knowledge in a new context. For example, if the rhyming pair is 'creep' and 'sleep', they might write sentences like 'The cat likes to creep quietly' and 'The baby needs to sleep peacefully'.

Activity:

- Begin by drawing the students' attention to the diagram of the life cycle of a butterfly. Explain that they will be learning about the different stages a butterfly goes through from the beginning of its life to becoming a beautiful adult butterfly. Use the diagram provided in the textbook or draw a similar one on the blackboard to help illustrate the process.
- Start by explaining the first stage, which is the **egg**. Tell the students that butterflies lay their eggs on the leaves of plants. These eggs are very tiny and can be hard to see. Point to the egg stage on the diagram and explain that this is where the butterfly's life begins.
- Next, move on to the second stage, the **larva** or **caterpillar**. Explain that when the egg hatches, a caterpillar emerges. The caterpillar's main job is to eat and grow. It munches on leaves and plants, getting bigger and bigger. Show the students the caterpillar stage on the diagram and explain that this stage is all about growth.
- Then, explain the third stage, the **pupa** or **chrysalis**. Tell the students that once the caterpillar has grown enough, it forms a chrysalis around itself. Inside this chrysalis, the caterpillar undergoes a transformation. This stage is very important because it is when the caterpillar changes into a butterfly. Point to the chrysalis stage on the diagram and explain that this is a time of change.
- Finally, explain the fourth stage, the **adult butterfly**. Tell the students that after some time, the chrysalis opens, and a beautiful butterfly emerges. The butterfly will then fly away to find a mate and lay eggs, starting the life cycle all over again. Show the students the butterfly stage on the diagram and explain that this is the final stage of the life cycle.
- After explaining the life cycle, instruct the students to colour the picture of the butterfly's life cycle given in their textbooks for homework. Encourage them to use bright and accurate colours to make their diagrams beautiful and informative.

Class assessment:	✓	✗
Can the students read and comprehend the poem about animals?		
Can the students discuss and analyse the message and the themes of the poem?		

Can the students listen to the poem and follow along in their textbooks?		
Can the students point out the rhyming words?		

Teacher's notes:

- If the students are unable to read and comprehend the poem about animals, start by reading the poem aloud to them. Use expressive intonation to bring the poem to life and capture their interest. After reading, discuss the poem line by line, explaining any difficult words and phrases. Encourage the students to ask questions and share their thoughts. Use visual aids, such as pictures of the animals mentioned in the poem, to help them understand the content better.
- If the students are unable to discuss and analyse the message and themes of the poem, begin by summarising the main ideas and themes. Ask guiding questions to help them think critically about the poem, such as 'What do you think the poet is trying to tell us?' and 'Why do you think the poet chose these animals?' Encourage group discussions where students can share their interpretations and listen to others' perspectives. Provide examples from the poem to illustrate the themes and messages.
- If the students are unable to listen to the poem and follow along in their textbooks, practise listening skills with shorter, simpler passages first. Read the poem aloud slowly and clearly, asking the students to follow along in their textbooks. Use finger-pointing or highlighting to help them keep track of the lines. Repeat the reading if necessary and encourage them to join in by reading aloud together. This will help them improve their listening and reading skills simultaneously.
- If the students are unable to point out the rhyming words, start by explaining what rhyming words are and how they create rhythm in poetry. Provide examples of rhyming pairs and practise identifying them in other simple poems or songs. Then, go through the poem again, asking the students to listen for rhyming words. Encourage them to underline or highlight these words in their textbooks. Discuss the rhyming pairs together and ask them to create new sentences using these words to reinforce their understanding.

UNIT 11: MY ELEPHANT I SMISSING (Extensive Reading)

Grade: II	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">• use the poem to appreciate belongings• develop a more in-depth understanding of rhyming words, simple phrases and sentences		
Overview: Through the given poem, the poet is sharing his feelings for his toy elephant which seems to be lost. The poet also mentions all efforts made by him to look for it.		
Success criteria: By the end of the lesson, students should be able to: <ul style="list-style-type: none">• appreciate the poem and understand its language and rhythm• relate with the feelings of the poet• create a poster	Generic skills: <ul style="list-style-type: none">• Collaborative: Students will work in pairs or small groups to discuss the poem and its playful narrative. They will share their interpretations of the speaker's feelings and the humorous situation of a missing elephant named Jerome. By engaging in activities such as drawing scenes from the poem or acting out parts of the story, students will enhance their ability to work together and communicate their ideas effectively. This collaborative effort will help them understand the importance of teamwork and creative expression.• Analytical: Students will think about the themes and messages of the poem. They will analyse the speaker's emotions, the whimsical nature of the poem, and the idea of searching for something important. This analysis will help students form opinions about the importance of responsibility, the bond between the speaker and Jerome, and the humorous elements that make the poem enjoyable. They will discuss how the poem uses exaggeration and imagination to create a light-hearted story.	

- **Creative Thinking:** Students will use their imagination to extend the poem or create their own versions. They might come up with different scenarios where Jerome the elephant goes on various adventures or interacts with other characters. This creative exercise will foster their creative writing and storytelling abilities, encouraging them to think beyond the poem's original lines. For example, they might imagine a scenario where Jerome helps other animals in the neighbourhood or finds a new hiding spot.

Starter:

- Instruct the students to close their books. Do not disclose the name of the poem they are about to read.
- Begin a discussion on the basis of the questions given below. Allow students to answer individually or in chorus. Allot ten minutes for this discussion.
 1. *Which toy is the dearest to you?*
 2. *Have you ever lost your favourite toy?*
 3. *Did you try to look for it?*
 4. *How did you feel?*

All student responses should be encouraged and appreciated. The teacher should carefully monitor the discussion to prevent chaos.

- Now ask the students to open their books and turn to the corresponding poem.

Lesson structure:

Reading:

- Begin by instructing the students to silently read the poem 'I Cannot Find My Elephant'. Remind them to avoid moving their lips or using their fingers or pencils along the lines as they read. This will help them focus on the text and improve their silent reading skills.
- Draw their attention to the difficult words given in the glossary box. Ask if there are any other words they find difficult to understand and take the time to explain these words. This will ensure that all students have a clear understanding of the vocabulary used in the poem.
- Next, engage the students in a discussion with the following questions:
 1. What is the poet looking for?
 2. Which was the first place where he looked for it?
 3. Which other places did he search for it?
 4. What did the poet finally decide?
 5. What was the elephant's name?
 6. What did the poet promise he would never tell the elephant?

- Encourage the students to answer individually and share their thoughts. This will help them engage with the poem and think critically about its content.
- After the discussion, read the poem out loud to the students. This time, ask them to follow the lines in their textbooks as you read. Use expressive intonation to bring the poem to life, capturing the playful and humorous tone of the narrative. This will help the students appreciate the rhythm and flow of the poem.

Explanation of the Poem

- The poem 'I Cannot Find My Elephant' is a whimsical and humorous narrative about a person searching for their missing elephant named Jerome. The poet describes looking for Jerome in various places around the house and yard, expressing surprise that finding an elephant could be so difficult. The poet decides to make posters and offer a reward to find Jerome, showing a sense of determination and care for the missing elephant.

