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# Broadway

For Grade 3 **LESSON PLAN  
AND ANSWER KEY**



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Published in Pakistan by  
Oxford University Press  
No. 38, Sector 15, Korangi Industrial Area,  
PO Box 8214, Karachi-74900, Pakistan

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First Edition published in India in 2003

Second Edition published in 2009

Adapted Edition first published in Pakistan in 2011

This Revised Edition published in 2026

This adaptation is published by arrangement with Oxford University Press India  
for sale/distribution in Pakistan and Pakistani schools in the Middle East only

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ISBN 9786275223474



# LESSON PLAN

UNIT 1: IDEAL BEHAVIOUR IN ISLAM		
<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
<b>Learning objectives:</b> This section will help learners develop the following skills/competencies: <ul style="list-style-type: none"><li>• understand and discuss the teachings about respecting and welcoming guests as exemplified by Hazrat Muhammad.</li><li>• gain an understanding of the importance of hospitality and treating guests generously, as taught by Hazrat Muhammad.</li><li>• practice summarising and paraphrasing the main points, which helps to reinforce their understanding and ability to convey information in their own words.</li><li>• encouraged to think about how they can demonstrate kindness and respect towards guests by following the examples set by Hazrat Muhammad.</li></ul>		
<b>Overview:</b> The chapter recounts the gracious and courteous behaviour of Hazrat Muhammad towards his guests. The story highlights the importance of hospitality and respect in welcoming visitors, as demonstrated by Hazrat Muhammad through his actions and teachings.		
<b>Success criteria:</b> By the end of the lesson, students should be able to: <ul style="list-style-type: none"><li>• understand the importance of hospitality and treating guests generously, as exemplified by Hazrat Muhammad.</li><li>• demonstrate respect and kindness towards visitors by following the teachings of Hazrat Muhammad.</li><li>• describe ways to be courteous and welcoming to guests, inspired by the examples given in the text.</li></ul>	<b>Generic skills:</b> <ul style="list-style-type: none"><li>• <b>Collaborative:</b> 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 interactions with guests.</li><li>• <b>Analytical:</b> Students will carefully examine the text to understand the significance of hospitality and the importance of treating guests with respect and generosity as demonstrated by Hazrat Muhammad.</li><li>• <b>Reflective Thinking:</b> Students will reflect on their behaviours and attitudes towards guests, and discuss ways they can improve and implement these teachings in their lives.</li></ul>	

**Starter:**

Begin the lesson by discussing hospitality and respect for guests as taught by Hazrat Muhammad.

- Ask the students, ‘What are some ways we can show respect for the guests who visit our homes?’ and ‘Why is it important to treat our guests with kindness?’
- Encourage them to share their thoughts and experiences about welcoming guests within their families or communities.
- Have them observe the pictures given in the starter exercise and discuss how we can demonstrate hospitality and respect for guests.
- Highlight the importance of generosity and warm hospitality through their actions.

**Lesson structure:****Reading:**

- Start by reading out the text about **Hazrat Muhammad’s teachings on hospitality and respect for guests**. 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 ‘**courteous**’ means being **polite** and **respectful**. 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 welcomed his guests warmly’, acknowledge their input by saying, ‘That’s a great observation! Showing warmth and respect to guests is a wonderful way to 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 being hospitable, treating guests with generosity, and showing respect.
- Encourage the students to think about how they can apply these teachings in their own lives. For example, ask them, ‘How can you show respect and kindness to guests who visit your home?’ or ‘Why is it important to be generous to our guests?’
- 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 question, 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 question on Hazrat Muhammad's behaviour as a host, read the relevant section with the students and explain the key points. Ask students to share how people viewed Hazrat Muhammad as a host, using examples from the text. Review the answers collectively and ensure everyone grasps the concept.

**Question 3:** To address how Muslims should welcome their guests, read the passage aloud and discuss the main ideas. Have students list the ways mentioned in the text and share their thoughts in pairs or small groups. Conclude by summarising the key points together, ensuring everyone understands the importance of welcoming guests.

### Learn to write:

#### Question 1:

- To teach the question, start by explaining to the students that they will design an invitation card for a wedding. Provide an example of a wedding invitation card to give them a visual reference. Discuss the important details that need to be included, such as the date, timing, location, names of the bride and groom, and main festivities.
- Next, ask the students to brainstorm ideas and details they would like to include in their invitation cards. Encourage them to think about the design, colours, and wording they want to use. Have them jot down their ideas in their notebooks.
- Then, have the students create their invitation cards in their notebooks, using the details discussed. Walk around the classroom to provide guidance and feedback as needed. Once the students have completed their cards, ask them to share their designs with the class. Provide positive reinforcement and suggestions for improvement.
- By following these steps, you help the students understand the elements of a wedding invitation and encourage their creativity and attention to detail. This approach makes the activity engaging and relevant, fostering a sense of accomplishment and pride in their work.

#### Question 2:

- To teach this question, begin by discussing with the students the last time they had guests over at their place. Ask them to share how they **greeted their guests** and what food was served. Encourage them to think about the visitors' behaviour and their actions during the visit.
- Next, ask the students to write a short account of the visit in their notebooks. Provide a few guiding questions to help them structure their writing, such as 'How did you greet your guests?' and 'What was the most memorable part of the visit?' Remind them to check their spelling and punctuation as they write.
- Once they have finished writing, ask the students to share their accounts with the class or in small groups. Provide feedback on their writing, focusing on the use of descriptive language and correct spelling and punctuation. Encourage them to make any necessary revisions to improve their work. This approach helps students practise their writing skills while reflecting on their personal experiences.

**Learn to speak:**

- To teach the question, start by discussing **the importance of weddings in Pakistani culture** and how many guests are usually invited. Explain that the students will imagine they are at a wedding and are responsible for welcoming the guests.
- Next, pair up the students and ask them to role-play the different scenarios. For example, one student can pretend to be an elder, while the other student practices greeting them respectfully. Switch roles so both students get a chance to practice. Repeat the process for friends and relatives, discussing appropriate ways to greet each group.
- Encourage the students to use polite language and gestures, such as saying ‘Assalamu Alaikum’ and offering a warm smile. Walk around the classroom to observe and provide feedback, reinforcing the importance of showing respect and kindness to all guests.
- By following these steps, you help the students develop their speaking skills and understand the cultural significance of hospitality at weddings. This approach makes the activity engaging and relevant, fostering a sense of respect and courtesy in their interactions.

**Learn to listen:**

- To teach the question, start by showing the students the illustration and ask them to observe it. Explain that they will listen to a passage about a well-known Pakistani figure whose actions can serve as a model for us.
- Next, read aloud or play the relevant passage or text from page 112 of the coursebook. Encourage the students to listen attentively. After listening, engage the students in a discussion about why awards are given and their importance. Ask questions like, ‘Why do you think this person received an award?’ and ‘What is the significance of receiving an award?’
- Encourage the students to share their thoughts and experiences related to awards and recognition. Provide positive reinforcement and help them understand the importance of acknowledging and celebrating exemplary actions and achievements.
- By following these steps, you help the students develop their listening skills and understand the significance of awards and recognition. This approach makes the lesson engaging and relevant, fostering a sense of appreciation for the contributions of role models.

**Class assessment:**

	✓	✗
Can the students read the story about Hazrat Muhammad?		
Can the students use the given information as directed (designing an invitation card)?		
Can they use proper punctuation?		
Can the students work in pairs (wait for their turn, listen to their partner first, provide valid argument points)?		
Can the students listen and hold a proper discussion on the given topic?		

**Teacher's notes:**

- If students are unable to read the story about Hazrat Muhammad: Start by reading the story aloud to the class, using clear and expressive intonation. Break the story into smaller parts and discuss each section to ensure understanding. Pair stronger readers with those who need support, encouraging peer learning and providing additional practice.
- If students are unable to use the given information as directed (designing an invitation card): Provide visual examples of invitation cards and explain the key elements that should be included. Guide them through a step-by-step process of designing the card, offering prompts and ideas. Allow them to work in pairs or small groups for additional support.
- If students are unable to use proper punctuation: Provide additional practice through exercises focusing on punctuation marks. Use visual aids and examples to illustrate the correct usage. Engage in interactive activities and games to make learning punctuation enjoyable. Offer constructive feedback and gentle corrections.
- If students are unable to work in pairs (wait for their turn, listen to their partner first, provide valid argument points): Model good pair work behaviour by demonstrating active listening, turn-taking, and respectful dialogue. Organise role-playing activities and provide clear guidelines for pair work. Monitor their interactions and offer positive reinforcement for good behaviour.
- If students are unable to listen and hold a proper discussion on the given topic: Practice active listening skills by playing short audio clips and summarising the content. Use graphic organisers to help them organise their thoughts. Facilitate discussions in small groups, encouraging each student to share their ideas. Provide prompts and questions to guide the discussion.

## UNIT 2: MULLA NASRUDDIN'S CLEVER PLAN

<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
<p><b>Learning objectives:</b></p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> <li>• respond verbally/in writing in English to questions based on the story read.</li> <li>• respond to simple instructions, announcements in English made in class/school.</li> <li>• describe briefly, orally/in writing about events, places and/or personal experiences in English.</li> <li>• use the dictionary.</li> </ul>		
<p><b>Overview:</b></p> <p>This story tells us how, using his intelligence, Mulla Nasruddin was able to teach a lesson to a greedy and jealous courtier without going into any confrontation with him. Through an amusing folktale, we learn how we can cleverly solve problems in a peaceable manner.</p>		
<p><b>Success criteria:</b></p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> <li>• read and enjoy a funny story that also teaches us something.</li> <li>• appreciate the intelligence of Mulla Nasruddin.</li> <li>• understand that one can use one's wit and intelligence to solve many problems.</li> <li>• analyse a story and comprehend its underlying message.</li> <li>• answer factual and inferential questions.</li> <li>• improve their vocabulary.</li> <li>• learn the correct use of <i>is</i> and <i>are</i>.</li> <li>• learn what 'guide words' are and how they help us when we use a dictionary.</li> <li>• write descriptions.</li> <li>• listen to a question closely and choose the appropriate response to it.</li> <li>• learn how to give advice.</li> <li>• think of problems and ask their partner for advice.</li> </ul>	<p><b>Generic skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborative:</b> Students will work with partners and discuss answers to questions. They will also work together in groups, which will help them to improve their vocabulary, grammar and conversation skills.</li> <li>• <b>Analytical:</b> Students will learn the importance of critical thinking.</li> <li>• <b>Reflective Thinking:</b> Students will learn to ascertain the direction the story is taking by following its progress and learn to read between the lines to get to the moral of the story.</li> </ul>	

**Starter:**

- The students should work in pairs and do the starter exercise in their textbooks. Then ask at least four pairs to read out their answers.
- Let the students close their books. Ask them if they have heard of Mulla Nasruddin.
- Introduce the lesson; carry on a discussion about Mulla Nasruddin. Encourage everyone to join the discussion. The discussion may include:
  - *any funny stories or anecdotes the students may have heard about Mulla Nasruddin*
  - *the wit, humour and wisdom in the stories*
  - *the enduring popularity of the stories*
- You would have to monitor the discussion as it goes forward.
- Now ask the students to open their books at the lesson concerned.

**Lesson structure:****Reading:**

- Instruct the students to silently read the lesson. Remind them not to move their lips or use their fingers/pencils along the lines while reading.
- The meanings of difficult words have been given in little boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context in the story. Please help them out if they have trouble understanding the words.
- Read out the story to the class. Make sure that everyone understands the story.
- Get a few students to read out passages from the story, and tell them to read with proper pronunciation, intonation or stress. One student can play the part of the Mulla while another can play the role of the courtier, taking care to use proper modulation and expression as they read out the dialogues.
- Ask the students a few questions like the following to make sure they have understood the story.
  - *Why was the courtier furious?*
  - *Why did Nasruddin say that he had given the courtier “a fair share of the crop”? Do you think he was speaking the truth? Explain with reasons.*
- As the students answer, ensure that they do so in complete sentences. Also, help them in improving their language skills.

**Learn to read:**

These exercises will highlight the students' understanding of the story and whether they have been able to follow its message.

- To conduct this activity with your Grade 5 students, begin by discussing the questions with them to ensure everyone understands what is being asked. Read each question aloud and encourage students to share their thoughts and ideas. Engage the class in a lively discussion, allowing them to express their opinions and ask any clarifying questions they might have.
- Next, randomly pick a student and ask them to share their answer. Encourage the student to explain why they think their answer is correct. This helps them practise their reasoning and verbal expression. Once the student has shared their answer, ask the rest of the class if they agree or disagree. Encourage them to provide reasons for their own answers, fostering a respectful and thoughtful discussion.
- After the discussion, give the students fifteen minutes to write down their answers. Ensure they understand that this is their opportunity to organise their thoughts and put them into words. Remind them to be clear and concise in their writing.
- As the students work on their answers, walk around the classroom to offer assistance. Be available to help any students who have questions or are struggling to complete their work. Provide guidance and support to ensure everyone stays on track.
- Finally, ensure that the entire activity, including the discussion and writing time, does not take more than twenty-five minutes. This keeps the lesson focused and ensures that students remain engaged throughout the activity. By following these steps, you will create an interactive and supportive learning environment that helps students develop their critical thinking and communication skills.

**Learn words:**

- Begin by instructing the students to read the given sentences carefully. Emphasise the importance of paying close attention to the context of each sentence so they can choose the correct word to fill in the blanks. Make sure they understand that they should work on this exercise individually, using their own knowledge and skills.
- Once the students have filled in the blanks in their textbooks, proceed by calling out the correct answers one by one. Encourage the students to check their own answers as you go through each sentence. This self-checking process will help them learn from any mistakes and understand the correct usage of the words.
- If any students have questions or need further clarification, take the time to explain the reasoning behind each correct answer. Ensure that everyone is clear on why the chosen words are appropriate for the given sentences. This approach will help reinforce their understanding and improve their ability to complete similar exercises in the future.

### **Learn grammar:**

- Begin by explaining the difference between singular and plural subjects. Use simple examples to illustrate the concept. For instance, explain that 'is' is used with singular subjects like 'The spider is in its web', while 'are' is used with plural subjects like 'These are two dolls'.
- Next, show the students pictures related to each sentence. Explain that they need to look at the pictures and decide whether the subject is singular or plural. This will help them choose the correct verb form.
- For each sentence, read it aloud and ask the students to fill in the blank with either 'is' or 'are'. For example, read 'These (is/are) two dolls' and guide them to choose 'are' because 'dolls' is plural.
- Repeat this process for the rest of the sentences: a. These are two dolls. b. The spider is in its web. c. Dawood is sick. d. She is playing with her friends. e. The people are standing by the red car.
- Have the students work individually to complete the sentences in their notebooks. After they finish, go through each sentence together as a class. Call on different students to share their answers and explain why they chose 'is' or 'are'. This will help reinforce their understanding of subject-verb agreement.
- If any students are struggling, provide additional examples and practice sentences. Ensure that everyone has a clear understanding before moving on to the next activity. This approach will help students develop their grammar skills and confidence in using 'is' and 'are' correctly.

### **Use the dictionary:**

- To conduct this activity, first ensure that each student has their own dictionary. Confirm that everyone is prepared before proceeding. Begin by reading aloud the information about 'guide words' in a dictionary to the class.
- Explain that guide words are found at the top of each page and help users locate words more efficiently by indicating the first and last words on that page.
- Next, provide several examples to illustrate how guide words work. Show the students how to use the guide words to find specific entries in the dictionary. For instance, demonstrate how to find the word 'apple' by using the guide words at the top of the pages. Make sure to give multiple examples to ensure that the students fully understand the concept.
- Once you are confident that the students have grasped the idea, ask them to work on the exercise individually. This will allow them to practise using the guide words on their own. Encourage them to look up a few words in their dictionaries and identify the corresponding guide words for each entry.
- After they have completed the exercise, invite a few students to share their answers aloud. Gently correct any mistakes they might make and explain the reasons behind the correct answers. This will help reinforce their understanding of how to use guide words effectively. Make sure to provide positive feedback and support to boost their confidence.

**Learn to write:**

- To begin, clearly explain the writing exercises to the class. Start by outlining the goals and objectives of the exercises, ensuring that the students understand what is expected of them.
- Provide examples to illustrate what a well-written response should look like. For instance, if the exercise involves writing a paragraph about their favourite hobby, give an example paragraph that describes a hobby in detail, including why it is enjoyable and what activities are involved.
- Once the students understand the task, allocate ten minutes for them to work on their writing exercises. Encourage them to focus on organising their thoughts and expressing themselves clearly. Remind them to pay attention to grammar, punctuation, and spelling.
- As they work, walk around the classroom to offer assistance and guidance. If any students face difficulties, provide support by answering their questions and offering suggestions.
- After the ten-minute writing period, ask a few students to read out their answers in class. This will give them the opportunity to practise their public speaking skills and share their ideas with their peers. Listen attentively to each student's response and provide constructive feedback. Praise their efforts and highlight the strengths of their writing.
- If there are any errors or areas for improvement, make the necessary corrections. For example, if a student's sentence structure is unclear, help them rephrase it for better clarity. Explain the reasons behind each correction to ensure that the students understand and can apply the feedback to their future writing.

**Learn to listen:**

- To begin, clearly explain the instructions to the students, ensuring that they understand what is required of them. Read the instructions aloud and provide examples if needed. For instance, if the instruction is to fill in the blanks with the correct form of a verb, demonstrate how to do this with a sample sentence.
- Once you are confident that the students comprehend the instructions, allow them to work on Questions 1 and 2 independently. This will give them the opportunity to apply their knowledge and practise their skills without immediate guidance.
- As the students work, observe their progress and be available to answer any questions they might have. Encourage them to think critically and use the knowledge they have gained from previous lessons.
- After the students have completed the questions, ask a few of them to read out their answers to the class. This will not only help them practise their public speaking skills but also allow you to assess their understanding of the material. As each student reads their answer, listen carefully and make note of any mistakes or areas for improvement.
- When a student makes an error, gently correct them and explain the reasoning behind the correct answer. For example, if a student incorrectly uses a verb form, clarify why the chosen form is incorrect and provide the correct form along with an explanation. This will help reinforce their learning and prevent similar mistakes in the future.
- Encourage the other students to listen attentively and provide feedback if they notice any errors or have suggestions for improvement. This peer-review process can be a valuable learning experience for everyone involved.

<b>Class assessment:</b>	✓	x
Can the students read and understand the story about Mulla Nasruddin?		
Can the students fill in the blanks using the process of inference?		
Can they use the helping verbs is and are properly?		
Can the students use the dictionary using guide words?		
Can the students use description words and write sentences?		
Can the students mark correct answer in multiple choice questions after listening to a related passage?		
Can the students discuss the main idea of a story?		
Can the students listen to queries and give advice?		

**Teacher's notes:**

- If students are unable to read and understand the story about Mulla Nasruddin, begin by reading the story aloud to the class, using expressive intonation to make it more engaging. Pause after each paragraph to discuss the content and ask questions to check for understanding. Simplify any complex vocabulary or concepts, and use visual aids like pictures or illustrations to support comprehension. Encourage students to summarise the story in their own words to ensure they grasp the main points.
- If students struggle to fill in the blanks using the process of inference, provide more guided practice. Start with easier examples and gradually increase the difficulty level. Explain the process of using context clues to make educated guesses about the missing words. Work through some examples as a class, discussing the reasoning behind each choice. Encourage students to think critically and ask questions if they are unsure.
- If students find it challenging to use the helping verbs 'is' and 'are' properly, review the rules of subject-verb agreement with simple examples. Use visual aids, such as charts or diagrams, to illustrate the difference between singular and plural subjects. Provide practice sentences and have students work in pairs to identify and correct errors. Offer immediate feedback and positive reinforcement to build their confidence.
- If students are having trouble using the dictionary with guide words, demonstrate the process step by step. Show how to locate guide words at the top of each page and use them to find specific entries. Provide practice activities where students look up words and identify the corresponding guide words. Encourage them to work in pairs or small groups to support each other.
- If students cannot use description words and write sentences, review adjectives and their role in adding detail to sentences. Provide examples and practice exercises where students describe objects, people, or scenes using a variety of adjectives. Encourage them to use their senses to come up with descriptive words. Have them write sentences and share with the class, offering feedback and suggestions for improvement.
- If students struggle to mark correct answers in multiple-choice questions after listening to a related passage, practise active listening skills with them. Play short audio passages and ask comprehension questions to check their understanding. Teach strategies for eliminating incorrect answers and making informed choices. Provide practice tests and review the answers together, discussing the reasoning behind each correct choice.
- If students are unable to discuss the main idea of a story, model the process of identifying the main idea. Read a short passage and demonstrate how to summarise it in one or two sentences. Provide graphic organisers, such as story maps or charts, to help students organise their thoughts. Encourage group discussions where students share their ideas and build on each other's responses.
- If students find it difficult to listen to queries and give advice, practise active listening and empathy exercises. Role-play different scenarios where students take turns asking for and giving advice. Emphasise the importance of listening carefully, asking clarifying questions, and responding thoughtfully. Provide sentence starters and prompts to help them structure their responses.

### UNIT 3: FIVE MEN IN A CART

<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

#### 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.
- respond to simple instructions, announcements in English made in class/school.
- respond appropriately to oral messages/telephonic communication.
- use the dictionary.

#### Overview:

This story teaches us that we must neither blindly follow orders nor should we destroy someone's ability to take decisions by our high-handedness and constant ordering about. We must apply ourselves before we do something even if it is advised to us. It is an amusing story and will teach the lesson implicit in it through humour.

#### Success criteria:

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

- read and enjoy a funny story that also teaches us something.
- appreciate the intelligence of Mulla Nasruddin.
- understand that one can use one's wit and intelligence to solve many problems.
- analyse a story and comprehend its underlying message.
- answer factual and inferential questions.
- improve their vocabulary.
- learn the correct use of *is* and *are*.
- learn what 'guide words' are and how they help us when we use a dictionary.
- write descriptions.
- listen to a question closely and choose the appropriate response to it.
- learn how to give advice.
- think of problems and ask their partner for advice.

#### Generic skills:

- **Collaborative:** Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary, grammar and conversation skills.
- **Analytical:** Students will learn the importance of critical thinking and making decisions based on logic rather than by following orders blindly.
- **Reflective Thinking:** Students will learn to evaluate the direction the story is taking by following its progress and learn to read between the lines to get to the moral of the story.

**Starter:**

Use the Starter to make learners familiar with the words 'can' and 'may'.

- The students will sit with their books shut. Ask them how they want their favourite teacher to be.
- Introduce the lesson; carry on a discussion about famous teachers. Ask the students to think about the topic for ten minutes and encourage everyone to join the discussion. The discussion may include:
  - *What tales have they heard about various teachers?*
  - *Have they read these stories about famous teacher-student relationships?*
  - *What characteristics do they think that the various characters in these stories represent?*
- You would have to monitor the discussion as it goes forward.
- Now ask the students to open their books to the lesson concerned.

## Lesson structure:

### Reading:

- To start this lesson, instruct the students to silently read the provided text. Remind them to focus on the words without moving their lips or using their fingers or pencils to follow along. This will help them practise silent reading and improve their concentration.
- The meanings of difficult words are provided in little boxes next to the words. Encourage students to first try to figure out the meanings on their own by looking at the context in the story. This helps develop their inferencing skills and boosts their confidence in understanding new vocabulary. If they have trouble, be ready to help them by providing explanations or examples.
- After the silent reading, read the story aloud to the class. Ensure that everyone understands the storyline by pausing at intervals to discuss the content and clarify any confusing parts. Use expressive intonation to make the story engaging and lively.
- Next, engage the students in a discussion with the following questions:
  - ‘What do you think of the four students? Were the four students doing the right thing?’ Encourage the students to share their opinions and reasons behind their thoughts.
  - ‘What kind of teacher was Teacher Sami? Do you think he was autocratic?’ Discuss the qualities of Teacher Sami as a teacher and whether his behaviour was strict or controlling.
  - ‘Why do you think that the four students followed Teacher Sami’s instructions blindly? Was it because they were afraid of him?’ Explore the motivations of the students and their relationship with the teacher.
  - ‘What are the qualities of a good student, someone who depends on the teacher or someone who applies his learning to a situation?’ Discuss the characteristics of a good student and the importance of applying learned knowledge to real-life situations.
- Select a few students to read out passages from the story aloud. This activity will help them with public speaking and improve their language skills. Provide feedback on their pronunciation, intonation, and expression to help them develop better reading fluency.
- As a formative assessment exercise, instruct the students to read silently for comprehension. After the reading, ask the reader (or a peer) to identify any errors in pronunciation, intonation, or stress. Correct any other errors yourself and provide further practice in modulation and expression. You can do this through separate exercises where pairs or groups of students present dialogues and short passages.
- Ensure that all the discussions are interactive, encouraging students to participate actively. This approach will help them engage with the text, develop critical thinking skills, and improve their reading and speaking abilities.

**Learn to read:**

These exercises will highlight the students' understanding of the story and whether they have been able to follow its message.

- First, initiate a class discussion by asking the questions related to the story. Encourage students to participate actively and share their thoughts. This will give you an insight into their comprehension and interpretation of the story.
- Next, randomly select a student and ask them to share their answer to one of the questions. Encourage them to explain why they feel that way and what evidence from the story supports their opinion. This will help develop their critical thinking and reasoning skills.
- After the student has shared their answer, ask the rest of the class if they agree or disagree with the response. Encourage them to provide reasons for their own answers and engage in a respectful discussion. This collaborative approach helps students learn to appreciate different perspectives and builds their ability to articulate their thoughts clearly.
- Once the discussion is over, instruct all the students to write down their answers to the questions. Allocate fifteen minutes for this task and remind them to organise their thoughts and provide detailed responses.
- Walk around the classroom to offer assistance and support to any students who may face difficulties in completing their work. Ensure that everyone understands the task and stays on track.
- After the writing time is up, ask a few students to share their written answers with the class. Provide constructive feedback, highlighting the strengths of their responses and suggesting areas for improvement. This will help them refine their writing skills and gain confidence in their abilities.
- Make sure the entire activity, including the discussion and writing time, does not exceed twenty-five minutes. This keeps the lesson focused and ensures that students remain engaged throughout the process.