Message and Theme

- The theme of the poem revolves around the playful and imaginative idea of having an elephant as a pet and the humorous situation of it going missing. The message is about the bond between the poet and Jerome, highlighting the poet's concern and efforts to find the elephant. The poem also touches on themes of responsibility and the lengths one will go to care for a beloved pet.

How to Read the Text

- When reading the poem, use expressive intonation to convey the playful and humorous tone. Emphasise the poet's surprise and determination, as well as the whimsical nature of the situation. This will help the students engage with the poem and appreciate its light-heartedness.

About the Author

- The poem is written by Kenn Nesbitt, a well-known children's poet who often writes humorous and imaginative poetry. His works are popular among young readers for their playful language and engaging themes. Nesbitt's poems encourage children to enjoy reading and explore their creativity.

Group Discussion

- Now that the poem has been read and heard, divide the students into groups and discuss the following questions:
 1. Did they enjoy the poem?
 2. What did they like about the poem?
- Encourage each group to share their thoughts and listen to others' perspectives. This will foster an interactive and collaborative discussion. Monitor the discussion to ensure it remains focused and inclusive and appreciate all student responses to create a supportive learning environment.

Learn to read:

- To make the classroom activity more engaging, start by dividing the students into groups. Give each group a set of questions to discuss. Ask them to jot down their thoughts in their rough notebooks. This will help them organise their ideas.
- After the group discussions, bring everyone together. Make sure each question's answer is read out loud at least once. This way, everyone can hear different opinions.
- Then, ask the other groups if they agree with the answer and if they have anything to add. This step is important because it encourages students to share and learn from each other.
- Finally, tell the students to write the correct answers in their notebooks. This ensures they have a clear record of the discussion. By following these steps, you will create a lively and inclusive classroom environment that promotes active participation and critical thinking.

Activity:

- Begin by discussing the sample poster with the students. Make sure they understand the question and what is expected of them. Start a class discussion about what they can include in their poster. Encourage them to share their ideas and thoughts.
- Explain the concept behind posters. Posters are visual tools used to convey information quickly and effectively. They can be used for various purposes, such as advertising events, sharing important messages, or raising awareness about issues. In this case, making a missing poster can help alert the community about a missing person or pet. It can provide essential details that might lead to their safe return.
- Advise the students on what they should do if they see a missing poster. They should carefully read the information provided and keep an eye out for the missing person or pet. If they have any relevant information, they should contact the authorities, or the number provided on the poster. This can make a significant difference in helping someone in need.
- Ask the students to complete the poster activity as homework. Be available to clear up any doubts they might have.
- Next, instruct them to attempt the second grammar exercise. Once they have finished, go over the correct answers together.
- You can also give them more sentences to practise as homework. This will help reinforce what they have learned. By following these steps, you will create a supportive and interactive learning environment.

Class assessment:	✓	✗
Can the students read and comprehend the poem about animals?		
Can the students discuss and analyse the message and the themes of the poem?		
Can the students listen to the poem and follow along in their textbooks?		
Can the students point out the rhyming words?		
Can the students explain the purpose behind missing posters?		

Teacher's notes:

- If the students are unable to read and comprehend the poem about animals, it is important to break down the poem into smaller, more manageable parts. Read each line or stanza aloud and then discuss its meaning with the class. Use simple language and relate the content to the students' everyday experiences to make it more understandable. Encourage the students to ask questions and share their thoughts.
- If the students are struggling to discuss and analyse the message and themes of the poem, start by identifying the main ideas together. Ask guiding questions to help them think about the poem's message. For example, 'What do you think the poet is trying to tell us about animals?' or 'How do the animals in the poem feel?' Use visual aids or drawings to illustrate the themes and make the discussion more engaging.
- If the students are having difficulty listening to the poem and following along in their textbooks, read the poem aloud slowly and clearly. Pause after each line or stanza to allow the students to find their place in the text. Encourage them to use their fingers to track the words as you read. You can also play an audio recording of the poem if available, so they can hear it read by different voices.
- If the students are unable to point out the rhyming words, start by explaining what rhyming words are and giving some examples. Read the poem aloud and emphasise the rhyming words by changing your tone or pausing slightly. Ask the students to listen carefully and raise their hands when they hear words that rhyme. Write the rhyming words on the board and practise identifying them together.
- If the students are struggling to explain the purpose behind missing posters, begin by discussing what missing posters are and why they are important. Use real-life examples to illustrate their purpose. Ask the students to think about how they would feel if they lost something or someone important to them. Encourage them to share their thoughts and feelings. Explain that missing posters help people find lost items or loved ones by providing important information to the community.

UNIT 11: THE ELEPHANT'S NOSE

Grade: II

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- characters and sequence of events in a story.
- understand how characters from a story emote and conduct themselves.
- infer the meaning of unfamiliar words by reading them in context.

Overview:

The following story has been included to inform young readers about the consequences of being too curious about something. As a result of his curiosity, the little elephant almost lost his life and finally, ended up with a long nose.

Success criteria:

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

- understand that too much of curiosity can sometimes be harmful
- spell long words by breaking them down

Generic skills:

- **Collaborative:** Students will work in pairs or small groups to discuss the story of the curious elephant's child. They will share their interpretations of the characters' actions and motivations, particularly focusing on the elephant's curiosity and the consequences of his questions. By engaging in activities such as role-playing scenes or drawing key moments from the story, students will enhance their ability to work together and communicate their ideas effectively. This collaborative effort will help them understand the importance of curiosity, teamwork, and problem-solving.
- **Analytical:** Students will think about the themes and moral lessons of the story. They will analyse the characters' actions, especially the elephant's child's relentless curiosity and the crocodile's cunning nature. This analysis will help students form opinions about the importance of asking questions, the potential dangers of curiosity, and the value of seeking help when in trouble. They will discuss how the elephant's child's curiosity led to an unexpected transformation and the role of the kolokolo bird in helping him.

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- **Creative Thinking:** Students will use their imagination to extend the story or create their own versions. They might come up with different outcomes, new adventures, or additional characters that the elephant's child could encounter. This creative exercise will foster their creative writing and storytelling abilities, encouraging them to think beyond the story's original events. For example, they might imagine a scenario where the elephant's child uses his new long nose to help other animals or goes on further adventures to satisfy his curiosity.

Starter:

- Begin the lesson by engaging the students in a starter exercise that encourages them to think about the special physical characteristics that make each animal unique. Ask them to close their books and keep the name of the lesson a secret to build anticipation and curiosity.
- Start the discussion by asking the students the following questions: 'Do you like to ask a lot of questions?' 'What do you do when someone does not answer your questions?' 'Have you ever gotten into trouble because of your curious nature?' Allow each student to answer individually and allot ten minutes for this discussion. Encourage them to share their experiences and thoughts, fostering a supportive and open environment where everyone feels comfortable expressing themselves.
- As the students share their answers, listen attentively and provide positive reinforcement. This will help them feel valued and more engaged in the discussion. Use their responses to guide the conversation, drawing connections between their experiences and the themes of curiosity and inquiry.
- After the discussion, instruct the students to turn to the corresponding lesson in their textbooks. As they read, guide them to focus on the story of the curious elephant's child and how his questions led to an unexpected adventure. Explain that the story highlights the importance of curiosity and the consequences it can bring.