## Learn words:

### Compound words:

- Start by explaining that compound words are created when two different words are combined to make one new word. Use simple language and examples to make the concept clear. For instance, you can say, 'A compound word is like putting two puzzle pieces together to make a new picture. Each piece on its own has a meaning, but when you join them, they create something new.'
- Next, write the given compound words on the board: 'afternoon', 'basketball', and 'blueberry'. Read each word aloud and ask the students to repeat after you. This helps them get familiar with the pronunciation and structure of the words.
- Break down each compound word into its two parts and explain the meaning of each part. For example, for 'afternoon', you can say, 'The word 'afternoon' is made up of two words: 'after' and 'noon'. 'After' means something that happens following a certain event, and 'noon' is the middle of the day. When you put them together, 'afternoon' means the time of day that comes after noon.'
- Repeat this process for the other words:
  - 'Basketball' is made up of 'basket' and 'ball'. A 'basket' is a container used to hold or carry things, and a 'ball' is a round object used in sports and games. When you combine them, 'basketball' is a game played with a ball and a hoop or basket.
  - 'Blueberry' consists of 'blue' and 'berry'. 'Blue' is a colour, and a 'berry' is a small, juicy fruit. Together, 'blueberry' is a type of berry that is blue in colour.
- After explaining each compound word, ask the students to come up with their own examples of compound words. Write their suggestions on the board and break them down into their component words, discussing their meanings.
- To reinforce the lesson, provide practice exercises where students can break down compound words into their individual parts and explain their meanings. You can also play a game where students create new compound words by combining different words and explaining their meanings.
- By following these steps, you'll help students understand the concept of compound words, learn to recognise them, and develop their vocabulary skills.

### Learn grammar:

- To teach students how to ask for permission using 'may' and 'can', start by explaining the difference between these two words. Use simple language and examples to make it clear. Tell them that 'may' is used when we speak to people like teachers and parents, or when we want to be very polite. On the other hand, 'can' is used when we talk to friends or classmates.
- For example, to a teacher, you would say, 'May I leave now, Miss?' because it's polite and formal. But to a friend, you might say, 'Can I borrow your book?' because it's more casual.
- Next, read the provided sentences to the class, and explain that they need to rewrite these sentences using 'may'. Show them the example: 'Please give us permission to leave the room' becomes 'May we leave the room?'.
- Work through each sentence together: a. 'Please allow me to go home now.' becomes 'May I go home now?' b. 'Please allow me to speak to Arsalan.' becomes 'May I speak to Arsalan?' c. 'Please give me permission to use the phone.' becomes 'May I use the phone?' d. 'Please allow us to get down from the cart.' becomes 'May we get down from the cart?' e. 'Please let me have another slice of cake.' becomes 'May I have another slice of cake?'
- Have the students write these sentences in their notebooks. Then, ask them to come up with their own examples of sentences where they would use 'may' and 'can'. This practice helps reinforce the lesson and improves their understanding.
- Now, move on to the next grammar topic about using 'a', 'an', and 'the'. Explain that we use 'a' or 'an' when we speak of something for the first time or when we do not know which specific thing we are talking about. Use 'the' when speaking of something after the first time or when we already know about it.
- Use the provided example sentences from the story to explain this concept:
  - 'He fell head first into a ditch.' (First mention, we use 'a')
  - 'The students looked at him as he lay in the ditch.' (Second mention, we use 'the' because we know which ditch)
- Then, ask the students to fill in the blanks with 'a', 'an', or 'the' in the following sentences: a. Tooba: 'Where's mother?' Father: 'She's in the kitchen. She's baking a cake.' b. Samana: 'I have a problem with my homework. Will you help me?' Father: 'Now, let's see. What's the problem?' c. Areeba: 'There's a man talking to Saima. Who is he?' Moosa: 'Don't you know? The man is our new teacher.' d. Rizwan has a nice flat near the park. The flat is very comfortable, but it's very far from his office. Rizwan is planning to buy a car. It will help him to get to the office in time.
- Have the students complete this exercise in their notebooks and discuss the answers together as a class. Make sure to explain the reasons behind each correct choice to reinforce their understanding.

### Use the dictionary:

- To teach students how to arrange words in alphabetical order, begin by explaining what alphabetical order means. Use simple language and examples to ensure they understand. You can say, 'Alphabetical order is when we arrange words in the same order as the letters in the alphabet, starting with 'A' and ending with 'Z.'
- Write the alphabet on the board to serve as a reference for the students. Next, write the list of words on the board: 'students', 'cart', 'ditch', 'luggage', 'list', and 'bullock'. Read the words aloud together to familiarise the students with them.
- Explain that to arrange the words in alphabetical order, they need to compare the first letter of each word. If the first letters are different, they can arrange them based on those letters. For example, 'bullock' starts with 'B', 'cart' starts with 'C', and 'ditch' starts with 'D'.
- To illustrate, show the students how 'bullock' comes first because 'B' comes before 'C' and 'D' in the alphabet. Write 'bullock' on the board as the first word in the list.
- Next, compare the remaining words. Since 'cart' starts with 'C', it comes after 'bullock'. Write 'cart' on the board.
- Continue with 'ditch', which starts with 'D', and place it after 'cart'. Then, show the students how to handle words that start with the same letter. For example, 'list' and 'luggage' both start with 'L'. Explain that they need to look at the second letter in each word: 'list' has 'i' and 'luggage' has 'u'. Since 'i' comes before 'u' in the alphabet, 'list' comes before 'luggage'. Write 'list' and 'luggage' in the correct order on the board.
- Finally, 'students' starts with 'S', so it comes after all the other words. Write 'students' as the last word.
- Now the alphabetical order should look like this: a. bullock b. cart c. ditch d. list e. luggage f. students
- Have the students copy the list into their notebooks. Encourage them to practise this skill with other sets of words. Provide additional examples and practice exercises to reinforce their understanding.

### Learn to write:

- To teach the students how to rearrange sentences to form a story, start by explaining that stories have a beginning, middle, and end. Each part of the story should make sense and connect logically to the next part.
- First, read the sentences aloud with the students and make sure they understand what each sentence means. Write all the sentences on the board, starting with the first sentence in the correct order: 'Teacher Sami and his students were travelling in a cart'.
- Next, explain that the students need to look for clues in the sentences to figure out the correct order. For example, if something 'suddenly' happens, it likely follows a quieter moment. Help them identify these clues by discussing each sentence together.
- Start with the sentence 'Four of them were students and one was their teacher.' Explain that this sentence provides additional information about the characters introduced in the first sentence. Therefore, it should come right after the first sentence.
- Continue with the sentences in a logical sequence. Ask the students to consider what happens next in the story. For instance, 'Suddenly, the teacher fell out of the cart.' follows logically because it introduces an unexpected event. Then, 'He fell into a ditch beside the road.' explains where the teacher fell.
- Next, 'But they did not try to help him.' shows the students' reaction to the event, and 'The students looked at their teacher sadly.' adds to their reaction. 'The teacher was very angry.' describes the teacher's feelings after the fall. Finally, the last sentence 'The students said, 'You said we must not get down from the cart.' shows the students' reasoning.
- The correct order should look like this: a. Teacher Sami and his students were travelling in a cart. b. Four of them were students and one was their teacher. c. Suddenly, the teacher fell out of the cart. d. He fell into a ditch beside the road. e. But they did not try to help him. f. The students looked at their teacher sadly. g. The teacher was very angry. h. The students said, 'You said we must not get down from the cart'.
- Have the students write this order in their notebooks. Encourage them to explain why each sentence follows the previous one. This will help them understand how to organise sentences logically and create a coherent story. By practising this skill, they will improve their writing and storytelling abilities.

### Learn to listen:

- To teach the students how to complete the listening exercise, start by explaining the purpose of the activity. Let them know that they will need to fill in the blanks in the sentences with the correct numbers after listening to a passage. Emphasise that they should listen carefully to the details provided in the audio.
- First, read the sentences aloud to the students, making sure they understand each one. Explain that each blank needs to be filled with a number. For example: a. 'There are bones in your body.' b. 'The Minar-e-Pakistan is metres tall.' c. 'Neil Armstrong landed on the moon in .' d. 'The Burj Khalifa in Dubai has floors.'
- Next, play the relevant passage or text from the coursebook (as indicated in the teacher's note). Remind the students to listen carefully for the specific numbers mentioned in the audio.
- After playing the passage once, give the students a few moments to write down their answers. Encourage them to fill in the blanks based on what they heard. If they are unsure, remind them that they can listen to the passage again.
- Play the passage a second time, allowing the students to check their answers. After the second listening, go through each sentence together as a class. Ask the students to call out their answers and discuss whether they got them right or wrong.
- If a student has an incorrect answer, gently correct them and explain the correct answer. For example, if a student fills in 'The Minar-e-Pakistan is 170 metres tall,' but the correct answer is 62, explain why 62 is correct based on the audio.
- Allow the students to listen to the passage one more time if necessary to ensure they have the correct answers. Emphasise that it's okay to make mistakes, as listening and learning are processes that improve with practice.
- By following these steps, you will help students develop their listening skills, improve their ability to focus on important details, and understand how to extract information from an audio passage.



### Learn to speak:

- To teach the students how to ask for and give permission using 'can', start by explaining the difference between 'can' and 'may'.

Can	May
<p>'Can' is more casual and is used when speaking to friends or classmates. It is also used to talk about someone's ability to do something. For example, if you say, 'Can I go to the park with you?' you are asking for permission in an informal way. Similarly, if you say, 'I can ride a bike,' you are talking about your ability to ride a bike.</p>	<ul style="list-style-type: none"> <li>'May' is more formal and polite, and it is used when speaking to people like teachers, parents, or others in authority. For example, if you say, 'May I leave the classroom, Miss?' you are asking for permission in a respectful manner.</li> </ul>
<p>Using 'may' shows politeness and respect, while 'can' is more relaxed and informal. Both words can be used to ask for permission, but it's important to choose the right one based on who you are speaking to.</p>	

- Use simple language to make it clear that 'can' is used when asking friends and classmates for permission, while 'may' is used for more formal situations, like speaking to teachers or parents. For example, explain that we say 'Can I borrow your book?' to a friend but 'May I borrow your book?' to a teacher.
- Begin by pairing the students up and giving them some practice scenarios. For instance, one student can ask, 'Can I use your ruler?' and the other can respond, 'Yes, you can use my ruler.' Encourage them to take turns asking for and giving permission, using 'can' in their sentences. Walk around the classroom to listen and provide assistance if needed.
- Next, ask the students to create their own requests using the words from the help boxes. For example, instead of 'Can I join you?' they might say, 'Can I come tomorrow?' or 'Can I use your marker pen?' Encourage them to think of different scenarios where they might need to ask for permission from their classmates.
- After they have practised with their partners, have a few pairs present their dialogues to the class. This will help them improve their speaking skills and gain confidence in using 'can' to ask for permission. Provide constructive feedback and praise their efforts.
- By following these steps, you'll help students understand how to use 'can' to ask for permission in a friendly and informal manner, improving their communication skills in a practical and engaging way.

Class assessment:	✓	✗
Can the students read and understand the moral of the story 'Five men in a cart'?		
Can the students use compound words?		
Can they use the modals: can and may?		
Can the students use articles (a, an, the)?		
Can the students use find words in a dictionary (alphabetical pattern)?		

Can the students put the jumbled events in order?		
Can the students listen to a passage and mark answers (multiple choice questions)?		
Can the students use can and may appropriately in a conversation?		

**Teacher's notes:**

- If the students are unable to read and understand the moral of the story 'Five men in a cart', start by reading the story aloud with expressive intonation. Pause after each paragraph to discuss the content and ensure comprehension. Use simpler language and visual aids if needed. Engage the students in a discussion about the story's message and encourage them to share their thoughts.
- If students struggle with using compound words, provide more examples and practice exercises. Use simple compound words, break them down into their parts, and explain their meanings. Engage students with matching games and list creation to reinforce their understanding.
- If students find it challenging to use 'can' and 'may', review the rules with clear examples. Use role-playing activities to practise asking for and giving permission, providing immediate feedback and corrections to build confidence.
- For using articles (a, an, the), offer additional practice with clear examples and exercises. Use group activities to identify and correct article usage in sentences, reinforcing the rules with visual aids.
- If students have trouble finding words in a dictionary using the alphabetical pattern, demonstrate the process step by step. Practice looking up words and identifying guide words together, supporting each other in pairs or groups.
- For putting jumbled events in order, provide more sequencing practice with simple stories or events. Use visual aids like storyboards and discuss logical order to help organise events.
- If students struggle to listen to a passage and mark answers for multiple-choice questions, practise active listening skills with short audio passages. Teach strategies for listening for key details and provide practice tests with review discussions.
- To use 'can' and 'may' appropriately in conversation, practice with role-playing activities and scenarios. Provide sentence starters and prompts, offering feedback to improve their conversational skills.

## UNIT 4: AMIN AND THE EGGS

**Grade:** III

**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.
- respond to simple instructions, announcements in English made in class/school.
- read aloud with appropriate pronunciation and pause.
- use meaningful short sentences in English, orally and in writing.

### Overview:

This unit has been included to help students understand how a unique and clever analogy can free one from a sticky situation. This story also teaches the students that one should not lose heart even if circumstances are unfavourable, and one should explore other avenues if the need arises. The lesson teaches us to remain calm and to use our wit and wisdom.

### Success criteria:

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

- understand the importance of being optimistic in life.
- understand that despite unfavourable circumstances, life can still continue with a few well-conceived changes.
- understand that self-pitying doesn't solve anything.
- understand the importance of facing a problem resourcefully.
- answer factual and inferential questions.
- improve their vocabulary.
- use the Starter to encourage learners to look at the illustrations and figure out what the logical explanations for each are.

### Generic skills:

- **Collaborative:** Students will work in groups to discuss answers to questions. This collaboration will help them improve their vocabulary, grammar, and conversation skills. By working together, they will learn to communicate effectively and support each other in the learning process. For example, they can discuss why Amin refused to pay the merchant and how he cleverly argued his case.
- **Analytical:** Students will learn the importance of critical thinking and making decisions based on logic rather than blindly following orders. Through analysing the story and its characters, they will develop the ability to think critically and make informed decisions. For instance, they can analyse the merchant's demand and Amin's response to understand the underlying logic and fairness.
- **Reflective Thinking:** Students will learn to evaluate the direction the story is taking by following its progress. They will practise reading between the lines to understand the deeper meaning and moral of the story. This reflective thinking will help them develop a deeper understanding of the text and its themes. For example, they can reflect on the moral lesson about honesty and how Amin's cleverness helped him win the case.

### Starter:

- When students face a sticky situation, it is important for them to remain calm and think clearly. They should take a moment to assess the situation and consider their options before reacting. Here are a few sample scenarios and how students might handle them:
- **Scenario 1: Forgetting Homework** Imagine a student forgets to bring their homework to school. Instead of panicking, they should take a deep breath and think about their options. They could explain the situation honestly to the teacher and ask if they can bring it the next day. They might say, 'I am sorry, I forgot my homework at home. Can I bring it tomorrow?' This shows responsibility and honesty.
- **Scenario 2: A Friend is Upset** If a student notices that their friend is upset, they should approach the situation with empathy. They could ask their friend what is wrong and offer to listen. For example, 'You seem upset. Do you want to talk about it?' This shows that they care and are willing to support their friend.
- **Scenario 3: Being Teased** If a student is being teased by others, it is important for them to stay calm and not react with anger. They could calmly tell the person teasing them to stop, or they could walk away and seek help from a teacher or another trusted adult. For instance, 'Please stop teasing me. It is not nice,' or 'I am going to tell the teacher if you do not stop.'
- **Scenario 4: Lost Item** If a student loses something important, like their lunchbox or a book, they should try to retrace their steps and think about where they last had it. They could also ask their classmates or teachers if they have seen it. For example, 'I lost my lunchbox. Has anyone seen it?' This shows problem-solving skills and initiative.
- **Scenario 5: Group Project Disagreement** During a group project, if there is a disagreement among group members, the students should try to listen to each other's opinions and find a compromise. They could say, 'Let's listen to everyone's ideas and then decide together what is best for the project.' This encourages teamwork and respect for others' viewpoints.
- In each of these scenarios, the students' plan of action should involve staying calm, thinking clearly, and communicating effectively. By practising these skills, they will be better prepared to handle sticky situations in a positive and constructive manner. Encourage them to always seek help from a trusted adult if they are unsure of what to do. This approach ensures that they feel supported and confident in their ability to navigate challenging situations.

**Lesson structure:****Reading:**

- The story of Amin is a captivating tale that begins with Amin losing his crops in a drought and deciding to seek work in another village. Before leaving, he borrows a dozen hard-boiled eggs from a merchant, promising to pay him back upon his return. The story unfolds with Amin cleverly outwitting the merchant in court, leading to a fair and just resolution.
- When discussing Amin, it is clear that he is a resourceful and clever character. Despite facing a difficult situation, he remains calm and thinks strategically. His quick thinking and wit are evident when he plants boiled beans in his garden and uses this as an analogy to counter the merchant's exaggerated claim. Amin's ability to turn the situation in his favour demonstrates his intelligence and resourcefulness.
- The merchant, on the other hand, comes across as greedy and opportunistic. He tries to take advantage of Amin by demanding an unreasonable sum of 500 silver coins for the eggs, claiming that they would have turned into a large flock of birds over seven years. This shows the merchant's greed and lack of fairness, as he attempts to exploit Amin's situation for his own gain.
- The judgement in the story is a pivotal moment. The judge listens to both sides and ultimately sides with Amin, recognising the absurdity of the merchant's claim. This decision is fair and just, as it acknowledges the impossibility of boiled eggs hatching into chickens and prevents the merchant from taking advantage of Amin. The judgement reinforces the theme of honesty and fairness, highlighting the importance of truth and integrity.
- Amin's qualities include cleverness, resourcefulness, and honesty. He is able to think on his feet and use his wit to navigate challenging situations. The merchant, in contrast, is characterised by greed and opportunism. His actions are driven by a desire for personal gain, even at the expense of fairness and honesty.
- The story effectively develops these characters, showcasing Amin's growth and cleverness while highlighting the merchant's greed. The narrative teaches valuable lessons about honesty, fairness, and the importance of using one's intelligence to overcome obstacles. By discussing these aspects of the story, students can gain a deeper understanding of the characters and the moral lessons embedded in the tale.

### Post reading:

- This exercise is designed to help the teacher assess the students' inference skills. Begin by asking one student to write their answer on the blackboard. This allows the student to share their understanding of the text with the class. Once the answer is on the board, ask the other students if they agree with the sequence or if they have a different idea of what the correct sequence should be. This encourages discussion and allows students to compare their thoughts with their peers.
- Give opportunities to five or six students to write their answers on the blackboard. This ensures that multiple perspectives are considered and gives more students a chance to participate. As each student writes their answer, ask the class to discuss whether they agree or disagree with the sequence. This helps to foster a collaborative learning environment where students can learn from each other.
- After several students have had the chance to write their answers, call out the correct answers. This provides clarity and ensures that all students understand the correct sequence. It also allows the teacher to address any misunderstandings and provide further explanation if needed.
- To further assess whether the students have understood the text, consider the following additional points:
  1. After discussing the correct answers, ask follow-up questions to gauge the students' comprehension. For example, 'Why do you think Amin was able to win his case?' or 'What lesson can we learn from the merchant's behaviour?'
  2. Divide the students into small groups and ask them to discuss the main themes and messages of the story. This encourages deeper thinking and allows students to articulate their understanding in their own words.
  3. Ask the students to write a short paragraph about what they learned from the story. This helps to reinforce their understanding and allows the teacher to assess their ability to express their thoughts in writing.
  4. Have the students role-play different parts of the story. This can help them to better understand the characters' motivations and actions. It also makes the learning experience more interactive and engaging.
  5. Pair up students and ask them to explain the story to each other. This helps to reinforce their understanding and allows them to practise their communication skills.

### Learn to read:

- These exercises are designed to assess the students' comprehension of the story and its underlying message. Begin by discussing the questions with the students to ensure they understand what is being asked. Then, randomly select a student and ask them to share their answer. Encourage them to explain why they feel that way, fostering a deeper understanding of their thought process.
- Invite other students to express whether they agree or disagree with the response, promoting a lively and engaging discussion. As the conversation unfolds, you may need to guide and mentor the discussion to keep it on track and ensure that all viewpoints are considered.
- After the discussion, ask all students to write down their answers, giving them fifteen minutes to complete this task. Be attentive to those who may struggle with the exercise, offering assistance and support as needed. The entire activity should be completed within twenty-five minutes, ensuring that it is both efficient and effective in gauging the students' grasp of the story.

**Learn words:**

- To teach these questions to the students, start by explaining the different ways animals help us. Use simple language and examples they can relate to. For instance, you could say, 'Horses can run in races and pull carriages. Dogs can guide blind people. Camels can carry people across the desert. Donkeys can pull carts. Elephants can lift heavy logs. Oxen can help farmers plough fields.'
- Next, show them how to match the animals to the activities. You could say, 'Let's match the animals to what they do. For example, horses run in races and pull carriages. Now, let's find out what other animals do.'
- After matching the animals, move on to completing the sentences. Read each sentence aloud and ask the students to fill in the blanks using the phrases from the previous exercise. For example, you could say, 'Horses run in races. They also help to pull carriages and to... what else do horses do?'
- Encourage the students to think and share their answers. If they struggle, gently guide them by giving hints or asking leading questions. For instance, 'What do specially trained dogs do? They help people who cannot see. So, we can say, "Specially trained dogs help people to..."'
- Make sure to give them enough time to write down their answers. Walk around the classroom to see if anyone needs help and provide assistance as needed. Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions.
- By breaking down the tasks into simple steps and using clear, relatable examples, you can help the students understand and complete the exercises effectively.

### Learn grammar:

- To teach these questions to the students, start by explaining the difference between proper nouns and common nouns in a simple and engaging way. You could say, 'A proper noun is the name of a specific person, place, or thing, like "Karachi" or "Ajmal". Proper nouns always start with a capital letter. For example, "Karachi" is a proper noun, but "city" is a common noun.'
- Next, show them examples from the sentences provided. Read the sentences aloud and point out the proper nouns. For instance, 'In the sentence "Salt'n Pepper Village is my favourite restaurant," "Salt'n Pepper Village" is a proper noun because it is the name of a specific restaurant.'
- Then, ask the students to underline the proper nouns in the given sentences. Encourage them to think about why each word is a proper noun. For example, 'Why is "Rex" a proper noun? Because it is the name of a specific dog.'
- After they have underlined the proper nouns, move on to explaining common nouns. You could say, 'Common nouns are names for general things, like "man" or "city". They do not refer to one specific person, place, or thing. For example, in the sentence "Once upon a time there was a man called Amin," "man" is a common noun.'
- Read the sentences with common nouns and ask the students to underline them. For example, 'In the sentence "Rex and Rover barked at the cats," "cats" is a common noun because it refers to general cats, not specific ones.'
- To reinforce the lesson, use the table provided to compare common nouns and proper nouns. You could say, 'Look at the table. "Woman" is a common noun, but "Bilquis Edhi" is a proper noun because it is the name of a specific woman.'
- Encourage the students to come up with their own examples of proper and common nouns. This will help them understand the concept better. Make sure to praise their efforts and provide gentle guidance if they make mistakes.
- By breaking down the lesson into simple steps and using clear examples, you can help the students understand the difference between proper nouns and common nouns effectively.

### Learn spelling:

- To teach these questions to the students, start by explaining the rule for using ‘ie’ and ‘ei’ in words. You could say, ‘There is a simple rule to help us remember when to use “ie” and “ei”. It goes like this: “i before e, except after c, but only when the sound is that of a long ee or i, like in the word “feet”. For example, we write “believe” with “ie” because it has a long ee sound. We write “receive” with “ei” because it comes after c.’
- Next, show them examples of words that follow this rule. You could say, ‘Look at these words: “believe” has “ie” because it sounds like a long ee. “Receive” and “ceiling” have “ei” because they come after c. “Foreign” has “ei” but does not have a long ee sound.’
- Then, move on to the exercise where they fill in the blanks with words that have ‘ei’ or ‘ie’. Read each sentence aloud and ask the students to think about the rule and choose the correct letters. For example, ‘This person lives next door. The word is “neighbour”. It has “ei” because it does not follow the long ee sound rule.’
- Encourage the students to apply the rule to each word. For example, ‘He fights for our country. The word is “soldier”. It has “ie” because it follows the long ee sound rule.’
- Make sure to give them enough time to think and write down their answers. Walk around the classroom to see if anyone needs help and provide assistance as needed. You could say, ‘One of your school subjects. The word is “science”. It has “ei” because it comes after c.’
- Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions. Praise their efforts and gently correct any mistakes they make.
- By breaking down the rule into simple steps and using clear examples, you can help the students understand when to use ‘ie’ and ‘ei’ in words effectively.