Lesson structure:

Reading:

- Begin by reading the story aloud to the students, asking them to follow along silently. Use expressive intonation to bring the story to life, capturing the emotions and actions of the characters. This will help the students engage with the text and understand the narrative more deeply. As you read, draw their attention to the difficult words listed in the glossary box. Encourage them to identify any other words they find challenging and take the time to explain these words, ensuring that everyone has a clear understanding of the vocabulary used.

- After completing the story, engage the students by asking whether they enjoyed the story and, if so, why. Encourage them to share their thoughts and feelings about the narrative, fostering an open and inclusive discussion. Appreciate all responses and encourage active participation, making sure every student feels valued and heard.

Explanation of the Story

- The story 'The Elephant's Child' revolves around a young elephant who is always asking questions. His curiosity leads him to ask a question that scares all the animals: 'What does a crocodile have for dinner?' Despite being warned to shush, the elephant's child persists and eventually meets the kolokolo bird, who directs him to the Limpopo river for answers. There, he encounters a crocodile who catches him by his nose. With the help of the kolokolo bird, the elephant's child manages to escape, but his nose is stretched long in the process. This transformation marks the beginning of the elephant's long trunk.

Message and Theme

- The theme of the story revolves around curiosity and its consequences. It encourages readers to think about the importance of asking questions and seeking knowledge, while also being aware of the potential dangers that curiosity can bring. The message is that curiosity can lead to unexpected outcomes, and sometimes, it is important to seek help when in trouble. The story also highlights the value of perseverance and the willingness to learn from experiences.

How to Read the Text

- When reading the story, use expressive intonation to convey the emotions of the characters. Emphasise the elephant's child's excitement and curiosity, the animals' fear, and the crocodile's cunning nature. This will help the students engage with the story and understand the characters' feelings and motivations. Encourage the students to follow along in their textbooks, using finger-pointing or highlighting to keep track of the lines.

About the Author

- The story 'The Elephant's Child' is a classic tale written by Rudyard Kipling, a renowned British author known for his works of fiction, including 'The Jungle Book' and 'Just So Stories'. Kipling's stories often explore themes of adventure, curiosity, and the natural world, making them engaging and educational for young readers.

Learn to read:

Understand:

- Divide the class into groups. Each group will discuss the answers to the given questions and make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask at least three 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 all the answers in their notebooks. The time limit for this exercise should not exceed 15 minutes.

Infer:

- Discuss Question 1 (i) in class. Encourage students to come up with humorous answers.

Reflect:

- Explain both the questions to the class and divide them into groups of four or five. Ask
- them to come up with answers on their own. Open the discussion to the class and write down any important point on the blackboard.

Learn words:

- Start by making the activity engaging and interactive. Begin with the first question, where students need to complete sentences using words from the story that begin with the letter 'w'. Explain that they will be using these words to fill in the blanks and make the sentences complete.
- Read each sentence aloud and ask the students to think about which word fits best. For example, for the sentence 'Don't like that,' said the hairdresser to the little boy, 'my hand might slip, and you might get hurt,' guide them to choose the word 'wriggle' because it makes sense in the context. Similarly, for 'It was cold, so my mother her shawl around me,' help them understand that 'wrapped' is the correct word. For 'We a long time for the bus,' 'waited' fits perfectly, and for 'My friend spoke in a because she didn't want the teacher to hear her,' 'whisper' is the right choice.
- Next, move on to the second question about prefixes. Explain that a prefix is a group of letters added to the beginning of a word to change its meaning. Use simple examples like 'unhappy' and 'disappear' to illustrate how prefixes work. Show them how adding 'un' to 'happy' makes 'unhappy,' which means not happy, and adding 'dis' to 'appear' makes 'disappear,' which means to vanish.
- Ask the students to add the prefixes 'un' and 'dis' to the given words. For example, 'agree' becomes 'disagree,' meaning not to agree, and 'fair' becomes 'unfair,' meaning not fair. Encourage them to think about the meanings of the new words and how the prefixes change them.

Learn grammar:

- Start by explaining that asking questions is a way to get information about someone or something. Use simple language and examples to make the concept clear.
- Begin with the first set of questions using verbs like 'am', 'is', and 'are'. Explain that when we make questions, we often change the order of the words. For example, 'You are hungry' becomes 'Are you hungry?' Show them how 'I am a crocodile' changes to 'Am I a crocodile?' and 'They are ready' becomes 'Are they ready?' Use these examples to illustrate the pattern.
- Next, ask the students to make questions from the given statements. Read each statement aloud and guide them through the process of changing it into a question. For example, 'I am a farmer' becomes 'Am I a farmer?' and 'Maria is very angry' becomes 'Is Maria very angry?' Encourage the students to write the questions in their notebooks and read them aloud to reinforce their understanding.

- Move on to the second set of questions using other verbs like 'eat', 'want', and 'play'. Explain that these questions need a helping word, such as 'do' or 'does'. For example, 'You eat bananas' becomes 'Do you eat bananas?' and 'Moosa wants ice cream' becomes 'Does Moosa want ice cream?' Show them how 'They play cricket' changes to 'Do they play cricket?'
- Ask the students to make questions from the given statements. Read each statement aloud and guide them through the process of adding the helping word and changing the order of the words. For example, 'Sara reads fluently' becomes 'Does Sara read fluently?' and 'Adnan writes to his father every day' becomes 'Does Adnan write to his father every day?' Encourage the students to write the questions in their notebooks and read them aloud to reinforce their understanding.

Learn spelling:

- Start by explaining that long words can be easier to read and spell if we break them up into smaller parts. Use simple language and examples to make the concept clear.
- Begin by showing the students the examples provided: 'cro-co-di-le', 'lim-po-po', 'cu-ri-ous', 'ko-lo-ko-lo', 'ques-ti-on', 'po-li-te-ly', 'hap-pen', and 'spl-a-sh'. Explain that breaking these words into smaller parts helps us see how they are made up of different sounds and syllables. This makes it easier to read and spell them.
- Next, practise breaking up the words together. Say each word aloud and then break it into parts, emphasising each syllable. For example, say 'crocodile' and then break it into 'cro-co-di-le'. Encourage the students to repeat after you, helping them get used to the rhythm and sounds of the syllables.
- After practising with the examples, instruct the students to find their own long words from a newspaper or book. Ask them to break these words into parts and write them down. This will help them apply the skill to new words and reinforce their learning.
- Dictate the given spellings to the students, one by one, and ask them to break each word into parts as they write it down. For example, say 'curious' and ask them to write 'cu-ri-ous'. Walk around the classroom and provide support as needed, ensuring that everyone understands the process.
- Encourage the students to share their long words and the parts they have broken them into. This will help them learn from each other and build confidence in their spelling abilities.

Learn to write:

- Start by making the activity fun and engaging. Begin by showing the students the pictures of various animals that they will be colouring. Explain that they will be using their favourite colours to make the pictures beautiful.
- Encourage the students to take their time and be creative with their colouring. Once they have finished, ask them to choose any two animals from the pictures and write three or four sentences about each one in their notebooks.

- Provide an example to guide them: ‘This is a lion. It lives in the jungle. It is golden brown. It has a mane around its head and neck. It is a fierce animal.’ Explain that they can use similar sentences to describe their chosen animals.
- Walk around the classroom and offer support as needed. Encourage the students to think about where the animals live, what they look like, and any interesting facts they know about them. For example, if a student chooses a rabbit, they might write: ‘This is a rabbit. It lives in a burrow. It is white and fluffy. It likes to eat carrots.’

Learn to listen:

- Start by creating a calm and attentive atmosphere. Explain that they will be listening to a story about an alligator that has lost its way. Make sure they understand that they need to listen carefully to the story twice and then draw a picture about it.
- Begin by reading or playing the story from the listening text at the end of the coursebook. Use expressive intonation to bring the story to life and capture the students’ interest. After the first reading, ask the students to think about what they heard and imagine the scenes described in the story.
- Read or play the story a second time, encouraging the students to listen even more carefully. This repetition will help them remember the details and visualise the story better.
- After listening to the story twice, instruct the students to draw a picture about the alligator that has lost its way. Encourage them to be creative and include as many details as they can remember from the story. For example, they might draw the alligator wandering through different landscapes, meeting other animals, or finding its way back home.
- Walk around the classroom and offer support as needed. Praise their efforts and creativity, making sure they feel confident in their abilities. Once they have finished their drawings, ask them to share their pictures with the class and explain what they have drawn. This will help reinforce their understanding of the story and encourage them to express their ideas.

Learn to speak:

- Start by explaining that being polite means using kind and respectful words when asking for something or talking to others. Use simple language and examples to make the concept clear.
- Begin by showing how the elephant’s child speaks politely to the crocodile in the story: ‘Excuse me, but have you ever seen a crocodile?’ Explain that words like ‘Excuse me’, ‘Please’, and ‘Could you’ are used to be really polite. Provide an example: ‘Excuse me, could you let go of my nose, please?’ Explain that a polite response would be: ‘Yes, of course I will,’ but note that the crocodile is not a very polite creature.
- Next, instruct the students to work in pairs. Explain that they will take turns asking each other to do something and replying politely. Use the table provided to guide them. For example, if they want someone to lend them a pencil, they could say, ‘Excuse me, could you lend me your pencil?’ If they want someone to tell them where the library is, they could say, ‘Could you tell me where the library is, please?’

- Encourage the students to practise using polite words and tone. Walk around the classroom and listen to their conversations, offering support and guidance as needed. Praise their efforts and remind them that being polite helps everyone feel respected and valued.
- For the scenarios provided, guide the students through each one:
 - If someone is speaking very loudly, they could say, ‘Excuse me, could you speak softly, please? I am trying to study.’
 - If they want someone to shut the door, they could say, ‘Could you shut the door, please?’

Class assessment:	✓	✗
Can the students recall the message and theme of the story?		
Can the students attempt the comprehension questions?		
Can the students make questions effectively?		
Can the students spell words properly?		
Can the students colour the given objects and write about the given topic?		
Can the students listen to a passage and translate their findings in the textbook?		
Can the students discuss the given topic in pairs?		

Teacher’s notes:

- If the students are unable to recall the message and theme of the story, start by revisiting the story with them. Read it aloud again, pausing to discuss key points and asking questions to guide their understanding. Use visual aids or drawings to help illustrate the main ideas and themes. Encourage students to share their thoughts and relate the story to their own experiences. This will help them connect with the narrative and remember its message and theme.
- If the students are unable to attempt the comprehension questions, break down the questions into simpler parts. Go through each question together, discussing what it is asking and how to find the answer in the text. Provide examples and model how to answer a question. Encourage students to work in pairs or small groups to discuss their answers before sharing with the class. This collaborative approach will help them feel more confident in their comprehension skills.
- If the students are unable to make questions effectively, start by reviewing the structure of questions. Use simple examples to show how statements can be turned into questions. Practise together by changing statements into questions, emphasising the word order and helping words like ‘do’ and ‘does’. Encourage students to practise with their classmates, taking turns to ask and answer questions. This will help them understand the process and improve their questioning skills.

- If the students are unable to spell words properly, begin with a review of phonics and syllables. Break down long words into smaller parts and practise spelling each part separately. Use fun activities like spelling games or word puzzles to make learning enjoyable. Encourage students to practise spelling words in their notebooks and provide positive reinforcement to build their confidence.
- If the students are unable to colour the given objects and write about the given topic, start by providing clear instructions and examples. Show them how to colour the objects neatly and accurately. Encourage them to think about the characteristics of the objects and write simple sentences describing them. Provide support and guidance as they work, praising their efforts and helping them improve their writing skills.
- If the students are unable to listen to a passage and translate their findings in the textbook, practise listening skills with shorter, simpler passages first. Read the passage aloud and ask students to listen carefully. Discuss what they heard and guide them in finding the corresponding information in the textbook. Use visual aids or summaries to help them connect the spoken words to the text. This will improve their listening and comprehension abilities.
- If the students are unable to discuss the given topic in pairs, provide clear instructions and model how to have a conversation. Pair students with a partner and give them a simple, structured format to follow. Encourage them to take turns speaking and listening. Provide sentence starters or prompts to help them get started. Monitor their discussions and offer support as needed to build their confidence and communication skills.

ANSWER KEYS

Unit 1: Caring for Peers in Islam

Starter

Encourage the students to come up with different ways of caring for each other and discuss answers in class. For example: be kind to the community, be a good neighbor and share food with loved ones.

Learn to read (pg. 3)

- (Answers may vary.) We can offer support to someone who is going through a difficult time. We can cook our loved ones' favorite meal for them.
 - He would invite his friends and neighbors.
 - He would complete eating his food if he liked his meal.
- share; in; invite.

Learn words (pg. 3)

Discuss the importance of food wastage prevention and the types of ways used to do it. For example: plan meals or control portion size while eating, use leftover food to make a fresh meal and recycle food packaging materials.

Encourage the students to read the given content and help them if they need it.

Learn to write (pg. 4)

- watermelon = water + melon
 - peanut = pea + nut
 - cupcake = cup + cake
- (Answers may vary.)
 - He advised against overeating.
 - He also encouraged Muslims to share food with their loved ones.
 - He also advised never to waste food.

Learn to listen (pg. 4)

Discuss national heroes and awards given to them in class.