### Learn pronunciation:

- To teach these pronunciation rules to the students, start by explaining each rule with simple examples. Begin with the letter 'C'. You could say, 'The letter "C" can make two different sounds. It makes a hard "C" sound like /k/ when it is followed by the letters a, o, u, or any consonant. For example, "cat", "corn", and "cup". It makes a soft "C" sound like /s/ when it is followed by the letters e, i, or y. For example, "cement", "city", and "cycle".'
- Next, move on to the letter 'G'. Explain, 'The letter "G" also makes two different sounds. It makes a hard "G" sound like /g/ when it is followed by the letters a, o, or u. For example, "game", "goat", and "gum". It makes a soft "G" sound like /j/ when it is followed by the letters e, i, or y. For example, "gem", "giraffe", and "gym".'
- Then, talk about the letter 'S'. You could say, 'The letter "S" can make a /s/ sound like a snake hissing. For example, "soap", "sand", and "sun". It can also make a /ʃ/ sound like "sh" in "shoe". For example, "sugar", "sure", and "ship".'
- Explain the silent 'E' at the end of words. 'When there is an "E" at the end of a word, it is usually silent, but it makes the vowel before it say its name, which is a long vowel sound. For example, "cake" has a long "a" sound, "bike" has a long "i" sound, and "note" has a long "o" sound.'
- Discuss vowel pairs. 'When two vowels are together in a word, the first one usually says its name, and the second one is silent. For example, in "boat", the "o" is long, and the "a" is silent. In "rain", the "a" is long, and the "i" is silent. In "seat", the "e" is long, and the "a" is silent.'
- Talk about the letter 'Y'. 'The letter "Y" can be a consonant or a vowel. At the beginning of words, it sounds like /y/, as in "yes", "yellow", and "yarn". At the end of words, it can sound like /i/ or /e/. For example, "happy" sounds like /e/, and "cry" sounds like /i/'.
- For the exercise, ask the students to circle the word in each row that has a different first sound. Read the examples aloud and explain why the word is different. For example, 'In the row "cave", "carpet", "cement", the word "cement" is different because it starts with an "s" sound, while the other words start with a "k" sound.'
- Encourage the students to practise saying the words aloud. Walk around the classroom to see if anyone needs help and provide assistance as needed. Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions.
- By breaking down the rules into simple steps and using clear examples, you can help the students understand and apply these pronunciation rules effectively.

### Learn to write:

- To teach the students how to write a short description of an animal, start by showing them the animals on page 27. Ask them to choose one animal they find interesting. Explain that they will write a description of the animal using simple sentences.
- Begin by discussing the questions that will help them write their description. You could say, 'First, think about what the animal looks like. Is it big or small? What colour is it? Does it have fur, feathers, or scales? Next, think about where the animal is found. Does it live in the forest, the desert, or the ocean? Then, think about what the animal eats. Does it eat plants, meat, or both? Finally, think about how the animal is useful to people. Does it help us in any way?'
- Give them an example to start their description. You could say, 'You can start like this: "The elephant is a large animal. It has grey skin and a long trunk. Elephants are found in Africa and Asia. They eat grass, leaves, and fruit. Elephants are useful to people because they can carry heavy loads and help with work in the forest."'
- Encourage the students to use their own words and ideas to describe their chosen animal. Walk around the classroom to see if anyone needs help and provide assistance as needed. You could say, 'Remember to use capital letters at the beginning of sentences and for proper nouns. Also, make sure your sentences make sense and describe the animal clearly.'
- Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions. Praise their efforts and gently correct any mistakes they make.
- By breaking down the task into simple steps and using clear examples, you can help the students write a short description of an animal effectively.

### Learn to listen:

- To teach these listening exercises to the students, start by explaining the activity in simple terms. You could say, 'Today, we are going to practise listening carefully to words. I will read out some sentences, and you need to listen to the words I say. Then, you will tick the word you hear.'
- Begin by reading each sentence aloud, making sure to emphasise the italicised words. For example, 'They could not repair the *dent/tent*.' Repeat the sentence if needed, so the students have a clear understanding of the words.
- Encourage the students to listen carefully and tick the correct word. You could say, 'Listen closely to the words I say. If I say "dent", tick "dent". If I say "tent", tick "tent".'
- After reading each sentence, give the students a moment to tick the word they heard. Walk around the classroom to see if anyone needs help and provide assistance as needed. You could say, 'Farah drew a sheep/ship in her book. Did you hear "sheep" or "ship"? Tick the word you heard.'
- Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions. Praise their efforts and gently correct any mistakes they make.
- To reinforce the lesson, you can refer to the listening text at the end of the coursebook and read or play the relevant passage given on page 113. This will help the students practise their listening skills further.
- By breaking down the activity into simple steps and using clear examples, you can help the students improve their listening skills effectively.

**Learn to speak:**

- To teach these questions to the students, start by explaining the activity in simple terms. You could say, ‘Today, we are going to practise giving instructions to each other. You will work in pairs and tell your partner how to do something. For example, how to serve biscuits to a visitor.’
- Begin by demonstrating the example provided. You could say, ‘First, take a plate. Then, open a packet of biscuits. Put the biscuits neatly on the plate. Next, put the plate on a tray. Finally, offer the biscuits to the visitor.’
- Encourage the students to follow the steps and practise giving instructions to their partner. You could say, ‘Now, let’s try another example. Taha will tell Ali how to make a jam sandwich. Taha says, “You will take two slices of bread, spread your favourite jam on both slices, and put them together.” Ali says, “Thank you, Taha! I will make one sandwich now.”’
- Ask the students to think of something they can teach their partner to do. It could be anything simple, like tying shoelaces or drawing a picture. Encourage them to use clear and simple language. You could say, ‘Think of something you know how to do and tell your partner how to do it. Use clear steps, just like we did with the biscuits and the jam sandwich.’
- Walk around the classroom to see if anyone needs help and provide assistance as needed. You could say, ‘Remember to speak clearly and make sure your partner understands each step. If they have any questions, help them out.’
- Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions. Praise their efforts and gently correct any mistakes they make.
- By breaking down the activity into simple steps and using clear examples, you can help the students practise giving instructions effectively.

<b>Class assessment:</b>	✓	✗
Can the students read and understand the moral of the story, ‘Amin and the eggs’?		
Can the students use common and proper nouns?		
Can the students remember the i before e rule while spelling?		
Can the students list down the pronunciation rules?		
Can the students read out a passage while stressing on the specific words/letters/sounds?		
Can the students make a description card?		
Can the students listen to the passage and translate their findings into the book?		
Can the students use provide instructions?		

**Teacher's notes:**

- If the students are unable to read and understand the moral of the story 'Amin and the Eggs', it is important to read the story together as a class. Discuss the main events and characters, asking questions to guide their understanding. Encourage them to think about the lesson the story is trying to teach. Sometimes, relating the story to their own experiences can help them grasp the moral more easily.
- If the students are struggling to use common and proper nouns, start by reviewing the definitions and providing clear examples. Use engaging activities like identifying nouns in sentences or creating lists of common and proper nouns together. Reinforce the concept with fun games or interactive exercises that allow them to practise in a supportive environment.
- If the students cannot remember the 'i before e' rule while spelling, create a catchy rhyme or song to help them memorise it. Practise with a variety of words that follow the rule and provide plenty of opportunities for them to apply it in their writing. Visual aids, like posters or flashcards, can also be helpful reminders.
- If the students are unable to list down the pronunciation rules, review each rule with simple examples. Use visual aids and repetition to reinforce the rules. Practise saying words aloud together, focusing on the different sounds. Encourage the students to listen carefully and repeat after you, making the learning process interactive and engaging.
- If the students have difficulty reading out a passage while stressing specific words, practise reading aloud as a class. Model how to stress certain words and sounds, and then have the students try it themselves. Provide positive feedback and gentle corrections to help them improve. Reading in pairs or small groups can also build their confidence.
- If the students are unable to make a description card, guide them through the process step by step. Start by brainstorming ideas together and providing a clear example. Encourage them to use simple sentences and descriptive words. Offer support and feedback as they work on their cards, ensuring they understand each part of the task.
- If the students cannot listen to a passage and translate their findings into the book, practise listening skills with shorter, simpler passages first. Discuss the main points and details together and gradually increase the complexity of the passages. Encourage active listening by asking questions and prompting them to take notes.
- If the students struggle to provide instructions, model the process by giving clear, simple instructions for a familiar task. Practise together, allowing the students to give instructions to each other in pairs. Provide feedback and support, helping them to use clear language and logical steps. Encourage them to practise at home with family members to build their confidence.

## UNIT 4: BE HONEST ALL THE TIME

<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

### Learning objectives:

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

- write sentences in English on personal experiences/events;
- respond to simple instructions, announcements in English made in class/school;
- use meaningful short sentences in English, orally and in writing.

### Overview:

This short story drives home not one, but two moral points, but it does so in a very witty manner. The story reinforces a quote by the famous Chinese teacher and philosopher, Confucius. It is a small tale reinforcing and exemplifying the meaning of the quote, but in a witty manner. The short story talks about how handling money leads to greed, and greed ultimately leads to bickering, even amongst siblings. The story leads to a series of events which ultimately prove the futility of lying to people. The story, in a rather amusing manner, shows how lying to people always misfires and ends up making one repent for it. It also subtly puts forth the difference between being clever and being sly.

### Success criteria:

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

- being wary of greed while handling money.
- understand that being sly and lying never leads to good consequences.
- cheating will always lead to disastrous consequences.
- Confucius and his life.
- the teachings of Confucius and how these teachings hold great practical value in everyday life.
- vocabulary and pronunciation.
- competition and how to compete in a healthy manner
- motives and rivalry.

### Generic skills:

- **Collaborative:** Students will work in groups to discuss answers to questions. This collaboration will help them improve their vocabulary, grammar, and conversation skills. By working together, they will learn to communicate effectively and support each other in the learning process.
- **Analytical:** Students will learn the importance of critical thinking and making decisions based on logic rather than blindly following orders. Through analysing the story and its characters, they will develop the ability to think critically and make informed decisions.
- **Reflective Thinking:** Students will learn to evaluate the direction the story is taking by following its progress. They will practise reading between the lines to understand the deeper meaning and moral of the story. This reflective thinking will help them develop a deeper understanding of the text and its themes.

**Starter:**

- To introduce learners to the concept of truth and lies, start by discussing why lying is not right. Explain that lying can hurt others and damage trust. When we lie, we are not being honest, and this can lead to misunderstandings and conflicts. Trust is an important part of any relationship, whether it is with friends, family, or teachers. When we lie, we break that trust, and it can be very difficult to rebuild.
- Talk about the consequences of lying. When someone lies, they might get into trouble or face punishment. More importantly, lying can make others feel sad, angry, or betrayed. It can also lead to a loss of respect and credibility. People might stop believing what the person says, even when they are telling the truth. This can make it hard for the person to make and keep friends.
- Ask the students to think about how they would feel if someone were to lie to them. Encourage them to share their feelings and experiences. They might feel hurt, disappointed, or confused. Explain that these feelings are normal and that it is important to be honest with each other to avoid causing such negative emotions.
- Use the Starter to introduce learners to the concept of truth and lies. Begin by discussing what it means to tell the truth and why it is important. Then, talk about why people might lie and the different situations in which lying can occur. For example, someone might lie to avoid getting into trouble, to make themselves look better, or to protect someone else's feelings.
- Solve the given exercise together as a class. This exercise aims to provide a good basis for understanding how and when people lie to one another. By working through the exercise, students will learn to recognise the importance of honesty and the impact that lying can have on themselves and others.

**Lesson structure:****Reading:**

- The story about the three elderly brothers is a fascinating tale set in China. It revolves around three brothers who are all very short-sighted and are trying to determine who among them has the best vision to take charge of their money. The story is filled with cleverness and a bit of trickery as each brother tries to prove his sight is the best.
- To teach this story to the students, start by introducing the author. Explain that the author wrote this story to highlight themes of honesty, perception, and cleverness. Discuss why the author might have chosen to write about these themes and how they are relevant to the students' lives.
- Read the story aloud to the class, making sure to use expressive tones to bring the characters and events to life. Pause at key moments to ask questions and encourage students to think about what is happening. For example, ask them why the eldest brother sneaked out to learn about the tablet or how they think the brothers felt when they realised the tablet had not been put up yet.
- Discuss the message and idea behind the story. The story teaches us about the importance of honesty and the consequences of trying to deceive others. It also shows how cleverness can sometimes backfire, as seen when the brothers realise their efforts to outsmart each other were in vain.
- Talk about the genre of the story. This tale can be classified as a fable or a moral story, as it imparts a lesson about honesty and perception. Discuss the characters in detail, describing their personalities and actions. The eldest brother is cunning, the middle brother is proud, and the youngest brother is observant. Each character's traits contribute to the unfolding of the story.
- Ask the students if they think this is a good story and why. Encourage them to share their opinions and discuss what they liked or did not like about the tale. This will help them engage more deeply with the text and develop their critical thinking skills.

**Learn to read:**

- To engage the students in a lively and interactive learning session, start by asking them to answer the questions verbally. Call out each question and encourage the students to raise their hands if they know the answer. This approach allows you to hear multiple answers for each question, fostering a classroom environment where different points of view are encouraged. As students share their answers, guide them in the right direction, helping them refine their thoughts and understand the material better.
- This verbal exercise should take about fifteen minutes. It provides an excellent opportunity for students to practice their speaking and listening skills while also learning to appreciate diverse perspectives.
- Next, ask the students to write their answers in their exercise books. This step helps reinforce their understanding and allows them to organise their thoughts clearly. The first few students who finish can read their answers aloud to the class. Encourage different opinions by initiating healthy debates and prompting students to consider the questions from various angles. This not only makes the exercise more engaging but also helps students develop critical thinking skills.
- For this exercise, allocate ten minutes for writing and another ten minutes for discussions. This balanced approach ensures that students have enough time to articulate their answers in writing and then engage in meaningful discussions. By following these steps, you will create a dynamic and inclusive classroom environment that promotes active participation and thoughtful reflection.

**Learn words:**

- To teach the matching and fill-in-the-blank exercises to the students, start by explaining the concepts behind the exercises in simple terms. Use definitions and examples to help the students understand each word and verb.
- For the matching exercise, begin by discussing the meanings of the words in both columns. Explain that the goal is to find the word in column B that matches the meaning in column A. For instance, if the word in column A is 'happily', you might explain that it means feeling or showing pleasure. Then, guide the students to think about which word in column B has a similar meaning.
- Encourage the students to read the story again to find clues that will help them match the words correctly. This not only reinforces their understanding of the vocabulary but also helps them improve their reading comprehension skills. Ask them to discuss their answers with their classmates, fostering a collaborative learning environment.
- For the fill-in-the-blank exercise, explain the verbs and their meanings. Discuss how verbs are action words that describe what someone or something is doing. Provide examples of each verb in different contexts to help the students grasp their meanings. For example, you might say, 'When we say someone "laughed", it means they made sounds showing happiness or amusement.'
- Ask the students to fill in the blanks with the correct verbs from the box. Remind them to use the correct form of the verbs, which means they need to think about whether the action happened in the past, present, or future. Encourage them to read the sentences aloud to check if they make sense. This helps them practise their reading and speaking skills while reinforcing their understanding of verb usage.

### Learn grammar:

- Start by explaining each concept in simple terms and using relatable examples.
- Begin with conjunctions. Explain that conjunctions are joining words that connect two shorter sentences to make a longer one. For example, the word 'and' is used to join sentences like 'Sania picked up her bag' and 'Sania went to school' to form 'Sania picked up her bag and went to school'. Discuss how conjunctions help make sentences smoother and more interesting. Encourage the students to practise joining sentences using 'and' by giving them pairs of short sentences to combine.
- Next, move on to tenses. Explain the simple present tense, which is used to talk about things that happen regularly, facts, and general truths. For example, 'I play cricket every day'. Discuss the structure: Subject + base form of the verb (for most subjects) and Subject + verb + s/es (for he, she, it). Provide examples like 'She reads a book every night' and 'The sun rises in the east'.
- Then, explain the simple past tense, which is used to talk about actions that happened and were completed in the past. For example, 'I played cricket yesterday'. Discuss the structure: Subject + past form of the verb. Provide examples like 'She read a book last night' and 'The sun rose at 6 AM this morning'.
- Move on to the present continuous tense, which is used to talk about actions that are happening right now or around the current time. For example, 'I am sitting at my desk right now'. Discuss the structure: Subject + verb + -ing. Provide examples like 'She is reading a book' and 'It is raining today'. Encourage the students to complete sentences using a helping verb along with a verb ending in -ing, such as 'Jamal is brushing his teeth' or 'The woman is reading a book'.
- Finally, explain the difference between phrases and sentences. A phrase is a group of words that work together to give a specific meaning but does not have a subject and a verb that can stand alone as a complete thought. For example, 'A big, brown cat!' Discuss how a sentence, on the other hand, has a subject and a verb and can stand alone as a complete thought, such as 'The big, brown cat is drinking milk'. Provide examples and ask the students to identify whether each example is a sentence or a phrase.

### Learn spelling:

- Start by explaining the rule in simple terms. Use clear examples to illustrate the concept.
- Begin by explaining that when a noun ends in a consonant letter followed by -y, we form the plural by dropping the -y and adding -ies. For example, 'story' becomes 'stories' and 'lady' becomes 'ladies'. Show the students how the consonant letter (like 'r' in 'story' and 'd' in 'lady') affects the change.
- Next, explain the exception to the rule. When a noun ends in a vowel letter followed by -y, we simply add -s to form the plural. For example, 'boy' becomes 'boys' and 'journey' becomes 'journeys'. Point out the vowel letters (like 'o' in 'boy' and 'e' in 'journey') and how they change the way we form the plural.
- Provide examples and ask the students to practise forming plurals. You can use words like 'fairy', 'lady', 'hobby', 'donkey', 'gooseberry', 'city', and 'holiday'. Encourage the students to fill in the blanks with the plural form of the words in brackets. For instance, 'The wicked fairy turned the ladies into trees' and 'Collecting coins is one of my hobbies'.
- Explain each example clearly, showing how the rule applies. For example, 'fairy' becomes 'fairies' because it ends in a consonant letter + -y, while 'boy' becomes 'boys' because it ends in a vowel letter + -y.
- Encourage the students to read the sentences aloud to check if they make sense. This helps reinforce their understanding of the rule and improves their reading skills. By explaining the concept with clear definitions and examples, you will help the students grasp the idea effectively. Create a supportive and interactive learning environment where they feel comfortable asking questions and sharing their thoughts. This approach ensures that the students understand the concept in a way that feels natural and engaging.

### Learn pronunciation:

- To teach the concept of short and long 'i' sounds to students, start by explaining the rules in simple terms and using relatable examples.
- Begin by discussing the short 'i' sound. Explain that the short 'i' sound is like the sound in the word 'sit'. It is a quick and short sound, like 'ih'. For example, 'I sit on the chair'. Write the word 'sit' on the board and say it aloud, emphasising the short 'i' sound. Ask the students to repeat the word after you to practise the sound.
- Next, explain the rule for the long 'i' sound. Tell the students that when the letter 'i' is followed by a consonant and then an 'e' at the end of the word, the 'i' usually has a long sound. For example, in the word 'kite', the 'e' at the end makes the 'i' long, so it sounds like 'eye'. Write the word 'kite' on the board and say it aloud, emphasising the long 'i' sound. Ask the students to repeat the word after you.
- Discuss the vowel pairs rule. Explain that when 'i' is paired with another vowel, like 'ie' or 'igh', it often makes a long 'i' sound. For example, in the word 'pie', the 'ie' makes the 'i' long. Write the word 'pie' on the board and say it aloud, emphasising the long 'i' sound. Ask the students to repeat the word after you. Another example is 'light', where the 'igh' makes the 'i' long.
- Provide the students with a list of words and ask them to identify whether each word has a short or long 'i' sound. For example, give them words like 'fish', 'kite', 'pit', 'light', 'might', and 'fit'. Ask them to circle the words that have a long 'i' sound. Encourage them to practise saying the words aloud to hear the difference between the short and long 'i' sounds.
- By explaining the rules with clear definitions and examples, you will help the students understand the concept effectively. Encourage them to ask questions and share their thoughts, creating a supportive and interactive learning environment. This approach ensures that the students grasp the concept in a way that feels natural and engaging.

**Learn to write:**

- To teach the concept of honesty and guide the students in creating their own posters, start by discussing what honesty means. Explain that honesty is about telling the truth and being sincere in our actions and words. It means not lying, cheating, or stealing, and always being truthful even when it is difficult.
- Begin by asking the students what honesty means to them. Encourage them to share their thoughts and experiences. This helps them understand the concept better and relate it to their own lives. For example, you might say, 'For me, honesty means that I will not copy my friend's homework.' Ask the students to think about similar examples from their own lives.
- Next, instruct the students to make their own posters on honesty in their notebooks. Explain that they should write five sentences about what honesty means to them. Provide the example sentence: 'For me, honesty means that I will not copy my friend's homework.' Encourage them to think of other examples, such as 'For me, honesty means that I will always tell the truth' or 'For me, honesty means that I will return lost items to their owner.'
- After they have written their sentences, ask the students to decorate their posters in any way they like. They can use colour pencils, paint, or any other materials they have. This creative activity helps them engage with the concept of honesty in a fun and personal way.
- Remind the students to write their names above their posters. This makes their work personal and gives them a sense of ownership over their ideas.
- By discussing the concept of honesty and guiding the students through the poster-making activity, you will help them understand the importance of being truthful and sincere. Encourage them to ask questions and share their thoughts, creating a supportive and interactive learning environment. This approach ensures that the students grasp the concept in a way that feels natural and engaging.

**Learn to listen:**

- To teach the activity of looking at pictures and numbering them in the right order to the students, start by explaining the steps in simple terms.
- Begin by showing the students the pictures. Ask them to look closely at each picture and think about what it shows. Encourage them to describe the pictures in their own words. For example, if the pictures depict a sequence of events, ask them to identify what is happening in each picture. This helps them understand the content and context of the images.
- Next, explain that they will listen to a description or story that matches the pictures. Tell them to pay close attention to the details in the story, as it will help them figure out the correct order of the pictures. You might say, 'Listen carefully to the story and think about which picture matches each part of the story.'
- Play the audio or read the story aloud to the class. Pause after each part of the story to give the students time to think about which picture matches that part. Encourage them to discuss their thoughts with their classmates. This helps them practise their listening and comprehension skills.
- After listening to the story, ask the students to number the pictures in the right order. Explain that they should write the numbers next to each picture to show the sequence. For example, if the first picture matches the beginning of the story, they should write '1' next to it.
- Once they have numbered the pictures, review the answers together as a class. Discuss why each picture is in the order they chose and how it matches the story. This helps reinforce their understanding and allows them to correct any mistakes.
- By explaining the steps clearly and encouraging discussion, you will help the students engage with the activity and develop their listening, comprehension, and sequencing skills. Create a supportive and interactive learning environment where they feel comfortable asking questions and sharing their thoughts. This approach ensures that the students grasp the concept in a way that feels natural and engaging.

**Learn to speak:**

- To teach the activity of discussing lies and their reasons to the students, start by explaining the steps in simple terms and using relatable examples.
- Begin by forming groups of four or five students. Explain that each person in the group will give one example of a lie. For instance, you might say, 'Imagine you did not do your homework, so you told the teacher you forgot to bring your book.' This helps the students understand the task and think of their own examples.
- Next, explain that the other group members will give the reason for the lie. For example, if a student says, 'I did not do my homework, so I told the teacher I forgot to bring my book,' the others might say, 'You were afraid the teacher would be angry with you.' This encourages the students to think about why people lie and the emotions behind it.
- Encourage the students to take turns sharing their examples and discussing the reasons. This helps them practise their speaking and listening skills while also understanding the motivations behind lying. Remind them to be respectful and supportive of each other's ideas.
- After the groups have finished their discussions, ask them to share their ideas with the whole class. This allows everyone to hear different perspectives and learn from each other. Encourage the students to listen carefully and ask questions if they do not understand something.
- By explaining the steps clearly and providing examples, you will help the students engage with the activity and develop their critical thinking and communication skills. Create a supportive and interactive learning environment where they feel comfortable sharing their thoughts and ideas. This approach ensures that the students grasp the concept in a way that feels natural and engaging.

<b>Class assessment:</b>	✓	✗
Can the students read and understand the moral of the story, 'Be honest at all time'?		
Can the students use conjunctions?		
Can the students use simple present tense?		
Can the students use present continuous tense?		
Can the students differentiate between phrases and sentences?		
Can the students change spellings as required (replace y with ies)?		
Can the students list down the pronunciation rules?		
Can the students make a poster as directed?		
Can the students listen to the passage and translate their findings into the book?		
Can the students use provide reasons for the statement?		

**Teacher's notes:**

- If the students are unable to read and understand the moral of the story, 'Be honest at all times', it is helpful to break down the story into smaller sections. Read each part aloud and discuss its meaning with the class. Use simple language and relate the story to the students' own experiences to make it more relatable. Encourage them to ask questions and share their thoughts to ensure they understand the moral of the story.
- If the students are struggling to use conjunctions, start by explaining what conjunctions are and how they are used to join sentences. Provide examples and practise joining sentences together as a class. For instance, 'Sania picked up her bag and went to school'. Encourage the students to create their own sentences using conjunctions and share them with the class.
- If the students are having difficulty using the simple present tense, explain that it is used to talk about things that happen regularly, facts, and general truths. Provide examples like 'I play cricket every day' and 'The sun rises in the east'. Practise forming sentences together and ask the students to write their own examples.
- If the students are unable to use the present continuous tense, explain that it is used to talk about actions that are happening right now or around the current time. Provide examples like 'I am sitting at my desk right now' and 'She is reading a book'. Practise forming sentences together and ask the students to write their own examples.
- If the students are struggling to differentiate between phrases and sentences, explain that a phrase is a group of words that work together to give a specific meaning but does not have a subject and a verb that can stand alone as a complete thought. Provide examples and ask the students to identify whether each example is a sentence or a phrase.
- If the students are unable to change spellings as required (replace y with ies), explain the rule in simple terms. Use clear examples to illustrate the concept. For instance, 'story' becomes 'stories' and 'lady' becomes 'ladies'. Practise forming plurals together and ask the students to write their own examples.
- If the students are struggling to list down the pronunciation rules, explain the rules in simple terms and provide examples. For instance, the short 'i' sound is like the sound in the word 'sit', and the long 'i' sound is like the sound in the word 'kite'. Practise saying the words aloud together and ask the students to write down the rules.
- If the students are unable to make a poster as directed, provide clear instructions and examples. Explain what honesty means and ask the students to write five sentences about what honesty means to them. Encourage them to decorate their posters in any way they like and share their work with the class.
- If the students are having difficulty listening to the passage and translating their findings into the book, read the passage aloud slowly and clearly. Pause after each section to allow the students to find their place in the text. Encourage them to use their fingers to track the words as you read. Discuss the findings together and ask the students to write them down.
- If the students are unable to provide reasons for the statement, encourage them to think about why people might lie and the emotions behind it. Provide examples and ask the students to share their thoughts. Discuss the reasons together and help the students articulate their ideas.