Learn to speak (pg. 4)

- (Answers may vary.)
 - chain; chips; chalk
 - knock; knee; knife
 - lunch; catch; beach
 - duck; brick; clock

2. Encourage the students to do this exercise on their own. Guide them wherever help is needed.

Submarine: Sub-ma-rine

Calendar: Cal-en-dar

Blackie: Black-ie

Caterpillar: Cat-er-pil-lar

Buffalo: Buf-fa-lo

Unit 2: Piku Counts His Donkeys

Starter

The boy at the back gives the right answer which is seven.

Encourage the students to answer this on their own.

Learn to read (pg. 8)

- (a) (solved in the book.)

(b) Piku rode one of the donkeys. ✓

(c) Piku wanted to hide the donkeys. ✗

(d) He counted one donkey less. ✓

(e) He asked his friend Chiku to help him. ✓

(f) Chiku thought that Piku was clever. ✗
- (a) Yes, Piku understood his mistake when Chiku pointed it out to him. He said, "Of course, how silly of me!"

(b) Answers will vary between yes and no. Accept all relevant answers.

(c) (i) no.

(ii) no.

(iii) no.

(iv) yes.

(v) no.

Learn words (pg. 8 and 9)

- (a) Jump

(b) Count

(c) Climb

(d) Silly

(e) Donkey
- (i) (Completed in the book already.)

(ii) Rose

(iii) Long Ears

(iv) Brownie

(v) Beauty

(vi) Kicker

- (vii) Fleet Foot
- (viii) Sleepy Head
- (ix) Blinkers

Learn grammar (pg. 9 and 10)

1. on
2. under
3. between
4. behind
5. near

Learn to write (pg. 10)

Piku bought nine donkeys. He sat on a donkey. The others followed behind him. He stopped to count the donkeys. He could find only eight of them. His friend Chiku helped him to find the missing donkey. Piku was sitting on it.

Learn to listen (pg. 10)

- Cat – Rainbow
- Big dog – Boxer
- Little dog – Pommy
- Parrot – Chatty
- Tortoise – Hurry Up

Learn to speak (pg. 11)

Encourage the students to work in pairs and have a dialogue amongst themselves. For example:

Student A will say: You have got nice handwriting!

Student B will say: Thank you so much!

Student A will say: You're very polite!

Student B will say: Thanks a lot!

Unit 3: The Story Of Miss Moppet

Starter

They are not friends. They will not eat from the same plate.

1. Cross *X*
2. Tick *X*
3. cross *X*
4. cross *X*
5. tick *X*

Learn to read (pg. 14 and 15)

1. (a) kitten
(b) cupboard
(c) head
(d) ill

(e) towel

(f) hole

2. (a) Miss Moppet was cleverer than the mouse because she convinced the mouse that she was ill.
(b) (Answers may vary, accept all relevant answers.)
(c) Miss Moppet teased the mouse by tying it in a towel and tossing it around like a ball. It was not nice of Miss Moppet to tease the mouse like this.

Learn words (pg. 15 and 16)

1. In order of blank appearance starting from top left:
Tail; ear; eye; whiskers; fur; paw; claw; tongue.
Guide the students wherever needed.
2. nail; claw; hand and foot; paws; skin; fur
3. (a) kitten
(b) mouse
(c) towel
(d) tease
(e) cupboard

Learn grammar (pg. 16-18)

1. Read the sentences out loud for the students. Encourage them to read the sentences as well. The students will then write the given paragraph with corrected words, in their notebooks. (Corrected words are given below, **bold** and underlined.)
My friends and I go to the park. It is near our house. I take a bat, and my friends bring a ball. We play cricket. Two dogs chase the ball, and **they** catch it and run away with it. My friends chase the dogs. **They** drop the ball and run away. My friends get it back.
2. Read aloud for the benefit of the students and encourage them to read as well.
3. At seven in the morning, I eat my breakfast.
At seven thirty, I take the bus to school.
I reach school at eight.
At eight thirty, we have morning assembly at school.

Learn spelling (pg. 18)

1. Read the words out loud for the benefit of the students. Dictate the words and ask the students to write them down in their notebooks.
2. Encourage the students to do this exercise on their own. They may be prompted where needed.

Learn to write (pg. 18)

(Accept all relevant answers.)

1. There is a blue cloth on the table.
2. Two cats are drinking milk from the bowl.
3. A mouse is sitting below the table, eating cake.

Learn to listen (pg. 19)

Cow; butcher; farmer; baker.

Learn to speak (pg. 19)

For example:

Student A: Hello. Are you a new student?

Student B: Hi. Yes, I'm new.

Student A: What's your name?

Student B: I am Sameer.

Encourage the students to do this exercise in pairs.

Unit 4: An Old Red Hat

Starter

1st picture: 1 egg

2nd picture: 2 eggs

3rd picture: 3 eggs

4th picture: 4 eggs

Learn to read (pg. 22 and 23)

- Ada had three eggs in her mum's old hat.
 - Ada went to the market to sell the three eggs.
 - Ada went to the market on a bus.
 - She sold the eggs to a lady on the bus.
 - Ada met two people on the bus. First there was a boy and then she met a lady.
 - Ada went to the market with three eggs in an **old red hat**. She came back with a **new red hat**. It was for her mother.
- She was afraid that her mother would scold her. ✗
 - She was ashamed of her mother's old hat. ✗
 - She loved her mother and wanted to buy her something. ✓
 - She could find nothing that she wanted for herself. ✗

Encourage discussion in class.

- (Accept all relevant answers.)

Ada and her mum were happy at the end of the story. Ada was happy because of the joy of giving a gift and her mother was happy because she got a gift from her daughter.

- (Accept all relevant answers.)

Ada said so because she wanted to make sure none of the eggs were broken.

Learn words (pg. 23)

- turtle - shell
 - rabbit - hole
 - bear - cave
 - lion - den
 - cow - barn

2. pig – pen
horse – stable
dog – kennel
bee - hive
3. The students will follow the teachers' instructions and play the game. Set a timer to keep track of task completion.
For example: the teacher calls out the letter “**B**”.
Team A chooses the word “bear” and Team B chooses the word “barn”.

Learn grammar (pg. 24 and 25)

1. (Answers may vary, accept all relevant answers.)
 - (a) my
 - (b) his
 - (c) their
 - (d) her
 - (e) your
 - (f) our
2. (a) We saw lions **and** tigers in the zoo.
(b) Piku **and** Chiku were friends.
(c) I like apples **and** mangoes. Saima likes bananas **and** grapes.
(d) Mother took Ali **and** Insiya to their school.
(e) I have four pencils **and** five erasers.

Learn to write (pg. 25 and 26)

Example statement: In the 2nd picture given: the child would be thinking “Oh, I fell again! Now my clothes will be dirty.”

Encourage the students to think creatively and write their answers in their notebooks.

Learn to listen (pg. 27)

- a. True
- b. False
- c. True
- d. False
- e. True

Learn to speak (pg. 27)

Encourage students to have an interactive discussion in pairs about their families. Guide and help them if needed.

For example:

Student A: I live with my parents and a little sister. How many people do you have in your family?

Student B: I live with my grandmother, my parents and two elder brothers.

Student A: My mother is a teacher, and my father works in a bank. What does everyone do in your home?