## UNIT 6: THE CAMEL (Extensive Reading)

<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
<p><b>Learning objectives:</b></p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> <li>• recite poem individually/ in groups with correct pronunciation and intonation.</li> <li>• respond verbally/in writing in English to questions based on the story read.</li> <li>• respond to simple instructions, announcements in English made in class/school.</li> </ul>		
<p><b>Overview:</b></p> <p>This poem that looks at a camel from a child’s point of view captures the sense of wonder felt by a child as it admires the “clever, secret trick” the camel has that enables it to do what other animals (and even human beings) cannot.</p>		
<p><b>Success criteria:</b></p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> <li>• read and enjoy a poem that reveals the secret trick of the camel.</li> <li>• understand the special ability the camel has that gives it an advantage over all other animals and even human beings.</li> <li>• appreciate how the poet talks about the uniqueness of the camel in a simple, engaging manner.</li> <li>• answer factual and inferential questions.</li> <li>• improve their vocabulary.</li> <li>• do an exercise on rhyming words.</li> <li>• choose an animal they would like to be and write a couple of sentences justifying his/her choice.</li> </ul>	<p><b>Generic skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborative:</b> Students will work in groups to discuss the poem and answer questions about it. They will also collaborate to improve their vocabulary, grammar, and conversation skills. Group discussions will help them share different perspectives and enhance their understanding of the poem.</li> <li>• <b>Analytical:</b> Students will learn to evaluate the poem by following its progress and understanding its themes. They will analyse the camel’s characteristics and the poet’s use of metaphor and symbolism. This will help them develop critical thinking skills and the ability to interpret literary devices.</li> <li>• <b>Creative Thinking:</b> Students will engage in creative thinking by exploring the poem’s deeper meanings and connections to their own lives. They will consider how the camel’s ability to store water can be seen as a metaphor for resourcefulness and resilience. This will encourage them to think about how they can apply similar qualities in their own experiences.</li> </ul>	

**Starter:**

- The students should sit with their books closed. Ask them to come up with words or phrases that come to their minds when they hear the word 'camel'.
- Encourage everyone to participate. Some of the words/ phrases that may come up:
- *desert, hump, ship of the desert, beast of burden*
- When the word 'hump' is mentioned, ask the class if they know what purpose the hump serves.
- Now ask the students to open their books at the poem concerned.

## Lesson structure:

### Reading:

- To begin, instruct the students to silently read the poem. Remind them not to move their lips or use their fingers or pencils along the lines while reading. This will help them focus on the text and improve their silent reading skills. Encourage them to take their time and read carefully to understand the poem's meaning.
- The meanings of difficult words are provided in little boxes on the page corresponding to the said word. Encourage the students to discover the meanings themselves by referring to the context in the poem. This will help them develop their vocabulary and comprehension skills. If they have trouble understanding the words, offer assistance and guide them through the process. You could say, 'Try to understand the word by looking at how it is used in the poem. If you still have trouble, I am here to help.'
- Next, read out the poem to the class. Ensure that everyone understands the poem by pausing at key points to explain and discuss the events. This will help the students grasp the main ideas and details of the poem. You could say, 'Let's read the poem together and make sure we understand what it is about. I will read it aloud, and you can follow along.'
- After reading the poem, ask the students a few questions to ensure they have understood it. For example, 'What does its "clever, secret trick" help the camel to do?' Encourage the students to think about the camel's ability to store water and how it helps the camel survive in the desert. You could say, 'The camel's clever trick is storing water in its hump. This helps it stay hydrated in the dry desert.'
- Ask, 'Why do you think the camel "nods and winks its eye"?' Encourage the students to think about the camel's behaviour and what it might be trying to communicate. You could say, 'The camel nods and winks because it is proud of its ability to store water and wants to show off its clever trick.'
- Next, ask, 'What, according to you, is referred to as "this dry old place"?' Encourage the students to think about the setting of the poem. You could say, 'The dry old place refers to the desert where the camel lives. It is a hot and dry environment.'
- Finally, ask, 'Why is the camel called "wise"?' Encourage the students to think about the camel's ability to survive in the desert. You could say, 'The camel is called wise because it knows how to store water and survive in the harsh desert conditions.'
- As the students answer, ensure that they do so in complete sentences. This will help them improve their language skills. Provide feedback and support to help them articulate their thoughts clearly. Encourage them to use proper grammar and vocabulary and gently correct any mistakes they make. You could say, 'Remember to answer in complete sentences. For example, "The camel is called wise because it knows how to store water."'

**Learn to read:**

- These questions are designed to assess the students' understanding of the poem. Begin by discussing the questions with the students to ensure they comprehend what is being asked. This initial discussion will help them think critically about the poem and its themes.
- Next, randomly select a student and ask them to share their answer. Encourage them to explain why they think that way, fostering a deeper understanding of their thought process. This step is crucial as it allows the student to articulate their reasoning and provides an opportunity for others to engage with different perspectives.
- Invite other students to express whether they agree or disagree with the response. If there is disagreement, ask them to provide reasons for their own answers. This will promote a lively and engaging discussion, helping the students to consider various viewpoints and develop their analytical skills. As the conversation unfolds, you may need to guide and mentor the discussion to keep it on track and ensure that all viewpoints are considered.
- After the discussion, give the students fifteen minutes to write down their answers. This written exercise will help them consolidate their thoughts and express their understanding in a structured manner. Be attentive to those who may struggle with the exercise, offering assistance and support as needed. Walk around the classroom to see if anyone needs help and provide guidance to ensure they can complete their work.
- The entire activity should be completed within twenty-five minutes, ensuring that it is both efficient and effective in gauging the students' grasp of the poem. By breaking down the task into manageable steps and providing clear instructions, you can create an engaging and supportive learning environment that helps grade 3 students understand and enjoy the poem while improving their critical thinking and language skills.

**Activity:**

- For Question 1, begin by asking the students to read the given words carefully and then fill in the blanks in their textbooks. Encourage them to refer to the poem and work on this exercise individually. You could say, 'Please read the words provided and fill in the blanks in your textbooks. Use the poem to help you find the correct words. Work quietly on your own.'
- Once the students have completed the exercise, call out the correct answers and ask the students to check their answers. You could say, 'Now, let's go over the answers together. I will call out the correct words, and you can check your answers. If you made any mistakes, correct them as we go along.'
- Next, explain the question to the class. Remind them to state the reasons for their choices in a sentence or two. You could say, 'When you give your answers, make sure to explain why you chose that word. Write a sentence or two to state your reasons. This will help you think about the poem and understand it better.'
- After five minutes, ask the students to read out their answers. You could say, 'Now, let's hear some of your answers. Who would like to read their answer and explain their choice?'
- Encourage the students to share their answers and reasons. Make sure to create a supportive environment where no answer is discouraged as long as relevant reasons are given. You could say, 'Remember, there are no wrong answers as long as you can explain your reasoning. Let's listen to each other's ideas and learn from different perspectives.'

<b>Class assessment:</b>	✓	x
Can the students read and comprehend the poem about the camel?		
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 identify rhyming words?		
Can the students write a short passage on the kind of animal they want to be?		

**Teacher's notes:**

- If the students are unable to read and comprehend the poem about the camel, it is important to read the poem together as a class. Discuss the main ideas and themes, asking questions to guide their understanding. Encourage them to think about the camel's characteristics and the poet's use of language. Sometimes, relating the poem to their own experiences can help them grasp its meaning more easily.
- If the students are struggling to discuss and analyse the themes of the poem, start by reviewing the key themes with clear examples. Use engaging activities like group discussions or brainstorming sessions to explore the poem's deeper meanings. Encourage the students to share their thoughts and interpretations and provide guidance to help them understand the metaphor and symbolism in the poem.
- If the students cannot listen to the poem and follow along in their textbooks, practise listening skills with shorter, simpler passages first. Read the poem aloud and ask the students to follow along, pointing to the words as you read. Discuss the main points and details together and gradually increase the complexity of the passages. Encourage active listening by asking questions and prompting them to take notes.
- If the students are unable to identify rhyming words, start by explaining what rhyming words are and providing clear examples. Use fun activities like rhyming games or matching exercises to help them recognise rhyming patterns. Practise identifying rhyming words in the poem and other texts and encourage the students to create their own rhyming pairs.
- If the students struggle to write a short passage on the kind of animal they want to be, guide them through the process step by step. Start by brainstorming ideas together and providing a clear example. Encourage them to use simple sentences and descriptive words. Offer support and feedback as they work on their passages, ensuring they understand each part of the task. You could say, 'Think about the animal you want to be and why. Write about its characteristics and how it would be useful to you.'

## UNIT 6: KULSOOM'S WONDERFUL POT

<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
<p><b>Learning objectives:</b></p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> <li>• respond verbally/in writing in English to questions based on the story read.</li> <li>• use punctuation such as question mark, full stop and capital letters appropriately.</li> <li>• respond to simple instructions, announcements in English made in class/school.</li> <li>• use the dictionary.</li> </ul>		
<p><b>Overview:</b></p> <p>This story talks about a pot that has seemingly magical qualities. Through an engaging story, we learn the right way of drinking clean water that is stored correctly.</p>		
<p><b>Success criteria:</b></p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> <li>• read an enjoyable story that also teaches us something.</li> <li>• know the right way of drinking clean water that is stored correctly.</li> <li>• understand how we have to take care of our health by ensuring that we drink clean water.</li> <li>• analyse a story and comprehend its underlying message.</li> <li>• answer factual and inferential questions.</li> <li>• improve his/ her vocabulary.</li> <li>• learn the different types of sentences.</li> <li>• learn to arrange words in alphabetical order (dictionary skills).</li> <li>• write an organized set of instructions (mentioning the dos and don'ts) regarding the right ways of storing and using water.</li> <li>• listen to a recording and check whether his/ her answers in a quiz are correct.</li> <li>• learn how to give oral instructions to his/ her partner.</li> </ul>	<p><b>Generic skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborative:</b> Students will work in groups to discuss answers to questions. This collaboration will help them improve their vocabulary, grammar, and conversation skills. By working together, they will learn to communicate effectively and support each other in the learning process.</li> <li>• <b>Analytical:</b> Students will learn the importance of critical thinking and making decisions based on logic rather than blindly following orders. Through analysing the story and its characters, they will develop the ability to think critically and make informed decisions.</li> <li>• <b>Reflective Thinking:</b> Students will learn to evaluate the direction the story is taking by following its progress. They will practise reading between the lines to understand the deeper meaning and moral of the story. This reflective thinking will help them develop a deeper understanding of the text and its themes.</li> </ul>	

**Starter:**

- The students should do the starter exercise in their textbooks. Then ask a few students to read out their answers.
- Let the students close their books. Ask them why water is so important in our lives.
- Encourage all the students to participate in the discussion. Points that may come up are:
  1. *there would be no life on earth without water*
  2. *drinking water is imperative for us as it helps our bodily functions and keeps all our organs healthy*
  3. *the various uses of water – for drinking, washing, cooking, etc.*
- You would have to monitor the discussion as it goes forward.
- Now ask the students to open their books at the lesson concerned.

**Lesson structure:****Reading:**

- To begin, instruct the students to silently read the lesson. Remind them not to move their lips or use their fingers or pencils along the lines while reading. This will help them focus on the text and improve their silent reading skills.
- The meanings of difficult words are provided in little boxes on the page corresponding to the said word. Encourage the students to discover the meanings themselves by referring to the context in the story. This will help them develop their vocabulary and comprehension skills. If they have trouble understanding the words, offer assistance and guide them through the process.
- Next, read out the story to the class. Ensure that everyone understands the story by pausing at key points to explain and discuss the events. This will help the students grasp the main ideas and details of the story.
- Get a few students to read out passages from the story, especially the parts with conversation. Encourage them to read with proper pronunciation, intonation, and stress. Assign roles to the students, with one playing the part of Kulsoom and others playing the roles of Sheba, Kamala, and Ramu. Emphasise the importance of using proper modulation and expression as they read out the dialogues. This will make the reading more engaging and help the students practise their speaking skills.
- Ask the students a few questions to ensure they have understood the story. For example, ‘Why was Ramkumar a special potter?’ ‘Which water bodies did Kulsoom’s pot not like? Why do you think it was so?’ ‘Why has it been said that “the pot acted as if it was the lord of the house”?’ ‘How, according to the pot, could Kulsoom thank it? How do you know that Kulsoom did what it said?’ Encourage the students to answer in complete sentences, which will help them improve their language skills.
- As the students answer, provide feedback and support to help them articulate their thoughts clearly. Encourage them to use proper grammar and vocabulary and gently correct any mistakes they make. This will help them build confidence in their speaking and writing abilities.
- By following these steps, you can create an engaging and supportive learning environment that helps the students understand and enjoy the story while improving their reading, speaking, and language skills.

**Learn to read:**

- These exercises are designed to assess the students' understanding of the story and whether they have been able to follow its message. Begin by discussing the questions with the students, ensuring they comprehend what is being asked. This initial discussion will help them think critically about the story and its themes.
- Next, randomly select a student and ask them to share their answer. Encourage them to explain why they think that way, fostering a deeper understanding of their thought process. This step is crucial as it allows the student to articulate their reasoning and provides an opportunity for others to engage with different perspectives.
- Invite other students to express whether they agree or disagree with the response. If there is disagreement, ask them to provide reasons for their own answers. This will promote a lively and engaging discussion, helping the students to consider various viewpoints and develop their analytical skills. As the conversation unfolds, you may need to guide and mentor the discussion to keep it on track and ensure that all viewpoints are considered.
- After the discussion, give the students ten minutes to write down their answers. This written exercise will help them consolidate their thoughts and express their understanding in a structured manner. Be attentive to those who may struggle with the exercise, offering assistance and support as needed. Walk around the classroom to see if anyone needs help and provide guidance to ensure they can complete their work.
- The entire activity should be completed within twenty-five minutes, ensuring that it is both efficient and effective in gauging the students' grasp of the story. By breaking down the task into manageable steps and providing clear instructions, you can create an engaging and supportive learning environment that helps the students understand and enjoy the story while improving their critical thinking and language skills.

**Learn words:**

- To teach the students how to complete this activity, start by showing them the picture of Kulsoom's kitchen. Explain that they will be matching the words from the list to the objects in the picture.
- Begin by reading the list of words aloud to the students. You could say, 'Let's look at the list together. We have a cooking pot, stove, stool, shelf, plates, firewood, water pot, bucket, and glasses for drinking.'
- Next, point to each object in the picture and ask the students to identify it. For example, 'Can you see the cooking pot in the picture? Where is it? Yes, it's here. Now, let's write the letter "a" next to the cooking pot.'
- Continue this process for each item on the list. Encourage the students to look closely at the picture and think about where each object might be. You could say, 'Where do you think the stove is? Yes, that's right. Let's write the letter "b" next to the stove.'
- If the students have trouble identifying any objects, provide hints or ask guiding questions to help them. For example, 'What do we use to sit on in the kitchen? Yes, a stool. Can you find the stool in the picture? Great, let's write the letter "c" next to it.'
- Make sure to give the students enough time to look at the picture and write the letters. Walk around the classroom to see if anyone needs help and provide assistance as needed. You could say, 'Remember to look carefully at the picture and think about what each object is used for.'
- Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions. Praise their efforts and gently correct any mistakes they make.
- By breaking down the task into simple steps and using clear examples, you can help the students complete the activity effectively and enjoyably.

### Learn grammar:

- To teach these questions to the students, start by explaining the different types of sentences in simple terms. You could say, ‘There are three types of sentences: statements, exclamations, and questions. A statement gives information, like “Kulsoom’s pot didn’t like the river.” An exclamation shows strong feeling, like “Come back!” A question asks for information, like “What will I do now?”’
- Next, read the example sentences aloud and discuss each type. For instance, ‘Kulsoom’s pot didn’t like the river. This is a statement because it gives information. Come back! This is an exclamation because it shows strong feeling. What will I do now? This is a question because it asks for information.’
- Then, move on to the exercise where the students need to identify the type of sentence. Read each sentence aloud and ask the students to think about whether it is a statement, exclamation, or question. For example, ‘Stop, thief! Is this a statement, exclamation, or question? It is an exclamation because it shows strong feeling.’
- Encourage the students to write ‘S’ for statements, ‘E’ for exclamations, and ‘Q’ for questions next to each sentence. You could say, ‘What is your name? This is a question, so write “Q” next to it. We are tired. This is a statement, so write “S” next to it.’
- Make sure to give the students enough time to think and write down their answers. Walk around the classroom to see if anyone needs help and provide assistance as needed. You could say, ‘Remember to think about what the sentence is doing. Is it giving information, showing strong feeling, or asking for information?’
- Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions. Praise their efforts and gently correct any mistakes they make.
- By breaking down the task into simple steps and using clear examples, you can help the students understand and identify different types of sentences effectively.

### Use the dictionary:

- To teach grade 3 students how to arrange words in alphabetical order, start by explaining what alphabetical order means. You could say, 'Alphabetical order is when we arrange words based on the order of the letters in the alphabet. For example, "apple" comes before "banana" because "a" comes before "b".'
- Next, show them the list of words they need to arrange. You could say, 'Let's look at the words we have: pump, women, cup, forest, hands, mud, lid, river. We need to put these words in alphabetical order.'
- Begin by identifying the first letter of each word. Write the letters on the board or a piece of paper so the students can see them clearly. You could say, 'The first letters are p, w, c, f, h, m, l, r.'
- Explain that they need to find which letter comes first in the alphabet. You could say, 'Which letter comes first in the alphabet? It is "c". So "cup" will be our first word.'
- Continue this process for each word. Ask the students to help you find the next letter in alphabetical order. You could say, 'After "c" comes "f". So "forest" will be our next word.'
- Encourage the students to follow along and write down the words in order as you go through them. You could say, 'Let's keep going. After "f" comes "h". So "hands" will be next.'
- Make sure to give the students enough time to think and write down their answers. Walk around the classroom to see if anyone needs help and provide assistance as needed. You could say, 'Remember to look at the first letter of each word and think about where it comes in the alphabet.'
- Keep the atmosphere positive and encouraging so the students feel comfortable participating and asking questions. Praise their efforts and gently correct any mistakes they make.
- By breaking down the task into simple steps and using clear examples, you can help grade 3 students understand how to arrange words in alphabetical order effectively.
- For this specific exercise:
  1. cup
  2. forest
  3. hands
  4. lid
  5. mud
  6. pump
  7. river
  8. women
- Explain that they should always start with the first letter of each word and then move on to the second letter if two words start with the same letter. This method will help them arrange any list of words alphabetically with confidence.

**Learn to write:**

- To teach the students how to complete this activity, start by explaining the task in simple terms. You could say, 'Today, we are going to look at some pictures that show the right and wrong ways of storing and using water. Your job is to find the pictures that show the wrong thing to do and draw a cross over them. Then, we will write down the correct things to do for the remaining pictures.'
- Begin by showing the students the pictures on the next page. Point out each picture and discuss what it shows. You could say, 'Let's look at this picture. Is this the right way to store water? Why or why not? If it is wrong, we will draw a cross over it.'
- Encourage the students to think about why certain ways of storing and using water might be wrong. For example, 'If the water is stored in an open container, it can get dirty. So, we should draw a cross over this picture.'
- After identifying the wrong ways, move on to the pictures that show the correct ways. Discuss each picture and explain why it is the right thing to do. You could say, 'This picture shows water stored in a clean, covered container. This is the correct way to store water. Let's write down "Store water in a clean, covered container" in the space provided.'
- Make sure to give the students enough time to look at each picture and think about what it shows. Walk around the classroom to see if anyone needs help and provide assistance as needed. You could say, 'Remember to look carefully at each picture and think about whether it is showing the right or wrong way to store and use water.'
- Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions. Praise their efforts and gently correct any mistakes they make.
- By breaking down the task into simple steps and using clear examples, you can help the students understand how to identify the right and wrong ways of storing and using water effectively.

### Learn to listen:

- To teach the students how to complete this quiz, start by explaining the importance of water in our lives. You could say, 'Water is very important for us. We use it every day for drinking, cooking, cleaning, and many other things. Let's see how much we know about water by taking this quiz.'
- Begin by reading each sentence aloud to the students. Explain that they need to decide if each sentence is true or false. You could say, 'I will read a sentence, and you need to think about whether it is true or false. If you think it is true, write "T". If you think it is false, write "F".'
- Read the first sentence: 'We can live without water but we cannot live without food.' Ask the students to think about it and decide if it is true or false. You could say, 'Is it true that we can live without water? No, it is false because we need water to survive.'
- Continue this process for each sentence. For example, 'Most of the Earth is covered with water. Is this true or false? Yes, it is true because most of the Earth is covered with water.'
- Encourage the students to think carefully about each statement and write their answers. You could say, 'Brushing your teeth with the tap open wastes 10 litres of water. Is this true or false? Think about how much water is wasted when the tap is left open.'
- After the students have completed the quiz, explain that you will check their answers together. You could say, 'Now that we have finished the quiz, let's listen to the correct answers. I will read the passage from the coursebook, and we will find out if our answers were correct.'
- Read or play the relevant passage from the coursebook as indicated in the Teacher's Note. Discuss each answer with the students and explain why it is true or false. You could say, 'We use about 50 litres to shower. This is true because a lot of water is used when we take a shower.'
- Make sure to give the students enough time to think and write down their answers. Walk around the classroom to see if anyone needs help and provide assistance as needed. You could say, 'Remember to listen carefully to the passage and think about the information it gives us.'
- Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions. Praise their efforts and gently correct any mistakes they make.
- By breaking down the task into simple steps and using clear examples, you can help the students understand and complete the quiz effectively.

**Learn to speak:**

- To teach the students how to give instructions, start by explaining the activity in simple terms. You could say, 'Today, we are going to practise telling each other how to do something. You will work in pairs and give instructions to your partner. For example, you can tell them how to sharpen a pencil.'
- Begin by demonstrating the example provided. You could say, 'First, put the pencil into the sharpener. Then, turn the pencil round and round. Take out the pencil and check that the point is sharp. If it is not sharp, put the pencil back and turn it a few more times.'
- Encourage the students to follow the steps and practise giving instructions to their partner. You could say, 'Now, let's try another example. You can tell your partner how to make a paper boat. Start by folding a piece of paper in half. Then, fold the corners to the centre to make a triangle. Fold the bottom edges up and open the paper to form a boat.'
- If the students need more ideas, suggest other tasks they can talk about. For example, 'You can also tell your partner how to make fresh lime juice. Start by squeezing the juice from a lime into a glass. Add water and sugar, and stir until the sugar dissolves. Taste the juice and add more sugar if needed.'
- Another example could be, 'You can tell your partner how to wash a handkerchief. First, soak the handkerchief in warm water. Add a little soap and rub the fabric gently. Rinse the handkerchief in clean water and hang it up to dry.'
- Make sure to give the students enough time to think about the steps and practise giving instructions. Walk around the classroom to see if anyone needs help and provide assistance as needed. You could say, 'Remember to speak clearly and make sure your partner understands each step. If they have any questions, help them out.'
- Keep the atmosphere positive and encouraging, so the students feel comfortable participating and asking questions. Praise their efforts and gently correct any mistakes they make.
- By breaking down the activity into simple steps and using clear examples, you can help the students practise giving instructions effectively.

<b>Class assessment:</b>	✓	✗
Can the students read and understand the moral of the story, 'Kulsoom's wonderful pot'?		
Can the students use types of sentences?		
Can the students rearrange letters to make new words?		
Can the students organize sentences: do's and don'ts?		
Can the students listen to the passage and translate their findings into the book?		
Can the students instruct their partner to do something?		

**Teacher's notes:**

- If the students are unable to read and understand the moral of the story 'Kulsoom's wonderful pot', it is important to read the story together as a class. Discuss the main events and characters, asking questions to guide their understanding. Encourage them to think about what the story is trying to teach. Sometimes, relating the story to their own experiences can help them grasp the moral more easily.
- If the students are struggling to use types of sentences, start by reviewing the different types: statements, questions, and exclamations. Provide clear examples and practise identifying each type in sentences. Use engaging activities like sentence sorting or creating their own sentences to reinforce the concept. Encourage them to practise by writing and sharing sentences with their classmates.
- If the students cannot rearrange letters to make new words, begin with simple examples and demonstrate how to look for familiar patterns or smaller words within the letters. Use word games and puzzles to make the activity fun and interactive. Provide plenty of practice opportunities and offer hints or guidance as needed to help them build their confidence.
- If the students are unable to organise sentences into do's and don'ts, explain the concept clearly with examples. Discuss why certain actions are considered do's and others are don'ts. Use visual aids like charts or lists to help them categorise the sentences. Practise together by sorting sentences into the correct categories and discussing the reasons behind each choice.
- If the students cannot listen to a passage and translate their findings into the book, practise listening skills with shorter, simpler passages first. Discuss the main points and details together and gradually increase the complexity of the passages. Encourage active listening by asking questions and prompting them to take notes. Provide support and feedback to help them improve their listening comprehension.
- If the students struggle to instruct their partner to do something, model the process by giving clear, simple instructions for a familiar task. Practise together, allowing the students to give instructions to each other in pairs. Provide feedback and support, helping them to use clear language and logical steps. Encourage them to practise at home with family members to build their confidence.

## UNIT 7: MICHAEL O'TOOLE (Extensive Reading)

**Grade:** III

**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.
- recite poem individually/ in groups with correct pronunciation and intonation.
- respond to simple instructions, announcements in English made in class/school.

### Overview:

This poem, while telling an interesting story, has a very important lesson to impart as well. It helps students realize the value of going to school and receiving an education, as that is what prepares us for the future by arming us with the means to build our lives.

### Success criteria:

At the end of this poem, the student will be able to:

- read and enjoy a poem that has a very vital message to convey as well.
- understand the importance of going to school and receiving an education.
- appreciate how the poet serves a warning and imparts a very valuable lesson but in an entertaining fashion.
- answer factual and inferential questions.
- improve their vocabulary.
- give reasons for going to school.
- find lines in the poem that have rhyming words inside them.
- practise saying those lines aloud with a friend.

### Generic skills:

- **Collaborative:** Students will work in groups to discuss the poem 'Michael O'Toole' and answer questions about it. They will also collaborate to improve their vocabulary, grammar, and conversation skills. Group discussions will help them share different perspectives and enhance their understanding of the poem's message about the importance of education.
- **Analytical:** Students will learn to evaluate the poem by following its progress and understanding its themes. They will analyse Michael's actions and the consequences he faces. This will help them develop critical thinking skills and the ability to interpret the moral of the story, recognising the long-term impact of skipping school.
- **Creative Thinking:** Students will engage in creative thinking by exploring the poem's deeper meanings and connections to their own lives. They will consider how Michael's choices led to his future and think about how their own decisions can shape their lives. This will encourage them to reflect on the importance of education and how they can apply the lessons learned from the poem in their own experiences.

**Starter:**

- Based on the situation mentioned before the poem begins, ask students to demonstrate to their classmates what they do and say when they wish to play truant from school.
- Encourage everyone to participate while instructing the students to keep their performances brief.
- Applaud the most convincing/ interesting performances.
- Now, ask the students to turn to the poem concerned.

**Lesson structure:****Reading:**

- Instruct the students to silently read the poem 'Michael O'Toole'. Remind them not to move their lips or use their fingers or pencils along the lines while reading. This will help them focus on the text and improve their silent reading skills. Encourage them to read at their own pace and absorb the story.
- The meanings of difficult words have been provided in little boxes on the page corresponding to the said word. However, students should be encouraged to discover the meanings themselves by referring to the context in the poem. This will help them develop their inferencing skills and understand how words can be interpreted based on their usage in the text. If they have trouble understanding the words, offer assistance and guide them through the process.
- After the silent reading, read out the poem to the class. Use expressive tones and gestures to bring the story to life and ensure that everyone understands the poem. Pause at key points to explain the events and characters, making sure the students are following along.
- To check their comprehension, ask the students a few questions about the poem. For example, 'What convinced his father that Michael felt queasy?' Encourage them to think about Michael's actions and how he convinced his father. Next, ask 'Why do you think Michael said, "This is easy!"?' Guide them to understand Michael's thoughts and feelings about pretending to be sick.
- Ask 'What did the doctor say and why?' to help them recall the doctor's advice and the reason behind it. Finally, ask 'Why was it "sad" that Michael did not learn many things?' Encourage the students to reflect on the consequences of Michael's actions and the importance of education.
- As the students answer, ensure that they do so in complete sentences. This will help them practise their language skills and improve their ability to express their thoughts clearly. Provide feedback and support to help them construct their sentences correctly.

**Learn to read:**

- These questions will highlight the students' understanding of the poem. Begin by discussing the questions with the students to ensure they grasp the key points of the poem. Engage them in a lively conversation about the events and characters, encouraging them to share their thoughts and interpretations.
- Randomly pick out a student and ask him or her to answer one of the questions. For example, you might ask, 'What convinced Michael's father that he felt queasy?' Once the student provides an answer, ask why he or she thinks so. This will help the student articulate their reasoning and provide insight into their understanding of the poem.
- Next, ask the other students if they agree or disagree with the answer. Encourage them to explain their reasons for agreeing or disagreeing. This will foster a healthy discussion and allow students to consider different perspectives. If there is a disagreement, guide the students to give reasons for their own answers, helping them to think critically and support their opinions with evidence from the poem.
- Give the students fifteen minutes to write down their answers. This will give them time to organise their thoughts and express their understanding in writing. Walk around the classroom to provide assistance if any students have trouble completing their work. Offer guidance and support to help them formulate their answers clearly and accurately.
- The whole activity should not take more than twenty-five minutes. By keeping the discussion and writing time within this limit, you ensure that the students remain focused and engaged throughout the lesson. This approach will help them develop their comprehension and critical thinking skills while also practising their writing and communication abilities.
- Throughout the activity, maintain a supportive and encouraging atmosphere. Praise the students for their participation and efforts, making sure everyone feels included and valued. This approach will make the learning process enjoyable and effective, helping the students to deepen their understanding of the poem and improve their language skills.

**Activity:**

- Start by explaining the difference between fiction and non-fiction in simple terms. Tell the students that fiction refers to stories that are made up or based on imaginary events, while non-fiction refers to texts that are based on real-life events or true stories. Use examples they are familiar with to make the concept clear.
- Ask the students to read the poem about Michael again. Encourage them to think about whether the poem is based on real events or if it is a made-up story. Guide them to understand that the poem is fiction because it tells an imaginary story about a boy who pretends to be sick to avoid going to school.
- Next, move on to the task of finding rhyming words in the poem. Explain that rhyming words are words that have the same ending sounds. Show them the examples given: 'Michael O'Toole hated going to school' and 'So he lied to his dad and said he felt bad'. Point out the rhyming words 'O'Toole' and 'school', and 'dad' and 'bad'.
- Ask the students to find at least five other lines in the poem with rhyming words. Encourage them to read the poem carefully and look for words that sound the same at the end. Provide support and guidance as they work through the poem. Here are some lines they might find:
- c. 'He groaned, and he winced 'til his dad was convinced' d. 'At the end of the week, his dad kissed his cheek' e. 'Each day he'd complain of a new ache or pain' f. 'Michael O'Toole never did get to school' g. 'Don't be a fool and stay home from school'
- Once they have found the lines, ask them to write them down and underline the rhyming words. This will help them visually identify the rhyming patterns in the poem.
- Encourage the students to practise saying the lines aloud with a friend. This will help them improve their pronunciation and fluency. Remind them to use expressive tones and gestures to bring the poem to life.

<b>Class assessment:</b>	✓	✗
Can the students read and comprehend the poem about Michael O'Toole?		
Can the students discuss and analyze the theme of the poem?		
Can the students listen to the poem and follow along in their textbooks?		
Can the students identify whether the poem is fiction or non-fiction?		
Can the students identify the rhyming words?		
Can the students say the lines with their classmate?		

**Teacher's notes:**

- If the students are unable to read and comprehend the poem about Michael O'Toole, start by reading the poem aloud to them. Use expressive tones and gestures to make the story engaging. Pause at key points to explain difficult words and phrases, ensuring they understand the context. Encourage them to ask questions and discuss the poem's events and characters to deepen their comprehension.
- If the students are unable to discuss and analyse the theme of the poem, guide them through a discussion about the main ideas. Ask open-ended questions like 'What do you think the poem is trying to teach us?' and 'Why is it important to go to school?' Encourage them to share their thoughts and relate the theme to their own experiences. Provide examples and support to help them articulate their ideas.
- If the students are unable to listen to the poem and follow along in their textbooks, play the recording of the poem while they read along. Ensure the pace is slow enough for them to keep up. Pause the recording at intervals to discuss what they have heard and check their understanding. This will help them improve their listening skills and follow the text more effectively.
- If the students are unable to identify whether the poem is fiction or non-fiction, explain the difference between the two in simple terms. Use examples they are familiar with to illustrate the concepts. Discuss the poem's content and guide them to understand that it is a fictional story. Encourage them to think about why the poem is not based on real events.
- If the students are unable to identify the rhyming words, read the poem aloud and emphasise the rhyming words. Write a few lines on the board and underline the rhyming words to show the pattern. Ask the students to find other rhyming words in the poem and underline them. Provide support and guidance as they work through the text, helping them recognise the rhyming patterns.
- If the students are unable to say the lines with their classmate, practise reading the lines aloud together. Pair them up and encourage them to take turns reading the lines. Provide feedback on their pronunciation and fluency and encourage them to use expressive tones. This will help build their confidence in speaking and improve their reading skills.

## UNIT 7: TOM'S SORE TOE

<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

### 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.
- respond to simple instructions, announcements in English made in class/school.
- read small texts in English with comprehension, i.e., identify the main idea, details to conclude in English.

### Overview:

This short story is an extract from *The Adventures of Tom Sawyer* by Mark Twain. Twain was an American writer who fictionalized his childhood and the restlessness that naturally came along with being a child. He wove all these experiences very beautifully into the life of Tom Sawyer is the protagonist. Tom is an adventurer at heart. He faces the same problems every child faces when they are young. This story deals with Tom trying to come up with a plausible excuse for not wanting to go to school. He is clever, and he thinks of various ways in which he can bypass school and stay at home, but ultimately, he is forced to get out of bed and go to school by his persistent aunt.

### Success criteria:

This short story does not have a moral as such. Tom Sawyer is a character every child can identify with. The children will learn to:

- empathize with a fictional character.
- understand the story better as they will be able to relate to the protagonist.
- understand the humor embedded in endeavors such as trying not to go to school.
- improve their vocabulary.
- understand how children all over the world have the same desires and wishes.
- understand that adults can see through the excuses that children make in order to avoid school.

### Generic skills:

- **Collaborative:** Students will work in groups to discuss the story and answer questions about it. They will also collaborate to improve their vocabulary, grammar, and conversation skills. Group discussions will help them share different perspectives and enhance their understanding of the text.
- **Analytical:** Students will learn to evaluate the characters' actions and motivations by following the progress of the story. They will analyse Tom's behaviour and the reactions of other characters, developing critical thinking skills and the ability to interpret literary devices.
- **Critical Thinking:** Students will engage in creative thinking by exploring the story's deeper meanings and connections to their own lives. They will consider how Tom's attempts to avoid school can be seen as a metaphor for avoiding responsibilities. This will encourage them to think about how they can apply similar lessons in their own experiences.

**Starter:**

- Students will engage in creative thinking by delving into the story's deeper meanings and drawing connections to their own lives. They will reflect on Tom's attempts to avoid school and recognise how this behaviour can be seen as a metaphor for avoiding responsibilities. Through this exploration, students will be encouraged to think about their own experiences and how they might sometimes try to avoid tasks or duties.
- By examining Tom's actions, students will gain insight into the consequences of avoiding responsibilities and the importance of facing challenges head-on. They will discuss how Tom's behaviour affects his relationships with others, such as his aunt and Sid, and consider how similar actions might impact their own lives. This reflection will help them understand the value of honesty and accountability.
- Students will also be prompted to think about strategies for overcoming the temptation to avoid responsibilities. They will brainstorm ways to stay motivated and tackle tasks, even when they seem difficult or unpleasant. This process will foster a sense of resilience and determination, encouraging students to develop a proactive approach to their responsibilities.
- Through group discussions and individual reflections, students will share their thoughts and experiences, learning from each other's perspectives. They will consider how the lessons from Tom's story can be applied to their own lives, helping them to become more responsible and reliable individuals.

## Lesson structure:

### Reading:

- To explain the chapter about Tom Sawyer to the students, start by setting the scene and introducing the main characters. You could say, 'Today, we are going to read a story about a boy named Tom Sawyer. Tom is a clever and mischievous boy who often tries to find ways to avoid going to school.'
- Begin by reading the passage aloud to the class, making sure to use expressive tones to bring the story to life. After reading, discuss the key points with the students to ensure they understand the plot and characters. You could say, 'Tom was unhappy because it was Monday morning and he didn't want to go to school. He tried to find an excuse to stay at home.'
- Explain why Tom did not want to mention his toothache. You could say, 'Tom realised that if he complained about his toothache, his aunt would pull out the tooth, which would hurt. So, he decided to pretend he had a sore toe instead.'
- Introduce Tom's aunt and her role in the story. You could say, 'Tom's aunt is named Aunt Polly. She is kind but strict, and she cares about Tom's well-being. When she heard Tom groaning, she was worried and came to check on him.'
- Discuss whether Aunt Polly was fooled by Tom's act. You could say, 'At first, Aunt Polly was concerned and believed Tom was in pain. But when she realised he was trying to avoid school, she knew he was pretending. She decided to pull out his loose tooth to teach him a lesson.'
- To make the text relatable to the children, draw parallels between Tom's behaviour and their own experiences. You could say, 'Have you ever tried to avoid doing something you didn't want to do, like homework or chores? Tom's story shows us that sometimes we might try to find excuses, but it's important to be honest and face our responsibilities.'
- Explain the theme of the story, focusing on honesty and responsibility. You could say, 'The theme of this story is about being honest and taking responsibility for our actions. Tom tried to avoid school by pretending to be sick, but in the end, he learned that honesty is the best policy.'
- Discuss the plot and how it unfolds. You could say, 'The plot of the story follows Tom as he tries to find an excuse to stay at home. He pretends to have a sore toe, but his aunt discovers the truth and pulls out his loose tooth. This teaches Tom a lesson about honesty.'
- Introduce the characters and their relationships. You could say, 'Tom is the main character, and he is clever and mischievous. Aunt Polly is his caring but strict guardian. Sid is Tom's cousin, who is worried about Tom and calls for Aunt Polly when he hears Tom groaning.'
- Encourage the students to think about the story and its lessons. You could say, 'What do you think Tom learned from this experience? How can we apply the lessons from Tom's story to our own lives?'
- By breaking down the chapter into manageable parts and using clear explanations, you can help the students understand and relate to the story of Tom Sawyer. This approach will also foster a positive and engaging learning environment where students feel empowered to explore and learn from literature in meaningful ways.

### Learn to read:

- Start by creating a friendly and engaging atmosphere in the classroom. Begin by reading the passage about Tom Sawyer aloud to the students, ensuring they understand the context of the story. Use expressive tones and gestures to make the story come alive, capturing their attention and interest.
- For the first question, 'Why do you think Tom was unhappy? What was the matter?', ask the students to think about Tom's feelings and what might be bothering him. Encourage them to share their thoughts and ideas, guiding them to understand that Tom was unhappy because he did not want to go to school and was trying to find a way to avoid it.
- Next, move on to the second question, 'Why did Tom start groaning?'. Present the multiple-choice options and explain each one in simple terms. Ask the students to raise their hands and choose the answer they think is correct. Discuss the correct answer, which is 'c. He wanted someone to hear him', and explain that Tom was pretending to be in pain to get attention.
- For the third question, 'Why did Tom say, "It will all be over soon"?', again present the multiple-choice options and ask the students to select the right answer. The correct answer is 'a. He was sure he was going to die very soon'. Explain that Tom was being dramatic to make others feel sorry for him.
- When addressing the fourth question, 'Aunt Polly was not worried when Sid told her about Tom. (True or false)?', ask the students to think about Aunt Polly's reaction. Guide them to understand that the statement is false because Aunt Polly was indeed worried about Tom.
- For the fifth question, 'What was the matter with Tom's tooth?', encourage the students to recall the details from the story. Explain that Tom had a loose tooth, which he used as an excuse to avoid going to school.
- In the sixth question, 'Why did Aunt Polly want a silk thread and a piece of coal from the fire?', help the students understand that Aunt Polly wanted to use the thread and coal to pull out Tom's loose tooth. Explain the old-fashioned method she intended to use.
- Finally, for the seventh question, 'Do you think Tom went to school that day? Why do you think so?', encourage the students to use their imagination and reasoning skills. Discuss the various possibilities and guide them to conclude that Tom likely did not go to school because he was trying so hard to avoid it.
- Throughout the lesson, maintain a supportive and encouraging environment. Praise the students for their participation and ideas, making sure everyone feels valued and heard. This approach will help the students engage with the material, develop their comprehension skills, and enjoy the learning process.

**Learn words:**

- To help students learn the names of the parts of the leg and foot, start by showing them a clear and detailed diagram of a leg and foot. Make sure the diagram is large enough for everyone to see and understand. Begin by pointing to each part of the leg and foot and ask the students to repeat the names after you. This will help them remember the terms and associate them with the correct parts.
- Explain that the leg is divided into several sections, each with its own name. Starting from the top, the thigh is the upper part of the leg, which is strong and muscular. Below the thigh is the knee, which is the joint that allows the leg to bend. Moving further down, the calf is the back part of the lower leg, which is also muscular and helps in walking and running.
- Next, point to the ankle, which is the joint connecting the leg to the foot. Explain that the ankle is important for movement and balance. Then, move on to the foot itself. The heel is the back part of the foot, which supports the body's weight when standing and walking. The sole is the bottom part of the foot, which touches the ground and helps in walking.
- Finally, focus on the toes. The big toe is the largest toe and plays a crucial role in maintaining balance. The other toes, including the small toe, help in walking and gripping surfaces.
- Encourage the students to look at the diagram and identify each part themselves. Ask them to use the words provided in the box to label the diagram. This interactive activity will help reinforce their learning and ensure they understand the names and functions of each part of the leg and foot.
- Throughout the lesson, maintain a friendly and supportive atmosphere. Praise the students for their efforts and participation, making sure everyone feels included and valued. This approach will make the learning process enjoyable and effective, helping the students to remember the terms and understand their significance.

### Learn grammar:

- Start by explaining the use of the words 'in', 'over', and 'into' in simple terms. Begin with a brief introduction, telling the students that these words help us understand where and when things happen.
- First, explain the word 'in'. Tell the students that 'in' is used when talking about years, months, and parts of the day. For example, we say 'in 2007', 'in December', and 'in the evening'. Use these examples to help them understand how 'in' is used to indicate time.
- Next, move on to 'into'. Explain that 'into' is used when something is moving to a place or thing, changing states, or entering somewhere. For instance, we say 'into the box' when something is placed inside a box, 'water freezes into ice' when water changes to ice, and 'into the room' when someone enters a room.
- Then, explain the word 'over'. Tell the students that 'over' is used to describe a place or location, or when talking about something happening through a medium. For example, we say 'over the mountains' to describe something happening above the mountains, and 'over the phone' when talking about a conversation that happened using a phone.
- After explaining these words, move on to the fill-in-the-blank questions. Read each sentence aloud and ask the students to think about which word fits best. Encourage them to raise their hands and share their answers. For example, in the sentence 'The squirrel ran \_\_\_ the tree', guide them to understand that the correct word is 'into' because the squirrel is moving to a place.
- Continue with the other sentences, helping the students to choose the correct word based on the explanations given. For 'The plane flew \_\_\_ the park', the correct word is 'over' because the plane is flying above the park. For 'We are going to have exams \_\_\_ March', the correct word is 'in' because it indicates the month. For 'The party ended \_\_\_ midnight', the correct word is 'at' because it indicates a specific time. For 'She poured water \_\_\_ the glass', the correct word is 'into' because the water is moving to a place. For 'I hear the birds sing \_\_\_ the morning', the correct word is 'in' because it indicates the part of the day. For 'Pakistan became independent \_\_\_ 1947', the correct word is 'in' because it indicates the year.

### Learn spelling:

- Start by explaining the concept of one-syllable words that end with a vowel letter followed by a consonant letter. Use simple language and examples to make it easy for them to understand. Begin by writing a few examples on the board, such as big, wet, hop, and slip. Point out that these words have one vowel followed by one consonant at the end.
- Next, explain that when we add an ending that begins with a vowel, like '-er', '-est', '-ing', or '-ed', we need to double the final consonant. Show them how this works with the examples on the board. For instance, 'big' becomes 'bigger', 'wet' becomes 'wettest', 'hop' becomes 'hopping', and 'slip' becomes 'slipped'. Write these examples on the board and underline the final vowel and consonant in each word to highlight the pattern.
- Now, move on to the exercise. Read the instructions aloud and make sure the students understand what they need to do. For the first word, 'drum + -ing', show them how to underline the vowel 'u' and the consonant 'm', then double the 'm' and add '-ing' to make 'drumming'. Write this on the board as an example.
- Next, guide the students through the remaining words. For 'run + -er', underline the vowel 'u' and the consonant 'n', then double the 'n' and add '-er' to make 'runner'. For 'drop + -ed', underline the vowel 'o' and the consonant 'p', then double the 'p' and add '-ed' to make 'dropped'. For 'flat + -est', underline the vowel 'a' and the consonant 't', then double the 't' and add '-est' to make 'flattest'.
- Encourage the students to try the exercise on their own, underlining the vowels and consonants and adding the correct endings. Walk around the classroom to provide help and support as needed. Praise their efforts and correct any mistakes gently, ensuring they understand the rules.

### Learn to write:

- Start by explaining the concept of a mind map in simple terms. Tell the students that a mind map is a way to organise their thoughts and ideas visually. It helps them to see the connections between different parts of their story.
- Begin by asking the students if they have ever felt like Tom in the story. Explain that Tom felt unhappy and tried to avoid going to school. Encourage the students to think about a time when they felt similar to Tom. Ask them to mention the situation and write it down in their notebooks if they need extra space.
- Next, introduce the mind map. Draw a large circle in the centre of the board and write 'Feeling like Tom' inside it. Explain that this is the main idea of the mind map. Then, draw lines extending from the circle to smaller circles and label them with the different parts of the mind map: 'Identify the feeling', 'Actions taken', 'Mention the situation', and 'Outcome'.
- Start with 'Identify the feeling'. Ask the students to think about how they felt in the situation they mentioned. Was it sadness, frustration, or something else? Write their answers in the corresponding circle on the board.
- Move on to 'Actions taken'. Ask the students to think about what they would do if they felt like Tom. Did they try to avoid something, like Tom did with school? Write their actions in the next circle.
- For 'Mention the situation', ask the students to describe the situation in detail. What was happening that made them feel like Tom? Write their descriptions in the corresponding circle.
- Finally, discuss the 'Outcome'. Ask the students to think about what happened after they took action. Did things get better or worse? Write their outcomes in the last circle.
- Encourage the students to create their mind maps in their notebooks, using the example on the board as a guide. Walk around the classroom to provide help and support as needed. Praise their efforts and creativity, making sure everyone feels included and valued.

### **Learn pronunciation:**

- Start by explaining the concept of pronunciation and how different letters can make the same sound. Use simple language and examples to make it easy for them to understand. Begin by saying the words aloud and asking the students to listen carefully to the sounds of the letters in bold.
- For the first set of words, 'toe', 'blow', 'cow', and 'through', say each word aloud and ask the students to repeat after you. Explain that the letters 'oe' in 'toe' are pronounced like the 'ow' in 'blow'. Point out that 'cow' and 'through' have different sounds.
- Next, move on to the second set of words, 'thigh', 'leaf', 'weigh', and 'fry'. Say each word aloud and ask the students to repeat after you. Explain that the letters 'igh' in 'thigh' are pronounced like the 'igh' in 'weigh'. Point out that 'leaf' and 'fry' have different sounds.
- For the third set of words, 'ankle', 'angel', 'bag', and 'staff', say each word aloud and ask the students to repeat after you. Explain that the letters 'an' in 'ankle' are pronounced like the 'an' in 'angel'. Point out that 'bag' and 'staff' have different sounds.
- Next, move on to the fourth set of words, 'knee', 'year', 'piece', and 'great'. Say each word aloud and ask the students to repeat after you. Explain that the letters 'ee' in 'knee' are pronounced like the 'ee' in 'piece'. Point out that 'year' and 'great' have different sounds.
- Finally, for the fifth set of words, 'calf', 'past', 'anger', and 'ages', say each word aloud and ask the students to repeat after you. Explain that the letters 'a' in 'calf' are pronounced like the 'a' in 'past'. Point out that 'anger' and 'ages' have different sounds.
- Encourage the students to listen carefully to the sounds and identify the words with the same pronunciation. Ask them to say the words aloud and discuss the similarities and differences in the sounds. Walk around the classroom to provide help and support as needed. Praise their efforts and correct any mistakes gently, ensuring they understand the pronunciation rules.

### Learn to listen:

- Start by explaining that they will listen to a story and then answer some questions about it. Emphasise the importance of paying close attention to the story so they can choose the best answers. Begin by reading the questions aloud to the students before playing or reading the story. This will help them know what to listen for.
- First, read the question 'Nasir was' and the answer choices: 'a. a boat builder', 'b. a boatman', and 'c. a university professor'. Explain that they need to listen carefully to find out what Nasir's job is.
- Next, read the second question 'What kind of question did the professor ask first?' and the answer choices: 'a. a language question', 'b. a history question', and 'c. a maths question'. Tell the students to pay attention to the type of question the professor asks Nasir.
- Then, read the third question 'Why couldn't Nasir answer any of the professor's questions?' and the answer choices: 'a. He was not a professor', 'b. He was a stupid man', and 'c. He had never gone to school'. Explain that they need to listen for the reason why Nasir could not answer the questions.
- For the fourth question, 'Why did the boat begin to sink?', read the answer choices: 'a. It was a very old boat', 'b. It had a hole in it', and 'c. It hit a rock'. Tell the students to listen for the reason why the boat started sinking.
- Once the students are familiar with the questions, play or read the relevant passage from the coursebook. Make sure to read clearly and at a pace that allows the students to follow along. After the story, go through each question again and discuss the answers with the students.
- For the first question, guide the students to understand that Nasir was 'b. a boatman'. For the second question, help them identify that the professor asked 'c. a maths question' first. For the third question, explain that Nasir could not answer the questions because 'c. He had never gone to school'. For the fourth question, help them understand that the boat began to sink because 'b. It had a hole in it'.
- Encourage the students to discuss their answers and explain their reasoning. This will help them develop their listening and comprehension skills. Praise their efforts and participation, making sure everyone feels included and valued.