Student B: My grandmother is a principal, my father is a lawyer, and my mother is a housewife.

They Chose Me (Extensive Reading)

Learn to read (pg. 29)

- (a) mothers; fathers
(b) birthday; chosen day
(c) family
- (a) But for all the babies born
In the whole wide world
My Mum and Dad chose me
She repeats these lines because she feels happy and special.
(Accept all relevant answers.)
(b) This is a happy poem. I feel emotional and happy while reading this poem.
(Accept all relevant answers.)

Activity (pg. 29)

Encourage the students to show their creativity and draw a picture of their family in their books.

Unit 5: The Boy and The Bear

Starter

Ask students to write about their best friends in their notebooks.

For example: My best friend is Maham. She likes to eat mango. She plays with me.

Learn to read (pg. 32)

- (a) True
(b) True
(c) False
(d) False
(e) True
- (a) The little boy said so because he did not want to sleep or take a bath.
(Accept all relevant answers.)
(b) I think it is a fictional story.

Learn words (pg. 32 and 33)

- (a) fly
(b) play
(c) ride
(d) watch
(e) kick

2. man – woman
boy – girl
lion – lioness
father – mother
actor – actress

Learn grammar (pg. 33 and 34)

1. there
2. there
3. there
4. here
5. here

Learn spelling (pg. 34)

Read the words out loud for the benefit of the students. Encourage them to repeat the words after you.

Learn to write (pg. 34 and 35)

I go to school every morning. **Firstly**, I sit in class with my friends. **Secondly**, we read books, and we write in our exercise books. **Thirdly**, we go home in the afternoon when the bell rings. **Next**, I like playing with my friends every evening. We play on the swing and on the slide. **Lastly**, we have a lot of fun in the playground.

Learn to listen (pg. 34 and 35)

- a. The boy cleaned his mouth by rubbing it with his hands and then wiping the hands on his shirt.
- b. The boy cleaned his muddy feet by walking barefoot in the rain.
- c. The boy cleaned his ears by getting the cat to lick the dirt.

Learn to speak (pg. 35)

1. Encourage the students to work in pairs. Prompt the students if and where necessary. For example: Student A will say the given words to their partner, student B. Student B will then match and circle the word they heard.
For example: Student A will say fair, student B will circle “fair” given in the book.
2. Read the poem aloud for the benefit of the students and ask the students to recite the poem aloud in class.

Unit 6: Grandma’s Yo-Yo

Starter

Ask the students to have a participatory discussion about the questions given.

Suggested vocabulary words are: mother, father, grandmother, grandfather, office, work, home.

Learn to read (pg. 38)

1. (a) True
(b) No
(c) False

2. (a) photos
(b) Chinese yo-yo
3. Initially, Hong felt sad when he saw his grandmother. Though, he changed his mind in the end because he had fun playing with his grandmother.
(Accept all relevant answers.)
4. (a) Old people can help us by sharing their experiences with us.
(b) Young people can help the old ones by spending time with them and making them feel less lonely.
(Accept all relevant answers.)

Learn words (pg. 38 and 39)

1. (a) whispered
(b) recited
(c) shouted
(d) muttered
(e) repeated
2. (a) pot
(b) gap
(c) hot
(d) tap
(Encourage the students to think creatively and form their own answers.)
(Accept all relevant answers.)
3. (a) ran
(b) dog
(c) arm
(d) hat
(Encourage the students to think creatively and form their own answers.)
(Accept all relevant answers.)

Learn grammar (pg. 39 and 40)

1. (a) iii. I'm Ayesha.
(b) iv. Sophia.
(c) v. In my bag.
(d) ii. I missed my bus.
(e) i. At twelve o'clock.
2. (a) What is his name?
(b) Where is his house?
(c) Who is his best friend?
(d) Why is he at home?

(e) When is his birthday?

Learn to write (pg. 40)

- (Encourage the students to think creatively and make their own answers. Accept all relevant answers.)
 - My favorite toy is a bat / doll.
 - It is made of wood / fabric or rubber and plastic.
 - My grandmother gave it to me.
 - I like it because it is my favorite toy to play with.
- The students will write the given words in their notebook. Dictate the words to the students and help them where needed.

Learn to listen (pg. 41)

The children will tick below the relevant animal and then write the names of those animals in their books.

Elephant, Deer, Monkey, Tiger, Peacocks and Parrots.

Learn to speak (pg. 42)

Encourage the students to work in pairs and complete the exercise given.

- (Completed in the book already.)
- (b) I am so sorry! (a) That is okay.
- (b) Did you get hurt? I am really, sorry. (a) Do not worry about it.
- (b) I am very sorry. (a) Never mind!

The Swing (Extensive Reading)

Starter:

Encourage the students to come up with their individual answers. Suggested vocabulary is: favorite, play, playground, swing, slide, see-saw, friends, enjoy and fun.

Learn to read (pg. 45)

- (a) A child is talking in the poem.
 - The swing is in the garden.
 - When the swing goes up, the child sees rivers, trees, cattle and countryside.

Activity (pg. 45)

Brown, down, clown, town.

Unit 7: Barry The Bat

Starter

For example, the student might say: "I saw a black bat flying upside down at night, it had big teeth etc.

Encourage the students to have a participatory discussion and share their own answers regarding bats. (Accept all relevant answers.)

Learn to read (pg. 47 and 48)

- (a) The story is about a little bat named Barry.

(b) This is not a real story because bats cannot speak. The author has used their imagination.

(Accept all relevant answers.)

(c) Barry and his mother slept in a cave.

(d) Barry was afraid of the light. Bats are usually more comfortable with the dark. They sleep during the day and come out at night.

(e) Barry: happy

Barry's mother: loving

(f) Yes, I think animals have feelings as well. Even though they cannot speak, they still have emotions and feelings. I think so because just like us, animals also feel hungry, they can feel hurt or cold.

(Accept all relevant answers.)

(g) The students will match the statements to their correct complete statements.

a) v. 30 to 40 years.

b) i. six feet long from end to end.

c) vii. they are only one inch long.

d) iii. fruits and insects.

e) ii. can eat up to 1000 mosquitoes in an hour.

f) vi. upside down.

g) iv. In the dark.

Learn words (pg. 48 and 49)

1. bank: an organization that keeps or lends money.

bank: the side of a river, canal, etc. and the land near it.

trunk: the thick main stem of a tree.

trunk: the long nose of an elephant.

date: a particular day of the month or year, given in numbers or words.

date: a sweet sticky fruit that grows on a tree.

bat: piece of wood, made with a handle and used for sports like cricket etc.

bat: an animal like a mouse but with wings.

Students may be prompted where needed and necessary.

2. (a) sleepy

(b) tired

(c) afraid

(d) lovely

(e) comfortable

Learn grammar (pg. 50)

1. green

2. round

3. soft
4. yummy
5. beautiful
6. happy

Learn to write (pg. 51)

(Encourage the students to be creative with their answers and accept all relevant answers.)

My cave is dark and comfortable. I sleep during the day and go out at night. I hang upside down from the tree when I am sleeping. I like to eat fruit.

Learn to listen (pg. 51)

The students will listen to the recording being played.

Learn to speak (pg. 51 and 52)

Encourage the students to work in pairs.

1. Can I have a rasgulla, please?
2. May I come in, please?
3. Can you wait for me, please?
4. Can I watch cartoons on your TV, please?
5. Dad, can you help me with my project, please?
6. Mom, can you meet my teacher, please?

(Accept all relevant answers.)

Keep A Poem In Your Pocket (Extensive Reading)

Starter

Read out the options given to the students and encourage them to mark the things they do themselves.

Learn to read (pg. 54)

1. (a) The poetess is talking to children.
(b) She tells the children to keep a poem in their pocket and a picture in their head.
(c) The poem will sing, and the child will never feel lonely.
(d) The poetess wants the children to imagine something they like and keep its picture in their head.
(e) It will bring good dreams.
(f) The poem and dreams will keep them company.
(g) Yes, I will follow this advice.

Activity (pg. 55)

The teacher will recite the given poem in an interactive manner. Encourage the children to participate as well.

Unit 8: Doctor Noman

Starter

The students will answer the questions given on their own.

The first tree given is the tamarind tree. If you look closely, you can see tamarinds hanging from the tree branches.

The 2nd tree is banyan tree and the 3rd tree is a coconut palm tree.

(Accept all relevant answers.)

Learn to read (pg. 58)

- A tree doctor.
 - A big tamarind tree.
 - In the centre of the village.
 - The villagers.
 - In the trunk.
 - A big fat worm.
 - They felt thankful at the end.
- This tells us that the villagers take good care of their trees. They are responsible people and all of us should try and be like them.

(Accept all relevant answers.)

(b) Yes, I have seen a sick tree. The branches of that tree were bent, the leaves were dry and had fallen. My mother sprayed insecticide spray, and after two weeks the leaves grew back.

(Accept all relevant answers.)

Learn words (pg. 58 and 59)

In order of picture appearance:

- | | | | | |
|-------------|--------|--------|--------|---------|
| 1. Tamarind | peepul | banyan | mango | coconut |
| 2. Root | branch | trunk | leaves | fruits |

Learn grammar (pg. 59 and 60)

- The students will read the examples given on their own. Guide them where necessary.
- rings.
 - run.
 - plays.
 - talks.
 - comes.
 - go.

Learn to write (pg. 60 and 61)

Dear Aunty!

Thank you so much for taking us to watch the match. I enjoyed watching the match a lot.

I also had a lot of fun eating chips and popcorn.

I hope we can go again, soon.

Lots of love,

Maria.

(Accept all relevant answers.)

Learn to listen (pg. 61)

Coconut tree: Zainab

Banyan tree: Shazia

Tamarind tree: Meera

Banana tree: Saira

Learn to speak (pg. 62)

Encourage the students to do this exercise in groups.

For example:

Q: What does Shazia do at 7.p.m?

A: She eats her dinner.

Q: What does Sameer do at 6:30.p.m?

A: He does his homework.

Unit 9: Nazim's Dream

Starter

Encourage the students to have a participatory discussion amongst themselves and be creative in drawing about their holidays. Suggested vocabulary is: holiday, fun, enjoy, park, play, beach, eat, ice cream, watch tv etc.

Learn to read (pg. 65)

1. (a) Nazim wanted a pair of skates because he had nothing to do during the summer holidays. He wanted to go skating with his friends.
(b) His mother said so because she wanted to see if Nazim was really interested in learning skating.
(Accept all relevant answers.)
(c) In Nazim's dream, someone asked him to dig in the corner of his garden next to the jasmine tree.
(d) Nazim expected to find a pair of skates while digging.
(e) He felt tired and sad after digging all day. He was hoping to find a pair of skates but after digging all day, he only found rusty nails, an old flowerpot, stones and a broken plate.
(f) Nazim's father wanted to plant a mango tree in the hole Nazim had dug.
(g) Nazim did not want to tell his father about the dream because he thought his father would make fun of him.
(Accept all relevant answers.)
(h) Nazim was happy at the end of the day because he thought he would help his father plant the mango tree and look for it.
(i) (Accept all relevant answers.)
No, I do not get bored during holidays. My mother teaches me gardening and my father teaches me how to cook.
(j) (Accept all relevant answers.)

I think dreams can come true.

(k) I think doing something is a much better experience. It can make us happier than buying something. I think Nazim realized this at the end of the chapter.

(Accept all relevant answers.)

Learn words (pg. 65 and 66)

- (a) a second (b) a minute
(c) an hour (d) a day
(e) a week (f) a month
(g) a year

Sixty seconds make one minute.

Sixty minutes make one hour.

Twenty-four hours make one day.

Seven days make one week.

Four weeks make one month.

Twelve months make one year.

- Encourage the students to think creatively and write their own answers.
(a) I feel excited when my cousins come to my house.
(b) I feel tired when I come back from school.

Learn grammar (pg. 66 and 67)

- two balls three stones
a mug a flowerpot
- flower (T) boy (Pe)
horse (A) woman (Pe)
teacher (Pe) house (Pl)
doctor (Pe) lion (A)
apple (T) country (Pl)

- For example: **The letter chosen is H.**

Name: Haider / Hadia Place: Hyderabad

Animal: Horse Thing: Hat

The students will do this exercise on their own. Encourage them to be as creative as possible. They may be prompted where and if necessary.

- flowers boys
horses women
teachers houses
doctors lions
apples countries

Learn to write (pg. 67)

airplane; taxi; hotel; swimming pool.

I was flying to Islamabad in an **airplane**. We landed there, and a **taxi** took us to a **hotel**. In the hotel there was a big **swimming pool**. I dreamed that I jumped in, but then I woke up. I was at home, in my own bed.

Learn to listen (pg. 68)

This exercise will be completed by the students in their books.

- a. False
- b. False
- c. False
- d. True
- e. True

Learn to speak (pg. 68)

Encourage the children to work in pairs and read the dialogues given. They can also be creative and make their own plans and have a conversation. For example:

Student A: It is Saturday today. Let's go to the park.

Student B: Yes, let's go and play in the park.

Student A: Then we can also go and eat ice cream.

Oats and Beans and Barley Grow (Extensive Reading)

Starter

For example:

Group A: been to a farm

Group B: never been to a farm

Group B: We think we will see a swimming pool and animals on a farm.

Group A: Yes, you will see animals on a farm but there will be no swimming pool over there. Instead, there will be a pond.

The teacher will talk to the students about things normally seen on a farm and discuss what usually is not present on a farm.

Learn to read (pg. 71)

1. Plant seeds ✓
2. stamp his feet ✗
3. clap his hands ✗
4. turn around to view his land ✗
5. water the ground ✓
6. watch the sun shine ✗

Activity (pg. 72)

1. The lines repeated four times are:
He stamps his foot and claps his hands. And turns around to view his lands.
2. The line repeated three times is:
He stands and takes his ease.