**Learn to speak:**

- Start by explaining the importance of introductions when meeting new people. Tell the students that introductions help people get to know each other and start conversations. Use simple language and examples to make it easy for them to understand.
- Begin by demonstrating a few introductions. For example, say ‘Sara, meet Waqar. Waqar is my new neighbour.’ Then, pretend to be Sara and say ‘Hello, Waqar. It’s nice to meet you. Do you like it here?’ Explain that saying the person’s name clearly and adding some information about them helps the other person know what to talk about.
- Next, show another example: ‘Tanya, this is Daniyal. He likes books.’ Then, pretend to be Tanya and say ‘Hi, Daniyal. Which books do you like?’ Explain that adding information about Daniyal’s interest in books gives Tanya something to ask about.
- Now, ask the students to work in pairs. One student will make the introduction, and the other will reply. Encourage them to use the examples you provided and add their own information. For instance, if introducing a classmate to their mother, they might say ‘Mum, this is my classmate, Ali. He loves playing football.’ The mother could reply ‘Hello, Ali. It’s nice to meet you. Do you play football often?’
- For introducing their mother to a friend’s mother, they might say ‘Mum, this is my friend’s mother, Mrs Khan. She is very kind.’ The friend’s mother could reply ‘Hello, Mrs Khan. It’s lovely to meet you. How are you today?’
- When introducing a new student to a classmate, they might say ‘Sara, this is our new classmate, Ahmed. He just moved here.’ The classmate could reply ‘Hi, Ahmed. Welcome to our class. Where did you move from?’
- Encourage the students to write these conversations in their notebooks using speech bubbles, just like the examples. Walk around the classroom to provide help and support as needed. Praise their efforts and creativity, making sure everyone feels included and valued.

<b>Class assessment:</b>	✓	✗
Can the students read and understand the moral of the story, ‘Tom’s sore toe’?		
Can the students identify parts of a limb?		
Can the students use prepositions in, over, and into?		
Can the students spell using vowels and consonants?		
Can the students make a mind map?		
Can the students pronounce ‘ee’ and ‘ea’ words?		
Can the students listen to the passage and translate the findings into the notebook?		
Can the students introduce themselves to their partner using the sample given in the textbook?		

**Teacher's notes:**

- If the students are unable to read and understand the moral of the story 'Tom's sore toe', start by reading the story aloud to them, using expressive tones to capture their attention. Discuss the main events and characters, asking questions to ensure they follow along. Explain the moral in simple terms, relating it to their own experiences to make it more relatable.
- If the students are unable to identify parts of a limb, use a clear and detailed diagram of a leg and foot. Point to each part and say its name, asking the students to repeat after you. Use real-life examples and gestures to help them understand the function of each part. Encourage them to label the diagram themselves, providing support as needed.
- If the students are unable to use prepositions 'in', 'over', and 'into', start with simple sentences and visual aids. Write sentences on the board and use pictures to illustrate the meaning of each preposition. Ask the students to create their own sentences using these prepositions, guiding them through the process and correcting any mistakes gently.
- If the students are unable to spell using vowels and consonants, begin with a review of vowel and consonant sounds. Use word lists and phonics games to reinforce their understanding. Show them how to double the final consonant when adding endings that begin with a vowel, using clear examples and practice exercises.
- If the students are unable to make a mind map, explain the concept using a simple example. Draw a mind map on the board, starting with a central idea and branching out to related thoughts. Encourage the students to create their own mind maps, providing guidance and support as they organise their ideas visually.
- If the students are unable to pronounce 'ee' and 'ea' words, practise saying the words aloud together. Use phonics exercises and repetition to help them hear and produce the correct sounds. Provide examples and ask the students to find other words with similar sounds, reinforcing their learning through practice.
- If the students are unable to listen to the passage and translate the findings into their notebooks, read the passage aloud clearly and at a pace that allows them to follow along. Discuss the main points and ask questions to check their understanding. Encourage them to write down their answers, providing support and feedback to help them improve.
- If the students are unable to introduce themselves to their partner using the sample given in the textbook, practise the introductions together. Role-play different scenarios, providing clear examples and encouraging the students to add their own information. Use positive reinforcement to build their confidence and make the activity enjoyable.

## UNIT 8: THERE WAS A NAUGHTY BOY (Extensive Reading)

**Grade:** III

**Subject:** English

**Material:** Textbook

**Teacher:**

**Date:**

**Week:**

### Learning objectives:

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

- recite poem individually/ in groups with correct pronunciation and intonation.
- respond verbally/in writing in English to questions based on the story read.
- respond to simple instructions, announcements in English made in class/school.

### Overview:

This poem goes to show that every child has in him an inherent thirst to explore. In this case, North is where the child wants to conquer his boundaries. North stands for 'far away'. His enthusiasm is depicted in his eagerness in packing his knapsack – a book, a shirt, towels and a new pair of stockings. Keats also shows in the character of the 'naughty boy', a desire for self-reliance and independence. This poem is about crossing frontiers, and being free and independent.

### Success criteria:

At the end of this unit, the student will be able to:

- understand the importance of self-reliance and of conquering boundaries.
- understand the fun in exploring.
- answer factual and inferential questions.
- improve their vocabulary.

### Generic skills:

- **Collaborative:** Students will work in groups to discuss the poem and answer questions about it. They will collaborate to improve their vocabulary, grammar, and conversation skills. Group discussions will help them share different perspectives and enhance their understanding of the poem's themes and the character's journey.
- **Analytical:** Students will learn to evaluate the poem by following its progress and understanding its themes. They will analyse the boy's actions and the consequences he faces. This will help them develop critical thinking skills and the ability to interpret the moral of the story, recognising the impact of the boy's adventurous spirit.
- **Creative Thinking:** Students will engage in creative thinking by exploring the poem's deeper meanings and connections to their own lives. They will consider how the boy's choices led to his journey and think about how their own decisions can shape their experiences. This will encourage them to reflect on the importance of curiosity and exploration.

**Starter:**

- Before beginning with the lesson, teachers can ask the students the following questions to familiarise them with the theme of the chapter. 'What do they think of adventures? Have they read any books about the adventures of children? Do they know of the Adventures of Tom Sawyer, Adventures of Huckleberry Finn and the Famous Five? Do they like these stories? Why?' These questions will help the students connect with the topic and stimulate their interest in the lesson.
- Adventures often involve exciting and sometimes risky experiences that take individuals out of their comfort zones. They can be thrilling and full of unexpected twists and turns. Many children enjoy reading about adventures because they offer a sense of escapism and allow them to imagine themselves in different scenarios. Books like 'The Adventures of Tom Sawyer', 'The Adventures of Huckleberry Finn', and 'The Famous Five' are popular because they depict the daring exploits of young characters, which can be both entertaining and inspiring.
- Being naughty generally refers to behaviour that is mischievous or disobedient. It can involve breaking rules, causing trouble, or acting in a way that is not considerate of others. While a bit of naughtiness can sometimes be harmless and playful, it is important for students to recognise when their actions might be disruptive or hurtful.
- When students realise they have been naughty, they should take responsibility for their actions. This involves acknowledging what they did wrong and understanding why it was inappropriate. Apologising to anyone affected by their behaviour is a crucial step in making amends. Reflecting on their actions and considering how they can behave differently in the future is also important. This process helps them learn from their mistakes and develop a sense of accountability.
- Discussing these aspects with students can help them understand the consequences of their actions and encourage them to make better choices. It is essential to create a supportive environment where students feel comfortable talking about their experiences and learning from them. This approach fosters personal growth and helps them develop into considerate and responsible individuals.

### **Lesson structure:**

#### **Reading:**

- To teach the poem 'There was a naughty boy', it is essential to create an engaging and interactive environment for the students. Begin by reading the poem aloud with enthusiasm, ensuring that the students can hear the rhythm and rhyme of the verses. This will help them appreciate the musical quality of the poem and make it more enjoyable.
- Discuss the theme of the poem, which revolves around the boy's adventurous spirit and his desire to explore the world beyond his home. Explain that the poem was written by John Keats, a famous English poet known for his vivid imagery and emotional depth. Highlight how Keats captures the essence of childhood curiosity and the longing for adventure.
- Ask the students what they think of the naughty boy. Encourage them to share their opinions on whether they believe he is truly naughty or simply adventurous. This will help them understand that the boy's behaviour can be seen from different perspectives. Some might view him as mischievous for not staying at home, while others might admire his bravery and curiosity.
- Next, discuss the items the boy carries in his knapsack, such as a book, clothes, a comb, and other essentials. Ask the students if they think these items are symbolic. For example, the book could represent knowledge and the desire to learn, while the clothes and comb might symbolise the boy's readiness for new experiences. This will help the students think critically about the poem and its deeper meanings.
- Talk about the lessons one can learn from the poem. Emphasise the importance of curiosity and the willingness to explore new things. Explain that while it is good to be adventurous, it is also important to be mindful of one's actions and their impact on others. This will help the students understand the balance between being curious and being responsible.

### Learn to read:

- To teach the questions in **Learn to Read** to the students, it is important to use simple language and engage them in a way that makes learning enjoyable. Begin by reading the poem aloud together, ensuring that the students understand the basic storyline and the character of the naughty boy.
- For the first question, 'What tells us that the boy was naughty?', explain to the students that the boy's behaviour, such as not staying at home and always wanting to be on the move, shows that he is mischievous and does not like to follow rules.
- For the second question, 'What things did the boy pack when he left home?', give the students the options and ask them to think about what the boy might need for his adventure. Guide them to the correct answer, 'a book and clothes', by discussing the items mentioned in the poem.
- When addressing the third question, 'He would not stop at home, He could not quiet be—', explain that 'he' refers to the naughty boy. Discuss with the students why the boy could not stay at home, highlighting his desire for adventure and exploration.
- For the fourth question, 'What was in his knapsack? Circle the correct answer.', provide the options and encourage the students to recall the items listed in the poem. Guide them to circle 'comb' as the correct answer.
- For the fifth question, 'Did he know where to go and how to get there? Which line tells you this?', help the students find the line in the poem that indicates the boy followed his nose to the North. Explain that this means he did not have a specific destination in mind but was eager to explore.
- Finally, for the sixth question, 'Do you think the boy was brave or foolish? Discuss with your friend and answer.', encourage the students to share their opinions with a partner. Facilitate a class discussion where they can express their thoughts on whether the boy's actions were courageous or reckless, and why they think so.
- By breaking down each question and discussing it in simple terms, you can help the students understand the poem and engage with the material in a meaningful way.

**Activity:**

- To teach the above questions to the students, start by explaining what rhyming words are. Use simple language and examples they are familiar with. For instance, you can say, Rhyming words are words that have the same ending sounds, like “cat” and “hat”.
- Begin with the example given, ‘red – bread – said’. Read these words aloud and emphasise the ending sounds. Ask the students to repeat the words after you to help them hear the rhyme.
- For the first question, ‘Find words in the poem that rhyme with “me”’, read the relevant lines of the poem aloud. Encourage the students to listen carefully and identify words that sound similar to ‘me’. Guide them to find the word ‘he’ in the poem, which rhymes with ‘me’.
- Next, move on to the second question, ‘Find words in the poem that rhyme with “look”’. Again, read the lines aloud and ask the students to listen for words that rhyme with ‘look’. Help them find the word ‘book’ in the poem.
- For the third question, ‘Find words in the poem that rhyme with “pack”’, follow the same process. Read the lines aloud and encourage the students to identify the rhyming word ‘back’.
- Finally, for the fourth question, ‘Find words in the poem that rhyme with “pose”’, read the lines aloud and guide the students to find the word ‘nose’.
- Throughout the lesson, use repetition and encourage active participation. Ask the students to read the poem aloud with you and practise finding rhyming words together. Use visual aids, such as flashcards with the words written on them, to reinforce learning.

<b>Class assessment:</b>	✓	✗
Can the students read and comprehend the poem about ‘There was a naughty boy’?		
Can the students discuss and analyze the theme of the poem?		
Can the students listen to the poem and follow along in their textbooks?		
Can the students find the rhyming words for the given list?		
Can the students answer the comprehension questions?		

**Teacher's notes:**

- If the students are unable to read and comprehend the poem about 'There was a naughty boy', it is important to break the poem down into smaller sections and read it together as a class. Discuss each stanza and ask questions to ensure understanding. Use visual aids and illustrations to help the students connect with the content. Encourage them to express their thoughts and relate the poem to their own experiences, making the learning process more engaging.
- If the students struggle to discuss and analyse the theme of the poem, start by explaining the concept of a theme in simple terms. Use examples from other familiar stories or poems to illustrate the idea. Facilitate a class discussion where students can share their interpretations and thoughts about the poem. Guide them to understand the boy's adventurous spirit and the underlying message about curiosity and exploration.
- If the students find it difficult to listen to the poem and follow along in their textbooks, read the poem aloud with clear pronunciation and expression. Encourage the students to follow along in their books and point to the words as you read. Use repetition and ask the students to read the poem aloud with you. This will help them improve their listening skills and become more comfortable with the text.
- If the students are unable to find the rhyming words for the given list, start by explaining what rhyming words are and provide simple examples. Read the poem aloud and emphasise the rhyming words. Use interactive activities, such as rhyming games or matching exercises, to make the learning process fun and engaging. Encourage the students to practise finding rhyming words in other poems or songs.
- If the students struggle to answer the comprehension questions, revisit the poem and discuss it in detail. Break down each question and guide the students to find the answers within the text. Use group activities and discussions to help them understand the poem better. Provide positive reinforcement and praise their efforts to build their confidence.

## UNIT 8: THE PIPER OF HAMELIN

**Grade:** III

**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.
- perform in events such as role-play/skit in English.
- respond to simple instructions, announcements in English made in class/school.
- use a variety of nouns, pronouns, adjectives, and prepositions in context.

### **Overview:**

This story narrates the legend of the piper who saved the people of Hamelin from a severe rat infestation. He lured the rats away to their death by playing a haunting tune on his pipe. However, when the city's mayor refused to pay him the promised amount in return for his services, the piper played yet another mesmerizing tune and enticed the children of the town to follow him to the mountains. The frightened mayor then paid him the money and the piper brought the children back. The story teaches us how we should always keep the promises we make.

**Success criteria:**

At the end of this story, the student will be able to:

- read and enjoy an interesting story that also teaches us something.
- analyse a story and comprehend its underlying message.
- answer factual and inferential questions.
- improve their vocabulary.
- learn the opposites of words formed by adding the prefix dis-.
- learn adverbs.
- learn the correct spelling of words with a single or a double l.
- correctly pronounce words with the long oo sound and the short u sound.
- write paragraphs using linkers.
- listen to an audio closely and answer a question based on what he/ she hears.
- think of a given situation and tell his/ her partner about it.

**Generic skills:**

- **Collaborative:** Students will work in groups to discuss the story of Hamelin and answer questions about it. They will also collaborate to improve their vocabulary, grammar, and conversation skills. Group discussions will help them share different perspectives and enhance their understanding of the text, particularly the actions of the mayor and the piper.
- **Analytical:** Students will learn to evaluate the characters' actions and motivations by following the progress of the story. They will analyse the behaviour of the mayor, the townspeople, and the piper, developing critical thinking skills and the ability to interpret the consequences of their decisions. This will help them understand the themes of trust, fairness, and responsibility.
- **Critical Thinking:** Students will engage in creative thinking by exploring the story's deeper meanings and connections to their own lives. They will consider how the mayor's initial refusal to pay the piper led to unintended consequences and reflect on the importance of keeping promises. This will encourage them to think about how they can apply similar lessons in their own experiences, such as the value of honesty and integrity.

**Starter:**

- The students should do the starter exercise in their textbooks. A few students should then be asked to read out their answers.
- Let the students close their books. Ask them to imagine a situation in which an entire town is overrun with pests that nobody is able to drive out.
- Introduce the lesson; carry on a discussion about such a situation. Encourage everyone to participate in the discussion. The discussion may include:
  - *how the townspeople react to the infestation and why*
  - *how they might try to solve the problem*
  - *what the reaction of the townspeople is likely to be if a person solves their problem*
- You would have to monitor the discussion as it goes forward.
- Now ask the students to open their books at the lesson concerned.

## Lesson structure:

### Reading:

- Instruct the students to silently read the lesson about Hamelin. Remind them not to move their lips or use their fingers or pencils along the lines while reading. This will help them focus on the text and improve their silent reading skills. Encourage them to read at their own pace and absorb the story.
- The meanings of difficult words have been provided in little boxes on the page corresponding to the said word. However, students should be encouraged to discover the meanings themselves by referring to the context in the story. This will help them develop their inferencing skills and understand how words can be interpreted based on their usage in the text. If they have trouble understanding the words, offer assistance and guide them through the process.
- After the silent reading, read out the story to the class. Use expressive tones and gestures to bring the story to life and ensure that everyone understands the events and characters. Pause at key points to explain the actions of the rats, the stranger, and the mayor, making sure the students are following along.
- To check their comprehension, ask the students a few questions about the story. For example, 'What did the rats in Hamelin do?' Encourage them to think about the rats' behaviour and how they affected the town. Next, ask 'Describe the stranger who came to Hamelin.' Guide them to recall the stranger's appearance and actions.
- Ask 'Why do you think the mayor went back on his word?' to help them understand the mayor's motivations and the consequences of his decision. Finally, ask 'Why do you think the stranger did not quarrel with the mayor when he refused to pay him the amount agreed on previously?' Encourage the students to think about the stranger's response and what it might indicate about his character.
- As the students answer, ensure that they do so in complete sentences. This will help them practise their language skills and improve their ability to express their thoughts clearly. Provide feedback and support to help them construct their sentences correctly.
- Throughout the lesson, maintain a supportive and encouraging atmosphere. Praise the students for their efforts and participation, making sure everyone feels included and valued. This approach will help them engage with the story, understand its themes, and develop their reading and language skills in an enjoyable and effective manner.

**Learn to read:**

- These exercises will highlight the students' understanding of the story and whether they have been able to follow its message. Begin by discussing the questions with the students to ensure they grasp the key points of the story. Engage them in a lively conversation about the events and characters, encouraging them to share their thoughts and interpretations.
- Pick out a student and ask him or her to answer one of the questions. For example, you might ask, 'What did the rats in Hamelin do?' Once the student provides an answer, ask why he or she thinks so. This will help the student articulate their reasoning and provide insight into their understanding of the story.
- Next, ask the other students if they agree or disagree with the answer. Encourage them to explain their reasons for agreeing or disagreeing. This will foster a healthy discussion and allow students to consider different perspectives. If there is a disagreement, guide the students to give reasons for their answers, helping them to think critically and support their opinions with evidence from the story.
- Give the students fifteen minutes to write down their answers. This will give them time to organize their thoughts and express their understanding in writing. Walk around the classroom to assist any students who have trouble completing their work. Offer guidance and support to help them formulate their answers clearly and accurately.
- The whole activity should not take more than twenty-five minutes. By keeping the discussion and writing time within this limit, you ensure that the students remain focused and engaged throughout the lesson. This approach will help them develop their comprehension and critical thinking skills while also practising their writing and communication abilities.

### Learn words:

- Start by explaining the concept of adding 'dis-' in front of some words to create their opposites. Use simple language and examples to make it easy for them to understand. Begin by showing them the sentence from the story: 'The stranger walked out of the town and disappeared into the mountains.' Explain that 'disappear' is the opposite of 'appear' because of the prefix 'dis-'.
- Next, move on to the table. Write the word 'disappear' on the board and underline the prefix 'dis-'. Then, write the words 'like', 'obey', and 'agree' on the board. Show the students how to add 'dis-' in front of these words to create their opposites: 'dislike', 'disobey', and 'disagree'. Write these new words on the board and explain their meanings.
- Now, ask the students to fill in the table in their notebooks. Encourage them to write the words 'dislike', 'disobey', and 'disagree' next to the corresponding words. Walk around the classroom to provide assistance and ensure they understand the task.
- After completing the table, move on to the fill-in-the-blank sentences. Read each sentence aloud and ask the students to think about which word from the table fits best. For example, in the sentence 'Tanya doesn't like mangoes, she \_\_\_ them,' guide them to understand that the correct word is 'dislikes'. Write the sentence on the board and fill in the blank together.
- Continue with the other sentences:
  - They don't obey their teacher, they \_\_\_ her. *The correct word is 'disobey'.*
  - Manal doesn't agree with us, he \_\_\_\_. *The correct word is 'disagrees'.*
  - The moon doesn't appear, it \_\_\_ behind the clouds. *The correct word is 'disappears'.*
- Encourage the students to write these sentences in their notebooks, filling in the blanks with the correct words. Provide support and guidance as needed, ensuring they understand the meanings of the words and how to use them in sentences.

### Learn grammar:

- Start by explaining what adjectives are in simple terms. Tell the students that adjectives are words used to describe nouns or pronouns, giving extra information about them. Use examples from the sentences provided: 'The rats were big and grey' and 'The piper was very talkative'. Point out that 'big', 'grey', and 'talkative' are adjectives because they describe the rats and the piper.
- Next, show them how adjectives work in sentences. Ask questions like 'How did the rats look?' and guide them to answer 'They were big and grey'. Explain that adjectives help us understand more about the subject of the sentence.
- Now, move on to the exercise. Write the adjectives from the box on the board: 'slow', 'neat', 'tasty', 'loud', 'sudden', and 'beautiful'. Explain the meaning of each adjective and use them in sentences to show how they describe different things. For example, 'The speed of the air was slow' and 'The flowers in the park were beautiful'.
- Ask the students to fill in the blanks with the correct adjectives. Read each sentence aloud and discuss which adjective fits best. For example, in the sentence 'The flowers in the park were \_\_\_\_,' guide them to understand that the correct word is 'beautiful'. Write the sentence on the board and fill in the blank together.
- Continue with the other sentences:
  - Ali's handwriting is \_\_\_\_\_. *The correct word is 'neat'.*
  - Mrs Malik made some \_\_\_\_\_ chips. *The correct word is 'tasty'.*
  - Her scream was very \_\_\_\_\_. *The correct word is 'loud'.*
  - Mohib had a \_\_\_\_\_ pain in his arm. *The correct word is 'sudden'.*
- Encourage the students to write these sentences in their notebooks, filling in the blanks with the correct adjectives. Provide support and guidance as needed, ensuring they understand the meanings of the adjectives and how to use them in sentences.

### Learn spelling:

- Start by explaining the rule about doubling the letter 'l' in simple terms. Tell the students that when a one-syllable word ends with a vowel followed by a single 'l', we often double the 'l'. Use examples like 'shell', 'fill', and 'full' to illustrate the rule.
- Begin by writing the words 'shell', 'fill', and 'full' on the board. Point out the vowel before the doubled 'l' in each word. Explain that this pattern helps us know when to add an extra 'l' to certain words.
- Next, move on to the exercise. Write the words 'pil', 'stil', 'cool', 'hal', 'stal', and 'steal' on the board. Explain that some of these words need an extra 'l' to follow the rule. Go through each word one by one and discuss whether it needs an extra 'l'.
- For example, start with 'pil'. Ask the students if it follows the rule. Guide them to understand that 'pil' should become 'pill' because it ends with a vowel followed by a single 'l'. Write 'pill' on the board.
- Continue with the other words:
  - 'stil' should become 'still'.
  - 'cool' does not need an extra 'l' because it already has a double 'o' before the 'l'.
  - 'hal' should become 'hall'.
  - 'stal' should become 'stall'.
  - 'steal' does not need an extra 'l' because it already has a double 'e' before the 'l'.
- Encourage the students to write these words in their notebooks, adding the extra 'l' where necessary. Provide support and guidance as needed, ensuring they understand the rule and how to apply it.

### Learn pronunciation:

- To teach these questions to grade 3 students, start by explaining the difference between the long 'oo' sound (/u:/) and the short 'u' sound (/ʊ/). Use simple language and examples to make it easy for them to understand. Begin by saying the words aloud and asking the students to listen carefully to the sounds.
- Write the words 'boot' and 'foot' on the board. Say each word aloud and ask the students to repeat after you. Explain that 'boot' has the long 'oo' sound (/u:/) and 'foot' has the short 'u' sound (/ʊ/). Point out that the long 'oo' sound is like the sound in 'moon', while the short 'u' sound is like the sound in 'book'.
- Next, go through the list of words provided:
  - 'boot' and 'foot'
  - 'truth' and 'shook'
  - 'food' and 'good'
  - 'fruit' and 'put'
  - 'juice' and 'would'
  - 'soup' and 'sugar'
  - 'blue' and 'book'
- Say each pair of words aloud and ask the students to repeat after you. Emphasise the difference between the long 'oo' sound and the short 'u' sound. Encourage the students to listen carefully and practise saying the words correctly.
- Now, move on to the sentences. Write each sentence on the board and read it aloud. Ask the students to repeat after you, focusing on the correct pronunciation of the 'oo' and 'u' sounds. For example:
  - The boot is on the other foot.
  - The truth shook us all.
  - The food tastes good.
  - She put the fruit on the table.
  - Would you like some juice?
  - I don't like sugar in my soup.
  - The blue book is mine.
- Encourage the students to practise saying the sentences with a partner. Walk around the classroom to provide assistance and ensure they are pronouncing the words correctly. Offer feedback and support as needed.
- For the dictation exercise, read a list of words with the long 'oo' and short 'u' sounds aloud. Ask the students to write down the words as they hear them. This will help reinforce their understanding of the sounds and improve their spelling skills. Some words you might use for dictation include moon, book, food, foot, juice, and put.

### Learn to write:

- Start by explaining the concept of joining sentences to make a passage more interesting. Use simple language and examples to make it easy for them to understand. Begin by reading the passage aloud and discussing how it can be improved by combining sentences and using connecting words.
- Explain that connecting words like 'first', 'later', 'then', 'next', and 'afterwards' help to link sentences and make the passage flow better. Show them how to use these words to join sentences. For example, instead of saying 'My mother gets up at 6 every day. She goes jogging every day. She goes jogging in the morning.', you can say 'My mother gets up at 6 every day and goes jogging in the morning.'
- Next, go through the passage sentence by sentence and demonstrate how to combine them. Write the improved passage on the board:
- 'My mother gets up at 6 every day. First, she washes her face and brushes her teeth. Then, she drinks some juice and brushes her hair. Afterwards, she puts on an old shirt, comfortable trousers, and her walking shoes. She goes out of the flat and walks to the park. There, she meets her friend, Neha. Neha Aunty and my mother jog round the park five times. They finish by 6:45, and it is time to go home.'
- Encourage the students to write the improved passage in their notebooks, using connecting words to join the sentences. Walk around the classroom to provide assistance and ensure they understand the task. Praise their efforts and creativity, making sure everyone feels included and valued.
- For the second question, explain the concept of sequencing and the importance of knowing the order of the months of the year. Write the names of the months on the board in order: January, February, March, April, May, June, July, August, September, October, November, December.
- Ask the students to write down the names of the months in their notebooks in the correct sequence. Encourage them to say the months aloud as they write them to reinforce their learning. Provide support and guidance as needed, ensuring they understand the order of the months.

**Learn to listen:**

- Start by explaining that they will listen to Anas talking about his school timetable. Emphasise the importance of paying close attention to the days of the week mentioned in the recording.
- Begin by reviewing the days of the week with the students. Write them on the board in order: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Ask the students to repeat the days after you to ensure they are familiar with the spellings and sequence.
- Next, explain that they will need to write down the spellings of the days in the blanks provided as they listen to the recording. Encourage them to listen carefully and write the days in the correct order.
- Play the recording of Anas talking about his school timetable. Make sure the pace is slow enough for the students to follow along. Pause the recording at intervals if necessary to give them time to write down the days.
- After playing the recording, ask the students to check their answers. Write the correct spellings of the days on the board and discuss any mistakes. Encourage the students to correct their answers and understand why the correct spellings are right.
- Throughout the lesson, maintain a supportive and encouraging atmosphere. Praise the students for their efforts and participation, making sure everyone feels included and valued. This approach will help them improve their listening skills, learn the spellings of the days of the week, and understand the importance of paying attention to details enjoyably and effectively.

**Learn to speak:**

- Start by explaining the concept of making and keeping promises in simple terms. Use examples they can relate to, such as promising to share a toy or help with a task. Explain that sometimes people make promises but do not keep them, and this can affect how we feel.
- Begin by asking the students if they have ever made a promise to someone and then failed to keep it, or if someone has made a promise to them and not kept it. Encourage them to think about these experiences and how they felt.
- Next, ask the students to form pairs. Explain that they will share their stories with their partner. Provide a structure to help them plan what they want to say. Write the following points on the board:
  - What was the promise?
  - Who made the promise? To whom?
  - What happened then?
  - How did you feel?
- Guide the students through each point. For example, ask them to think about a specific promise they made or received. Encourage them to describe the promise clearly. Then, ask them to identify who made the promise and to whom it was made. This will help them organise their thoughts.
- Next, ask them to explain what happened after the promise was made. Did the promise get broken? How did it affect them or the other person? Finally, ask them to share how they felt about the situation. Were they disappointed, sad, or understanding?
- Encourage the students to take turns sharing their stories with their partner. Walk around the classroom to provide assistance and ensure everyone is participating. Offer support and guidance as needed, helping them express their thoughts clearly.
- After the pairs have shared their stories, bring the class together for a group discussion. Ask a few students to share their stories with the class. Discuss the importance of keeping promises and how it affects relationships. Encourage the students to think about ways to ensure they keep their promises in the future.

<b>Class assessment:</b>	✓	✗
Can the students read and understand the moral of the story, 'The Piper of Hamelin'?		
Can the students use prefixes to make opposites?		
Can the students use adjectives?		
Can the students spell using the rule of letter 'l' typically doubles?		
Can the students pronounce using the 'oo' sound?		
Can the students write a paragraph using linkers?		
Can the students spell and write down the names of the days of the week?		
Can the students conduct a conversation on a given topic?		

**Teacher's notes:**

- If the students are unable to read and understand the moral of the story, 'The Piper of Hamelin', it is important to revisit the story with them, breaking it down into smaller, manageable sections. Discuss each part and ask questions to ensure comprehension. Encourage them to express their thoughts and relate the story to their own experiences. This will help them grasp the underlying message more effectively.
- If the students struggle with using prefixes to make opposites, it is beneficial to start with simple examples and gradually introduce more complex ones. Provide plenty of practice opportunities and use visual aids to reinforce learning. Engaging activities like matching games or word puzzles can make the learning process enjoyable and memorable.
- If the students find it difficult to use adjectives, consider incorporating interactive exercises that involve describing objects, people, or scenes. Encourage them to use adjectives in their daily conversations and writing tasks. Praise their efforts and provide constructive feedback to build their confidence.
- If the students are unable to spell using the rule of letter 'l' typically doubles, it is helpful to create a list of common words that follow this rule and practise them regularly. Use mnemonic devices to aid memory and incorporate spelling games to make the learning process fun and engaging.
- If the students have trouble pronouncing words with the 'oo' sound, focus on phonics and pronunciation exercises. Use repetition and visual aids to help them recognise and produce the sound correctly. Encourage them to listen to and mimic native speakers and provide positive reinforcement to boost their confidence.
- If the students are unable to write a paragraph using linkers, start by explaining the purpose of linkers and providing examples. Encourage them to practise writing sentences using different linkers and gradually build up to paragraphs. Provide feedback and guidance to help them improve their writing skills.
- If the students struggle to spell and write down the names of the days of the week, use songs, rhymes, and visual aids to reinforce learning. Practise regularly and incorporate these words into daily activities to help them remember and use them correctly.
- If the students are unable to conduct a conversation on a given topic, create a supportive environment where they feel comfortable expressing themselves. Use role-playing activities and guided discussions to help them practise conversational skills. Encourage active listening and provide constructive feedback to help them improve.

## UNIT 9: MILKING TIME (Extensive Reading)

<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

### Learning objectives:

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

- recite the poem individually or in groups with correct pronunciation and intonation.
- respond verbally or in writing to questions based on the poem.
- understand and use descriptive language related to animals and nature.
- identify and create anagrams from given words.
- recognise and pronounce different sounds in words.

### Overview:

This poem describes a serene and harmonious scene with various animals like cows, bees, ducks, and deer. It paints a picture of a peaceful environment where each animal plays a role in maintaining balance. The poem suggests a time of day when the cows come home, likely late afternoon or early evening, and creates a calm atmosphere with words like 'peaceful,' 'safe,' and 'sunny.' The activities of the animals, such as bees humming and ducks on the lake, contribute to a happy and tranquil scene.

### Success criteria:

At the end of this unit, the student will be able to:

- understand the peaceful and interconnected nature of the environment described in the poem.
- answer factual and inferential questions about the poem.
- improve their vocabulary and pronunciation.
- recognise the importance of each animal's role in the ecosystem.

### Generic skills:

- **Collaborative:** Students will work in groups to discuss the poem and answer questions about it. They will collaborate to improve their vocabulary, grammar, and conversation skills. Group discussions will help them share different perspectives and enhance their understanding of the poem's themes and the interconnected roles of the animals.
- **Analytical:** Students will learn to evaluate the poem by following its progress and understanding its themes. They will analyse the actions of the animals and the consequences of their roles in the ecosystem. This will help them develop critical thinking skills and the ability to interpret the importance of each animal's contribution.
- **Creative Thinking:** Students will engage in creative thinking by exploring the poem's deeper meanings and connections to their own lives. They will consider how the animals help each other and the environment, and think about the impact if one of the animals, like the bees, could not do their job anymore. This will encourage them to reflect on the importance of each role in maintaining balance in nature.

**Starter:**

- To teach the students how to complete the exercise of writing the correct word below each picture, start by explaining the task in simple terms. Show them the box of words: 'cow', 'pail', 'grass', 'barn', and 'sun'. Explain that they need to look at each picture and choose the correct word from the box to write below it.
- Begin by showing the example that has already been done. Point out the picture and the word written below it. Explain that this is how they should complete the rest of the pictures.
- Next, guide the students through each picture one by one. For instance, if the first picture is of a cow, ask the students to look at the box of words and find 'cow'. Show them how to write 'cow' below the picture. Repeat this process for each picture, helping them identify the correct word from the box.
- Encourage the students to say the word aloud as they write it. This will help reinforce their understanding and pronunciation. Use positive reinforcement to praise their efforts and correct any mistakes gently.
- If any student is unsure or gets stuck, provide hints and support. For example, if the picture is of a barn, you can say, 'This is where animals live on a farm. What word from the box matches this picture?' Guide them to find 'barn' and write it below the picture.
- Throughout the lesson, make the activity interactive and engaging. Use visual aids and real-life examples to help the students connect with the words. Encourage them to ask questions and share their thoughts.

## Lesson structure:

### Reading:

- To teach the poem 'Milking Time' to the students, start by reading the poem aloud with enthusiasm. This will help the students hear the rhythm and flow of the poem. Encourage them to listen carefully and follow along in their books.
- Begin by discussing the theme of the poem. Explain that the poem describes the peaceful and routine activity of milking cows on a farm. It paints a picture of a calm and serene environment where animals and humans work together harmoniously. The theme revolves around the simplicity and beauty of farm life.
- Next, talk about the message of the poem. Explain that the poem highlights the importance of routine and the connection between humans and animals. It shows how daily activities like milking cows are essential for providing food and maintaining a balanced life on the farm. The poem also conveys a sense of tranquillity and appreciation for nature.
- Introduce the poet to the students. Share some background information about the poet, such as their name and any interesting facts about their life or other works. This will help the students connect with the poem on a personal level and understand the poet's perspective.
- After discussing the theme, message, and poet, guide the students through a detailed analysis of the poem. Ask them questions about the imagery and descriptions used in the poem. For example, you can ask, 'What do you picture when you hear the phrase "milking time"?' or 'How does the poet describe the cows and the farm?'
- Encourage the students to share their thoughts and interpretations. Discuss how the poet uses descriptive language to create a vivid picture of the farm and the milking process. Highlight any literary devices, such as rhyme or alliteration, used in the poem.
- To make the lesson more interactive, you can also incorporate activities like drawing or acting out scenes from the poem. Ask the students to draw a picture of a farm during milking time or to role-play the milking process. This will help them engage with the poem in a creative and hands-on way.

### Learn to read:

- To teach the students how to answer these questions about the poem, start by reading the poem aloud together. This will help the students hear the rhythm and understand the content. Encourage them to follow along in their books and listen carefully.
- Begin by discussing the first question: ‘The poem describes a peaceful scene with animals like cows, bees, ducks, and deer. What do you understand about the time of day and the overall atmosphere from the descriptions given in the poem?’
- Explain that the poem mentions “When the cows come home,” which often happens in the evening when cows return from grazing. This suggests that the time of day is likely late afternoon or early evening. Additionally, the phrase “sits all sunny” indicates that there is still sunlight, reinforcing the idea of late afternoon or early evening.
- Next, discuss the overall atmosphere of the poem. Point out words like ‘peaceful,’ ‘safe,’ and ‘sunny,’ which create a calm and serene atmosphere. Explain that the activities of the animals, such as bees humming and ducks on the lake, contribute to a happy and peaceful scene. Encourage the students to imagine this tranquil setting and share their thoughts on how it makes them feel.
- Move on to the second question: ‘The poem talks about different animals and what they do. How do these animals help each other and the environment? What might happen if one of these animals, like the bees making honey, couldn’t do their job anymore?’
- Guide the students to think about how animals help each other. For example, bees make honey, which can be food for other animals. Ducks and other water animals keep the lake clean by eating plants and insects. Deer help spread seeds by eating plants and moving around. Discuss how these actions benefit the environment, such as bees helping plants grow by pollinating flowers, ducks keeping the water clean, and deer helping plants grow by spreading seeds.
- Ask the students to imagine what might happen if one of these animals couldn’t do its job anymore. For instance, if bees couldn’t make honey, flowers might not get pollinated, and plants might not grow well. Other animals that eat honey might not have enough food. Explain that the whole environment could change because plants and animals depend on each other.
- Encourage the students to share their ideas and discuss the importance of each animal’s role in the ecosystem. Provide positive reinforcement and gentle guidance to help them understand the concepts.

**Activity:**

- To teach the students how to complete the anagram and pronunciation exercises, start by explaining what anagrams are in simple terms. Use the examples provided, such as 'pat' becoming 'tap' and 'nap' becoming 'pan'. Show them how the letters are rearranged to form new words.
- Begin with the first exercise: 'Make anagrams from the following given words.' Write the words 'act', 'owls', and 'dear' on the board. Explain that they need to rearrange the letters to form new words. For example, 'act' can become 'cat'. Encourage the students to think about different combinations and write down their answers. Guide them through the process for each word: a. 'act' can become 'cat'. b. 'owls' can become 'slow'. c. 'dear' can become 'read'.
- Next, move on to the pronunciation exercise. Explain that the words 'cows' and 'home' both have the letter 'o' in them, but they are pronounced differently. Say the words aloud and ask the students to listen to the sounds made by 'o'. Point out that 'cows' has a short 'o' sound, while 'home' has a long 'o' sound.
- Then, say the words 'bees' and 'trees' aloud and ask the students to listen to the sounds made by 'ee'. Explain that both words have the same 'ee' sound. Encourage the students to find other words that have similar sounds and complete the list. For example:
  - 'bees' and 'trees'
  - 'feet' and 'meet'
  - 'see' and 'free'
- Throughout the lesson, provide positive reinforcement and gentle guidance. Encourage the students to participate actively and share their answers. Use visual aids, such as flashcards or word lists, to make the exercises more engaging.
- By using simple explanations, interactive activities, and providing support, you can help the students understand and complete the anagram and pronunciation exercises effectively. This approach will make learning enjoyable and meaningful for them.

<b>Class assessment:</b>	✓	✗
Can the students read and comprehend the poem about 'Milking time'?		
Can the students discuss and analyze the theme of the poem?		
Can the students listen to the poem and follow along in their textbooks?		
Can the students answer the comprehension questions?		
Can the students use anagrams?		

**Teacher's notes:**

- If the students are unable to read and comprehend the poem about 'Milking Time', it is helpful to read the poem together in class, breaking it down into smaller sections. Discuss each part and ask questions to ensure comprehension. Encourage the students to share their thoughts on the imagery and descriptions. This will help them connect with the poem and grasp its meaning.
- If the students struggle to discuss and analyse the theme of the poem, begin by explaining the concept of a theme in simple terms. Use examples from other familiar stories or poems to illustrate the idea. Facilitate a class discussion where students can share their interpretations and thoughts about the poem. Guide them to understand the peaceful and routine activity of milking cows and the connection between humans and animals.
- If the students find it difficult to listen to the poem and follow along in their textbooks, read the poem aloud with clear pronunciation and expression. Encourage the students to follow along in their books and point to the words as you read. Use repetition and ask the students to read the poem aloud with you. This will help them improve their listening skills and become more comfortable with the text.
- If the students are unable to answer the comprehension questions, revisit the poem and discuss it in detail. Break down each question and guide the students to find the answers within the text. Use group activities and discussions to help them understand the poem better. Provide positive reinforcement and praise their efforts to build their confidence.
- If the students struggle to use anagrams, start by explaining what anagrams are and provide simple examples. Write the words on the board and show how the letters can be rearranged to form new words. Encourage the students to practise making anagrams with different words. Use interactive activities like word games to make the learning process fun and engaging.

## UNIT 9: THE POUND OF BUTTER

<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

### 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.
- use meaningful short sentences in English orally or in writing.
- respond to simple instructions, announcements in English made in class/school.
- use the dictionary.

### Overview:

This short story is a very humorous example of how one should always assess one's own faults before laying the blame on others. In the story, farmer Winston was well-known and well-liked all over town. He used to supply dairy products to everyone, and as such, he was trustworthy and more importantly, loyal to his customers. The baker, Mr Carson felt that his cakes were not turning out as well as they used to, and instead of thinking about and reflecting on his own mistakes, he was quick to lay the blame on farmer Winston. However, farmer Winston's reply in court is enough to show that Mr Carson has been hasty in laying blame at his door.

### Success criteria:

- Through this story, the students will be able to understand how humans are dependent on one another for their day-to-day lives.
- They will be able to understand the crucial aspect of humility, which helps people evaluate their own mistakes.
- The students will learn the crucial lesson of not trying to lay blame on others very hastily.
- They will learn about measurements through this short story.
- The students will learn about the important aspect of a mind with a clear conscience.
- The students will also be able to imbibe vocabulary and humor from this short story.

### Generic skills:

- **Collaborative:** Students will work in groups to discuss the story and answer questions about it. They will collaborate to improve their vocabulary, grammar, and conversation skills. Group discussions will help them share different perspectives and enhance their understanding of the text, particularly the actions and motivations of Farmer Winston and Mr Carson.
- **Analytical:** Students will learn to evaluate the characters' actions and motivations by following the progress of the story. They will analyse the behaviour of Farmer Winston and Mr Carson, developing critical thinking skills and the ability to interpret the consequences of their decisions. This will help them understand the themes of honesty, trust, and fairness.
- **Critical Thinking:** Students will engage in critical thinking by exploring the story's deeper meanings and connections to their own lives. They will consider how Farmer Winston's method of weighing butter led to unintended consequences and reflect on the importance of accuracy and honesty in everyday transactions.

**Starter:**

- To help learners solve the given exercise, start by explaining the journey of iron from its raw form to its final use in everyday objects. Begin with the process of mining iron ore from the earth. Describe how large machines and equipment are used to extract the ore from deep within the mines. This ore is then transported to factories where it undergoes various processes to be refined and purified.
- Next, explain how the refined iron is shaped into different forms. In factories, the iron is melted and poured into moulds to create various shapes and sizes. These shapes can be anything from sheets and rods to intricate parts used in machinery. Highlight how skilled workers and advanced technology are essential in this stage to ensure the iron is shaped correctly and efficiently.
- Once the iron is shaped, it is used in the manufacturing of cars and other vehicles. Explain how different parts of a vehicle, such as the body, engine, and chassis, are made from iron. These vehicles, in turn, play a crucial role in transporting iron and other goods from one place to another. This interconnected process shows how different industries rely on each other to function smoothly.
- By discussing these stages, students will gain a perspective on the interdependence of various industries. Emphasise how important it is to maintain good relationships and cooperation among different sectors to keep this dependency alive. This understanding will help students appreciate the complexity and collaboration involved in producing everyday items.
- Additionally, it is important to talk to the students about humility and self-evaluation. Explain that while each industry plays a vital role, no single industry can function alone. Encourage students to recognise their own strengths and contributions, but also to be humble and acknowledge the efforts of others. Self-evaluation helps individuals understand their areas of improvement and fosters a sense of continuous learning and growth.

**Lesson structure:****Reading:**

- To help students understand and answer the questions about the story of Farmer Winston and Mr Carson, start by reading the passage aloud together. This will ensure that everyone is familiar with the text and can follow along.
- First, ask the students, 'What was the name of the farmer?' Guide them to find the name 'Farmer Winston' in the passage. Explain that he is the main character who owns a large farm near the town of Plainsville. This will help the students remember his name and role in the story.
- Next, move on to the question, 'What all did the farmer supply to the bakery?' Discuss with the students how Farmer Winston provided essential dairy products to the bakery, including milk, butter, and cheese. Explain that these items were crucial for Mr Carson, the baker, to make his delicious cakes and bread. This will help the students understand the importance of Farmer Winston's supplies.
- Then, ask, 'Who was the owner of the bakery?' Guide the students to identify Mr Carson as the owner. Explain that Mr Carson was known for his excellent baking skills and that his cakes and bread were the best in town. This will help the students remember Mr Carson's role and his connection to Farmer Winston.
- Finally, address the question, 'Whom did he decide to blame when his cakes did not turn out as well as they used to?' Discuss with the students how Mr Carson became suspicious of the butter's weight and decided to blame Farmer Winston for the poor quality of his cakes. Explain that Mr Carson believed the butter bricks were not the correct weight, which affected his baking.

**Learn to read:**

- To effectively engage the students with these questions, start by reading each question aloud to the class. Encourage the students to answer orally, either by raising their hands if they know the answer or by taking turns in a serial format. This approach will ensure that all students have the opportunity to participate and share their thoughts.
- Instead of focusing solely on exact answers, encourage the students to elaborate on the issues and aspects raised by the questions. For example, when discussing why Mr Carson was frowning, prompt the students to think about the possible reasons behind his frustration and how it might have affected his work. This will help them develop a deeper understanding of the story and its characters.
- This exercise should take about ten minutes to complete. During this time, guide the students to consider Mr Carson's feelings at each point in the story. Ask them to imagine how he must have felt when his cakes did not turn out well, when he became suspicious of the butter, and when he decided to weigh the butter himself. This will help the students empathise with Mr Carson and reach a conclusion about his character.
- To evaluate their more cohesive understanding of the subject, assign a written task as homework. Ask the students to write down their answers to the questions, elaborating on their thoughts and reflections. This will allow them to organize their ideas and express them clearly in writing.
- By combining oral discussion with written assignments, you can help the students develop both their speaking and writing skills. This approach will also encourage them to think critically about the story and its themes, leading to a more comprehensive understanding of the text.

**Learn words:**

- To help students understand the words given in the book, start by explaining each one with the aid of hand gestures and examples of different food preparations made using these methods. For instance, if the word is 'knead', demonstrate the action of kneading dough with your hands. Show how the dough is pressed and folded to make bread or pizza. This visual and physical demonstration will help the students grasp the meaning of the word more effectively.
- Next, move on to the word 'whisk'. Use a whisking motion with your hand to show how ingredients like eggs and cream are beaten together to make fluffy mixtures for cakes or meringues. Similarly, for the word 'chop', mimic the action of chopping vegetables with a knife. Explain how different foods are prepared using these methods, making the lesson more relatable and engaging.
- Once the students have a clear understanding of the words, ask them to answer the given questions. Encourage them to use the words in sentences or describe how they would use these methods in their own cooking experiences. If any student gets stuck, provide gentle guidance and support to help them find the right answer. This can be done orally, allowing for a more interactive and dynamic learning environment.
- By using hand gestures and real-life examples, you can make the lesson more engaging and memorable for the students. This approach will not only help them understand the vocabulary but also connect it to practical applications in their daily lives. Encourage active participation and provide positive reinforcement to build their confidence and enthusiasm for learning.

### Learn grammar:

- To teach the above questions to grade 3 students, start by explaining the concept of prepositions of place in simple terms. Use examples from their everyday lives to make it relatable. For instance, you can say, 'Prepositions of place tell us where something is. Words like "near", "in", and "on" help us understand the location of things.'
- Begin with the sentences provided: 'Farmer Winston had a large farm near the little town of Plainsville', 'Every day Mr Carson worked in his bakery', and 'Mr Carson weighed the butter on his scales'. Read these sentences aloud and point out the prepositions of place. Explain that these words come before a noun or pronoun to show where something is located.
- Next, introduce the additional prepositions: 'beside', 'between', 'in front of', 'under', 'above', and 'behind'. Use hand gestures and objects in the classroom to demonstrate each preposition. For example, place a book 'under' a desk, stand 'between' two students, or point to a poster 'above' the board. This visual and physical demonstration will help the students understand the meanings of these prepositions.
- For the first exercise, 'Complete the sentences below by choosing one item each from columns A and B', read the example sentence aloud: 'The maid swept all the dust under the carpet.' Explain how 'under' is the preposition that shows where the dust was swept. Then, guide the students through the remaining sentences:
- b. 'I will buy the tickets and wait for you near the petrol station.' c. 'When she saw me she hid behind the curtain.' d. 'The medical shop is between the stadium and the petrol station.' e. 'My brother is the one who is standing in front of the two girls.'
- Encourage the students to think about the correct preposition for each sentence and provide assistance if they get stuck. This can be completed orally, allowing for a more interactive and engaging lesson.
- For the second exercise, 'Make questions beginning with is, are, was, or were', start with the example: 'Are you hungry?' Explain that these words are used to form questions. Guide the students through the remaining prompts:
- b. 'Are they angry?' c. 'Were your exams in March?' d. 'Is their mother working?' e. 'Are the sums difficult?' f. 'Is it alive?'
- Encourage the students to practise forming questions using these words. Provide positive reinforcement and gentle corrections to help them improve their skills.

### Use the dictionary:

- Start by explaining the importance of correct spelling and how dictionaries can be helpful tools. Begin with the example sentence, 'A group of th ves attacked him.' Ask the students if the spelling is 'theives' or 'thieves'. Guide them to use a dictionary to check the correct spelling. Show them how to look up 'theives' and explain that it is not found in the dictionary. Then, demonstrate how to find 'thieves' and confirm that the correct spelling is 't - h - i - e - v - e - s'.
- Next, move on to the sentence, 'What did the thieves st l?' Ask the students if the correct spelling is 'ee' or 'ea'. Use the dictionary to look up both 'steel' and 'steal'. Explain the meanings of each word: 'steal' means to secretly take something that is not yours, while 'steel' is a strong metal used for making things like knives, tools, or machines. Guide the students to understand that the word they need is 'steal'.
- For the exercise, 'Cross out the incorrect word. Use your dictionary for help', read each sentence aloud and ask the students to identify the correct word. Encourage them to use the dictionary if they are unsure. Provide gentle guidance and support as they work through the sentences:
  - a. 'She worked hard all morning. Then she decided to take a break.' Explain that 'brake' is a device used to stop a vehicle, while 'break' means to rest or pause.
  - b. 'Thank you for your letter.' Explain that 'letter' is a written message, while 'later' means after some time.
  - c. 'The house became very quiet after the children left.' Explain that 'quiet' means silent, while 'quite' means completely or very.
  - d. 'They gave me all their books to read.' Explain that 'their' shows possession, while 'there' refers to a place.
  - e. 'Stop talking! I have no peace with all this noise.' Explain that 'peace' means calmness, while 'piece' refers to a part of something.
- Encourage the students to practise using the dictionary to check their spelling and understand the meanings of words. This will help them become more confident in their language skills.