3. (a) planting
(b) stamping
(c) clapping
(d) turning
(e) watering
(f) watching

Unit 10: A Caterpillar's Voice

Starter

Read out the explanation of what an echo is. Encourage the students to then answer the question given and have a participatory discussion about it.

Examples of places where voice can echo are: caves, mountains, large and empty rooms and tunnels.

Learn to read (pg. 75)

1. (a) The hare and the caterpillar.
(b) rhinoceros, elephants, jackal, leopard and frog.
(c) Outside the hare's cave.
(d) Jackal, leopard, rhinoceros, elephant and frog.
(e) The frog.
(f) The story is called so because it is the voice of the caterpillar that leads to the events in the story. The words used to describe the voice are – Boomed out in a loud voice; voice that rocked the earth.
(g) The frog knew that his voice would echo if he was inside the cave.
(h) The caterpillar's voice became powerful because it echoed inside the cave.
(i) This tells us that being large and powerful is not enough. The little frog was not powerful and strong, but it was intelligent. The frog used its intelligence to help the hare.
(Accept all relevant answers.)

Learn words (pg. 75 and 76)

- | | |
|----------------|-------------|
| 1. LEFT | DOWN |
| Jackal | Hare |
| Leopard | Rhino |
| Frog | |

Animals that do not fit in the grid: elephant and caterpillar.

2. (a) a spotted leopard
(b) a huge elephant
(c) tiny frog
(d) light brown jackal
(e) leaf-eating caterpillar
(f) two-horned rhino

(g) long-eared hare

3. (a) napkin
- (b) packet
- (c) basketet

Learn grammar (pg. 77)

- a. an
- b. a
- c. the
- d. an
- e. a
- f. the

Learn to write (pg. 77 and 78)

1. cake – make
sing – ring
mice – nice
2. The students will answer this question on their own. Encourage them to think creatively about their favorite animal. For example, sentences like the following can be made:
Cats like milk. Cats play with a ball.
Cats like to climb trees. Cats have sharp nails.
(Accept all relevant answers.)

Learn to listen (pg. 78)

The correct answers are:

- a. ii. by school buzzzz
- b. i. did you ever try to iron one?
- c. i. pleased to eat you
- d. ii. B

Learn to speak (pg. 78)

Encourage the students to have a participatory and interactive discussion amongst themselves. For example:

Student A: Which story did you like the best?

Student B: I liked Piku counts his donkeys.

(Accept all relevant answers.)

When All The World's Asleep (Extensive Reading)

Starter

Most people and many animals sleep at night. This is because they are made this way, to work for basic needs during daylight and rest at night.

Encourage the students to participate in the discussion.

Learn to read (pg. 80)

1. (a)

INSECTS	ANIMALS	BIRDS
bugs	turtles	robin
butterflies	rabbit	
caterpillars	fox	
	bears	
	lion	
	cows	
	sheep	

(b) Discuss more insects and guide the students in naming a few more insects. For example: ladybirds, bees, ants and mosquitoes. Insects like bees are known to sleep at night by hanging on to plants with their jaws. Whereas mosquitoes prefer cool and shaded places like caves, holes in the ground or hollow rocks.

(c)

Animals	Homes
Turtles	Shell
Robin	Nest
Rabbit	Hole
Fox	Hole
Bear	Cave
Lion	Den
Cow	Barn
Sheep	Pen

(d) creep – sleep den – pen nest – rest

(e) Accept all relevant answers. Make sure the students use the given rhyming words, and their responses are appropriate.

Activity (pg. 80)

The students will color the given drawing on their own. Encourage them to be creative.

Unit 11: The Elephant's Nose

Starter

Giraffe – long neck

Tiger – stripes

Deer – fur

Elephant – trunk

Lion – mane

Monkey – fur

Learn to read (pg. 84)

1. (a) The elephants' nose used to be as small as a boot. The elephants could only wriggle it from side to side.
(b) The elephant's child always asked questions.
(c) The question about crocodile's dinner scared the other animals. They did not want to talk about it.
(d) The kolokolo bird told the elephant's child where to find the crocodile.
(e) The crocodile looked like a log of wood.
(f) The elephant's child felt excited when he found the crocodile.
(g) The crocodile wanted the elephant's child to come closer so that he could catch the child with his mouth. When the elephant's child got closer to the crocodile, it caught him by his nose. He tried to pull back and the kolokolo bird helped him. The crocodile also pulled harder, and the elephant's nose kept stretching until the crocodile let go.
(h) The nose of the child became long at the end.
(i) The elephant's long nose is useful, and it does not bother him. The elephant uses his long nose to breathe when swimming. As the nose is long, it can easily be pushed above the water surface.
(Accept all relevant answers.)
(j) I believe, being curious is a good thing. It is due to their curiosity that humans have made so much progress.
(Accept all relevant answers.)
(k) I think this story is not true. I found the story to be funny.
(Accept all relevant answers.)

Learn words (pg. 84)

1. (a) wriggle (b) wrapped
(c) waited (d) whisper

2. disagree unfair

Learn grammar (pg. 85 and 86)

- (A)
1. Is Shaila seven years old?
 2. Am I a farmer?
 3. Is Maria very angry?
 4. Are you Saleem's sister?
 5. Is Feroz a clever boy?
- (B)
1. Does Sara read fluently?
 2. Does Adnan write to his father every day?
 3. Does Azra visit her grandmother often?
 4. Does Raza like to paint?
 5. Do you play football in the evening?

6. Do rabbits love eating carrots?
7. Do I put my umbrella in the bag?
8. Does he meet Waqar's father in the park?
9. Do Danish and Fahad want to play football?
10. Do I wear a blue dress to school?

Learn spelling (pg. 86)

The teacher will dictate the given words to the students. The students will write them down by breaking the words into smaller parts for easier learning. Students may be prompted where necessary.

Learn to write (pg. 87)

The students will complete this exercise themselves. Encourage them to think creatively while writing about any two animals. For example:

1. This is a zebra. It lives in the jungle. It has a black and white striped coat. It is a very gentle animal.
2. This is an elephant. It lives in the jungle. Elephants are very intelligent. They are gentle animals but can be dangerous when angry.

Learn to listen (pg. 88)

The teacher will refer to the listening texts and play the relevant audio for the students to hear. Encourage the students to think creatively while drawing the picture.

Learn to speak (pg. 89)

Excuse me, could you please lend me your pencil?

Could you tell me the way to the library, please?

Excuse me, can you please speak softly? I'm studying.

Can you shut the door, please?

(Accept all relevant responses.)

My Elephant Is Missing (Extensive Reading)

Learn to read (pg. 91)

1. (a) Encourage students to think creatively and formulate their own answers.
(b) The writer has lost a toy elephant because he looks for him all around the house. A real elephant cannot stay inside a house.
(Accept all relevant answers.)
(c) He thinks the elephant ran away because he wanted to give him a bath.
(Accept all relevant answers.)
2. a. A child.

Activity (pg. 91)

Students will complete this activity on their own. Encourage them to think creatively and guide them where needed.