**Learn to write:**

- Start by engaging them in a discussion about helping others. Ask them if they have ever helped anyone who was in trouble, such as a classmate, an elderly relative, or a stranger. Encourage them to share their experiences of helping someone on the road, on a bus, or on a train. This will help them connect with the topic and understand the importance of kindness and empathy.
- Next, introduce the activity of writing about the pictures. Explain that they should first observe the pictures and note the order of activities happening. This will help them organize their thoughts and create a coherent story. Show them how to start their writing with the first picture given. For example, you can begin with, 'Farah was going to school. Suddenly she saw an old lady...'
- Guide the students through the process of writing by breaking it down into simple steps. First, ask them to describe what they see in the first picture. Encourage them to use descriptive language and include details about the characters and setting. For instance, they might write, 'Farah was walking down the street when she noticed an old lady struggling to carry her heavy bags.'
- Next, ask the students to think about what happens next in the sequence of pictures. Encourage them to use their imagination and add details to make the story interesting. For example, they might continue with, 'Farah quickly ran over to the old lady and offered to help her carry the bags. The old lady smiled and thanked Farah for her kindness.'
- As they progress through the pictures, remind the students to keep their writing organised and to follow the order of activities shown. Encourage them to use linking words like 'then', 'next', and 'finally' to connect their sentences and create a smooth flow in their story.

### Learn to listen:

- Start by explaining the importance of listening carefully to conversations. Tell them that they will hear a conversation between two people and need to pay attention to understand what is being said. Encourage them to read the questions before listening, so they know what to listen for.
- Begin by reading the first question aloud: 'The conversation is between a woman and (Tick the right answer.) a. her son. b. her brother. c. her servant.' Explain that they need to listen to the conversation and identify who the woman is talking to. Play or read the relevant passage from the coursebook, ensuring that the students are focused and attentive.
- Next, move on to the second question: 'The boy is not very happy to be asked to go to the shop. True (T) or False (F)?' Explain that they need to listen for clues about the boy's feelings. Ask them to pay attention to the tone of the conversation and any words that indicate whether the boy is happy or unhappy. Play or read the passage again if needed and discuss the answer with the students.
- For the third question: 'The woman has started cooking dinner. Yes (Y) or No (N)?' Explain that they need to listen for information about what the woman is doing. Encourage them to focus on any details mentioned in the conversation about cooking or preparing dinner. Play or read the passage once more and guide the students to find the correct answer.
- For the fourth question: 'What does the woman want the boy to buy? (Tick the right answer.) a. a packet of noodles b. some vegetables c. a packet of noodles and some vegetables', explain that they need to listen for specific items the woman asks the boy to buy. Encourage them to pay attention to the details mentioned in the conversation.
- Finally, for the fifth question: 'How much money does the woman give to the boy? (Tick the right answer.) a. Fifteen rupees b. Fifty rupees', explain that they need to listen for the amount of money mentioned. Guide them to focus on the exact figure stated in the conversation.
- Throughout the lesson, provide positive reinforcement and gentle guidance. Encourage the students to raise their hands if they know the answer and to elaborate on their thoughts. This will help them develop their listening skills and confidence in answering questions.

**Learn to speak:**

- To teach the above questions to grade 3 students, start by explaining the importance of helping others and being kind. Use simple language and examples they can relate to. Begin with the dialogue provided: 'You are walking along the road. An old man in front of you falls down. You go to help him. What do you say?'
- Read the dialogue aloud with the students, taking turns to play the roles of the person helping and the old man. For example, one student can say, 'What's the matter, Sir? Let me help you up.' and the other can respond, 'I slipped and fell. Thank you. That's very kind of you.' Practise this dialogue a few times to help the students become comfortable with the phrases.
- Next, move on to the pair work activity. Explain that they will practise similar dialogues in pairs, using the help box to ask and answer questions. For each situation, guide them through the process:
  - a. 'Your friend has fallen and twisted her ankle.' Ask the students to think about what they would say to their friend. Encourage them to use phrases like, 'What's the matter? Can I help you? Let me help you up.' Practise this dialogue with a partner, taking turns to play the roles of the helper and the friend.
  - b. 'Your neighbour, an old lady, has nobody to help her. She needs somebody to help her with the shopping.' Discuss with the students how they can offer assistance. Use phrases like, 'May I help you with your shopping? Let me go to the store for you.' Practise this dialogue in pairs, with one student playing the role of the helper and the other as the neighbour.
  - c. 'Your teacher is looking worried. She has lost the attendance register.' Ask the students to think about how they can offer help to their teacher. Use phrases like, 'What's the matter? Can I help you? Let me search for the register.' Practise this dialogue with a partner, taking turns to play the roles of the helper and the teacher.

<b>Class assessment:</b>	✓	✗
Can the students read and understand the moral of the story, 'A pound of butter'?		
Can the students use descriptive words for cooking?		
Can the students use prepositions of place?		
Can the students use the dictionary properly?		
Can the students write a composition based on the given picture?		
Can the students refer to listening text at the end of this coursebook and read/play the relevant passage or text?		
Can the students conduct a conversation in a role-play?		

**Teacher's notes:**

- If the students are unable to read and understand the moral of the story, 'A pound of butter', it is helpful to read the story together in class, breaking it down into smaller sections. Discuss each part and ask questions to ensure comprehension. Encourage the students to share their thoughts on the characters' actions and the consequences. This will help them grasp the underlying message about honesty and fairness.
- If the students struggle to use descriptive words for cooking, start by demonstrating common cooking actions like chopping, whisking, and kneading. Use real-life examples and hand gestures to illustrate these actions. Encourage the students to describe what they see and practise using these words in sentences. This hands-on approach will make the learning process more engaging and memorable.
- If the students find it difficult to use prepositions of place, use visual aids and objects in the classroom to demonstrate their meanings. For example, place a book under a desk or stand between two students. Practise using these prepositions in sentences and provide plenty of examples. Interactive activities like matching games can also reinforce their understanding.
- If the students are unable to use the dictionary properly, start by explaining how to look up words alphabetically. Demonstrate with a few examples and guide them through the process. Practise finding words together and discuss their meanings. Encourage the students to use the dictionary regularly to check their spelling and expand their vocabulary.
- If the students struggle to write a composition based on a given picture, guide them through the process step by step. Start by asking them to observe the picture carefully and note the order of activities. Help them organise their thoughts and create an outline. Encourage them to use descriptive language and linking words to connect their sentences. Provide feedback and support to help them improve their writing skills.
- If the students have difficulty referring to the listening text at the end of the coursebook, play or read the relevant passage aloud and ask them to follow along in their textbooks. Discuss the main points and ask questions to ensure comprehension. Practise this regularly to help them develop their listening skills and ability to follow along with written text.
- If the students are unable to conduct a conversation in a role-play, create a supportive environment where they feel comfortable practising. Use simple dialogues and encourage them to practise with a partner. Provide examples and guide them through the process. Practise regularly and provide positive reinforcement to build their confidence and communication skills.

## UNIT 10: A HUNDRED FACES

<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

### 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.
- responds appropriately to oral messages/ telephonic communication.
- respond to simple instructions, announcements in English made in class/school.
- use a variety of nouns, pronouns, adjectives, and prepositions in context.

### Overview:

This short story is a very witty tale about a farmer who uses his wits without being scared or intimidated by the king. He is an honest and clever man, and yet, uses his wits to reply with intelligent answers. The story revolves around the king, who gets fascinated by the riddle the farmer poses, and who, upon getting back to the court, poses the same riddle to his ministers. He warns the farmer to not reveal the secret, but the farmer does so, in a way that the king becomes further impressed with his intelligence and rewards him handsomely.

### Success criteria:

The students, after reading this story, should understand:

- the prudent use of money.
- spending money judiciously and in the right places.
- the importance of being witty and intelligent during crucial situations.
- wit surpasses power. The farmer managed to outwit and impress the king.

### Generic skills:

- **Collaborative:** Students will work in groups to discuss the story and answer questions about it. They will collaborate to improve their vocabulary, grammar, and conversation skills. Group discussions will help them share different perspectives and enhance their understanding of the text, particularly the actions and motivations of the king, the peasant, and the minister.
- **Analytical:** Students will learn to evaluate the characters' actions and motivations by following the progress of the story. They will analyse the behaviour of the king, the peasant, and the minister, developing critical thinking skills and the ability to interpret the consequences of their decisions. This will help them understand the themes of gratitude, loyalty, and cleverness.
- **Critical Thinking:** Students will engage in critical thinking by exploring the story's deeper meanings and connections to their own lives. They will consider how the peasant's method of spending his coins reflects his values and priorities, and reflect on the importance of gratitude, investment in the future, and cleverness in everyday situations.

**Starter:**

- Imagine you have a group of children gathered around, eager to learn about sharing money and assets equally and fairly. You start by introducing the concept simply and engagingly. 'Today, we are going to learn how to share things equally. Imagine you have ten sweets, and you want to share them with your friend. How many sweets would each of you get?' The children might respond with 'five each'. You then explain that this is called division, where you split something into equal parts.
- Next, you move on to a practical example involving money. 'Let's say you have PKR 20, and you want to share it equally between four friends. How much money would each friend get?' The children might take a moment to think and then answer, 'PKR 5 each'. You praise them for their correct answer and explain that this is how we divide money fairly.
- To make the activity more interactive, you can use play money and ask the children to physically divide it among themselves. This hands-on approach helps them understand the concept better. You can also introduce the idea of assets, such as toys or books, and ask them to divide these items equally among a group.
- The exercise can be done in groups, where children work together to divide different items equally. This not only teaches them about division but also about cooperation and fairness. The activity should not take more than five minutes to complete, making it a quick and effective way to introduce these important concepts.
- By the end of the exercise, the children will have a basic understanding of how to share money and assets equally and fairly, setting a foundation for more complex mathematical concepts in the future.

## Lesson structure:

### Reading:

- Imagine you are preparing to teach the story of the king and the peasant to your students. You begin by reading the story aloud, ensuring that your tone is engaging and expressive to capture their attention. ‘A king was riding through the countryside. He met a peasant and asked him how much he earned. “Four coins a day, Your Majesty,” the man replied. “And how do you spend your four coins?”’
- After reading the story, you ask questions to help the students understand the theme and style of the passage. ‘Why do you think the king was puzzled by the peasant’s answer?’ you ask. The students might respond with various thoughts, such as the unusual way the peasant divided his money. You encourage them to think deeper. ‘What does the peasant mean by spending one coin in gratitude, one in investment, and one giving back?’ This helps them grasp the underlying values of gratitude, loyalty, and foresight.
- You explain how to teach the chapter by breaking it down into manageable parts. Start with a brief introduction to the story’s context and characters. ‘This story is about a wise peasant who cleverly explains how he spends his earnings to a curious king.’ You then read the story aloud, pausing at key moments to ask questions and encourage discussion. ‘What do you think the king’s reaction will be when he hears the peasant’s explanation?’ This keeps the students engaged and thinking critically.
- The author of the story is unknown, but the tale is a classic example of folklore that imparts moral lessons through simple yet profound narratives. The point of the story is to highlight the importance of gratitude, wise investment, and cleverness in managing one’s resources. It teaches that even a small amount of money can be spent thoughtfully to benefit oneself and others.
- As you teach the chapter, focus on the moral lessons and encourage the students to relate them to their own lives. ‘How can we show gratitude to those who help us? What are some ways we can invest in our future?’ These questions help the students connect the story’s themes to their personal experiences.
- By the end of the lesson, the students will have a deeper understanding of the story’s themes and style, and they will be able to apply its lessons to their own lives. The activity will not only improve their reading comprehension but also their ability to think critically and reflect on important values.

**Learn to read:**

- Imagine you are in a classroom, ready to engage the students in a fun and educational activity. You start by drawing four coins on the board. 'Now, I want each of you to write the names of the family members beside each coin in your books,' you instruct. The children eagerly write down 'myself', 'my wife', 'my parents', and 'my children', just as the peasant in the story did.
- Next, you draw a big circle on the board. 'Can someone come up and show us what a quarter of this circle looks like?' you ask. A student steps forward and carefully divides the circle into four equal parts, shading one of them. 'Excellent! Now, can you show us what half of the circle looks like?' The student divided the circle into two equal parts, shading one of them. The class watches attentively, understanding the concept of fractions through this visual representation.
- You then move on to the rest of the questions in the exercise. 'These questions can be answered orally,' you explain. 'Some of them are subjective, so I want to hear multiple opinions on this subject.' The students begin to discuss, sharing their thoughts on how they would spend their coins and why. You encourage them to listen to each other's perspectives and to think critically about their answers.
- For the questions in the next section, you inspire the students to come up with their own opinions rather than borrowing them from the teachers or the books. 'Let's discuss these two questions at length,' you suggest. 'I want to hear your unique ideas and thoughts.' The students engage in lively discussions, taking ten to fifteen minutes to explore the topics in depth. They learn to articulate their opinions, respect different viewpoints, and develop their critical thinking skills.

### Learn words:

- Imagine you are teaching a group of enthusiastic the students about family relationships using the family tree of Mr and Mrs Siddiqui. You start by drawing the family tree on the board, making sure it is clear and easy to understand. 'Let's look at the family tree of Mr and Mrs Siddiqui,' you say, pointing to each member of the family as you introduce them. 'Here we have Mr Siddiqui and Mrs Siddiqui. They have five children: Kamran, Ayman, Imran, Farhan, and Saira.'
- You then explain the task to the students. 'We are going to fill in the blanks on the next page using the information from the family tree. This will help us understand how everyone is related to each other.' You read the first sentence aloud: 'Mr and Mrs Siddiqui have one and two .' You pause and ask, 'Who can tell me what Mr and Mrs Siddiqui have?' The students might respond with 'one daughter and two sons'. You write the correct answer on the board and encourage them to do the same in their books.
- Moving on to the next sentence, you read: 'Farhan is Saira's and Ayman is Kamran's .' You ask the students, 'What is Farhan to Saira?' They might answer, 'Farhan is Saira's brother.' You then ask, 'And what is Ayman to Kamran?' The students might say, 'Ayman is Kamran's sister.' You write these answers on the board and ask the students to fill in the blanks in their books.
- You continue with the next sentence: 'Kamran is the of Nameer and Abdul Ahad, and Ayman is their .' You ask, 'What is Kamran to Nameer and Abdul Ahad?' The students might respond, 'Kamran is the father of Nameer and Abdul Ahad.' You then ask, 'And what is Ayman to them?' The students might say, 'Ayman is their mother.' You write these answers on the board and ask the students to fill in the blanks.
- For the sentence 'Imran lives with his Mr and Mrs Siddiqui,' you ask, 'Who does Imran live with?' The students might answer, 'Imran lives with his parents, Mr and Mrs Siddiqui.' You write this on the board and ask the students to fill in the blanks.
- You then read: 'Imran and Farhan have a Ayman.' You ask, 'What do Imran and Farhan have?' The students might respond, 'Imran and Farhan have a sister, Ayman.' You write this on the board and ask the students to fill in the blanks.
- For the sentence 'Nameer is Abdul Ahad's older ,' you ask, 'What is Nameer to Abdul Ahad?' The students might answer, 'Nameer is Abdul Ahad's older brother.' You write this on the board and ask the students to fill in the blanks.
- Finally, you read: 'Mr Siddiqui is Summaiya's and Mrs Siddiqui is her .' You ask, 'What is Mr Siddiqui to Summaiya?' The students might respond, 'Mr Siddiqui is Summaiya's grandfather.' You then ask, 'And what is Mrs Siddiqui to her?' The students might say, 'Mrs Siddiqui is her grandmother.' You write these answers on the board and ask the students to fill in the blanks.

### Learn grammar:

- Imagine you are in a classroom with your the students, ready to teach them about possessive adjectives. You start by writing the phrases on the board: 'my wife', 'your coins', 'his ministers', 'our children'. 'Today, we are going to learn about possessive adjectives,' you announce. 'These are words like my, her, your, etc., that we use with a noun to show who something belongs to.'
- You then write a few examples on the board: 'I → my shoes', 'you → your book', 'he → his sister', 'she → her car', 'it → its tail', 'we → our home', 'you → your friends', 'they → their children'. 'Let's look at these examples,' you say. 'When I say "my shoes", it means the shoes belong to me. When I say "your book", it means the book belongs to you.'
- Next, you move on to the exercise. 'Now, let's fill in the blanks with the correct possessive adjectives,' you instruct. You read the first sentence aloud: 'Shahbaz is my brother. best friends are Ayesha and Adeel Nayyar.' You ask the students, 'What word should we use here?' They might respond with 'His best friends'. You write the correct answer on the board and ask them to do the same in their books.
- You continue with the next sentence: 'They live in the house next door. They have been neighbours for many years. father, Mr Nayyar, works in a factory. Mrs Nayyar, mother, is a teacher.' You ask, 'What words should we use here?' The students might say, 'Their father' and 'Their mother'. You write these answers on the board and ask the students to fill in the blanks.
- For the sentence 'families always celebrate festivals together. When we celebrate Eid-ul-Fitr, the Nayyars come to house. When they celebrate Spring we go to house,' you ask, 'What words should we use here?' The students might respond with 'Our families', 'our house', and 'their house'. You write these answers on the board and ask the students to fill in the blanks.
- You then read: 'I like kheer, Auntie Shamima,' says Nina to my mother. mother has promised to teach me how to make kheer,' says Mrs Nayyar to Shahbaz. 'Then we will all come to house to eat kheer,' says Shahbaz. Everybody laughs.' You ask, 'What words should we use here?' The students might say, 'Your mother', 'my mother', and 'your house'. You write these answers on the board and ask the students to fill in the blanks.

### Use the dictionary:

- Imagine you are in a classroom with your the students, ready to teach them about the different meanings of words using dictionary entries. You start by showing them a sample dictionary entry on the board. 'Look at this entry for the word "key"; you say. 'The numbers 1, 2, 3 tell us that the word "key" has three meanings. Many words we use have several meanings, and a dictionary helps us find the exact meaning of a word.'
- You read the entry aloud: 'Key1 /ki:/ noun 1 a piece of metal that opens or closes a lock: He turned the key and opened the door. 2 one of the parts of a computer, a piano or other musical instrument that you press with your fingers: Pianos have black and white keys. 3 answers to questions: Check your answers with the key at the back of the book.'
- Next, you give examples to illustrate the different meanings. 'I have lost the key to my room,' you say. 'This is meaning 1, a piece of metal that opens or closes a lock. Now, "Press the Enter key twice." This is meaning 2, one of the parts of a computer or musical instrument that you press with your fingers.'
- You then introduce the exercise. 'We are going to look at some dictionary entries and use them to find the correct meaning of words in sentences,' you explain. 'Let's start with the word "water".' You read the entry aloud: 'water /, wɔ:təd/ verb 1. to give water to plants: Have you watered the plants? 2. When your eyes water, they fill with tears: The smoke made my eyes water.'
- You read the first sentence: 'My eyes water when I cut onions.' You ask the students, 'Which meaning of "water" is used here?' They might respond, 'Meaning 2, when your eyes fill with tears.' You write the number 2 next to the sentence and ask them to do the same in their books.
- You continue with the next sentence: 'In summer, she waters the lawn every day.' You ask, 'Which meaning of "water" is used here?' The students might say, 'Meaning 1, to give water to plants.' You write the number 1 next to the sentence and ask them to fill in the blanks.
- Next, you move on to the word 'lift'. You read the entry aloud: 'lift /lɪft/ noun 1. (American elevator) a machine that takes people and things up and down in a high building: Shall we use the stairs or take the lift? 2. (American ride) a free journey in another person's car: Can you give me a lift to the station?'
- You read the sentence: 'The lift is out of order.' You ask, 'Which meaning of "lift" is used here?' The students might respond, 'Meaning 1, a machine that takes people up and down in a high building.' You write the number 1 next to the sentence and ask them to do the same.
- You continue with the sentence: 'Asma's mother gave me a lift home.' You ask, 'Which meaning of "lift" is used here?' The students might say, 'Meaning 2, a free journey in another person's car.' You write the number 2 next to the sentence and ask them to fill in the blanks.
- Finally, you look at the word 'skin'. You read the entry aloud: 'skin /skɪn/ noun 1. the substance that covers the outside of a person or an animal's body: She has dark skin; animal skin. 2. (plural skins) the outside part of some fruits and vegetables: a banana skin.'
- You read the sentence: 'Don't peel the potatoes. The skins are good to eat.' You ask, 'Which meaning of "skin" is used here?' The students might respond, 'Meaning 2, the outside part of some fruits and vegetables.' You write the number 2 next to the sentence and ask them to do the same.
- You continue with the sentence: 'My mother puts cream on her skin at night.' You ask, 'Which meaning of "skin" is used here?' The students might say, 'Meaning 1, the substance that covers the outside of a person's body.' You write the number 1 next to the sentence and ask them to fill in the blanks.

**Learn to write:**

- To teach the students how to write a paragraph about their after-school routine, start by explaining the task in simple words. 'Today, we are going to write about what we do after we get home from school,' you say. 'We will write a paragraph, which is a group of sentences that tell a story or give information.'
- You begin by giving them a starting sentence: 'As soon as I get home, I have something to eat and drink.' You write this sentence on the board and ask the students to copy it into their books. 'This is how we start our paragraph,' you explain. 'Now, let's think about what we do next.'
- You ask the students to think about their routines. 'What do you do after you have something to eat and drink?' you ask. Some students might say they do their homework, while others might say they play outside or watch television. You encourage them to share their ideas. 'Let's write these ideas down,' you suggest. 'For example, you could write, "Then, I do my homework." Or you could write, "Then, I play outside with my friends."'
- You continue to guide them through the process. 'After you write about doing your homework or playing outside, think about what you do next,' you say. 'Do you have dinner with your family? Do you read a book or play a game?' You ask the students to add these details to their paragraphs. 'You could write, "After that, I have dinner with my family." Or you could write, "After that, I read a book."'
- You remind the students to use complete sentences and to make sure their paragraphs flow smoothly. 'Each sentence should connect to the next one,' you explain. 'This makes your paragraph easy to read and understand.'
- As the students write, you walk around the classroom, offering help and encouragement. 'Great job, everyone!' you say. 'Remember to check your spelling and punctuation. Make sure each sentence starts with a capital letter and ends with a full stop.'

### Learn to listen:

- To teach the students how to listen carefully and fill in information from a telephone conversation, start by explaining the task in simple words. 'Today, we are going to listen to a telephone conversation and fill in some information,' you say. 'Before we listen, let's read the questions so we know what to listen for.'
- You write the questions on the board and read them aloud: 'Who called? Turab, Bina, or Warda. Who is the call for? Bina or Warda. What is the call about? Rehearsal for the class play. When is the rehearsal? What time? 2:30, 3:30, or 4:30. Where? Other information.'
- 'Let's look at the first question,' you say. 'Who called? We need to listen carefully to find out who made the call. It could be Turab, Bina, or Warda. When you hear the name, tick the correct one.' You point to the options on the board and ask the students to do the same in their books.
- 'Next, we need to find out who the call is for,' you continue. 'It could be for Bina or Warda. Listen carefully and tick the correct name when you hear it.' You explain that they should pay attention to the names mentioned in the conversation.
- 'The call is about the rehearsal for the class play,' you say. 'We need to find out when the rehearsal is and what time it will be. Listen for the time mentioned in the conversation and tick the correct one: 2:30, 3:30, or 4:30.'
- 'We also need to find out where the rehearsal will be,' you add. 'Listen for the location mentioned in the conversation and write it down.'
- 'Finally, there might be some other information that we need to note,' you explain. 'Listen carefully for any extra details and write them down.'
- You then refer to the listening text at the end of the coursebook. 'I will read the passage or play the text given on page 115,' you say. 'Listen carefully and fill in the information as we go along.'
- As you read or play the text, you pause at key moments to give the students time to fill in the blanks. 'Who called?' you ask. The students listen and tick the correct name. 'Who is the call for?' you ask next. The students listen and tick the correct name. You continue this process for each question, ensuring that the students have enough time to write down their answers.

**Learn to speak:**

- To teach role-playing, start by asking them a few questions to get them thinking. ‘Have you ever watched people on TV interviewing famous people, like leaders, scholars, or cricketers?’ you ask. ‘Why do you think we watch such interviews? What sort of things do we want to know about famous people?’
- You give the students a moment to think and then encourage them to share their answers. ‘We watch interviews because we are curious about the lives of famous people,’ you explain. ‘We want to know about their experiences, their achievements, and their thoughts on different topics.’
- Next, you introduce the activity. ‘Today, we are going to work in pairs and role-play as our favourite celebrities,’ you say. ‘One of you will pretend to be the celebrity, and the other will be the interviewer. You will take turns asking and answering questions about your life and work.’
- You divide the students into pairs and give them a few minutes to decide who their favourite celebrity is. ‘Think about what questions you would like to ask your favourite celebrity,’ you suggest. ‘For example, you could ask about their daily routine, their favourite hobbies, or their biggest achievements.’
- You then model the activity by role-playing with a student. ‘Let’s pretend I am a famous cricketer,’ you say. ‘You can be the interviewer and ask me questions.’ The student asks, ‘What is your favourite part of being a cricketer?’ You respond, ‘My favourite part is playing in front of a big crowd and hearing them cheer for me.’
- After the demonstration, you encourage the pairs to start their role-play. ‘Take turns being the celebrity and the interviewer,’ you instruct. ‘Remember to listen carefully to each other’s answers and ask follow-up questions if you want to know more.’
- As the students engage in the activity, you walk around the classroom, offering help and encouragement. ‘Great job, everyone!’ you say. ‘Remember to speak clearly and take turns so that everyone gets a chance to ask and answer questions.’

<b>Class assessment:</b>	✓	✗
Can the students read and understand the moral of the story, ‘A hundred faces’?		
Can the students answer comprehension questions?		
Can the students complete the family tree?		
Can the students use possessive adjectives in sentences of their own?		
Can the students use the dictionary?		
Can the students report daily activities?		
Can the students hear a telephone conversation and answer some related comprehension questions?		
Can the students conduct a role-play on the given topic?		

**Teacher's notes:**

- If the students are unable to read and understand the moral of the story, 'A Hundred Faces', it is important to revisit the story together. Read it aloud with expression, pausing to discuss key points and asking questions to ensure comprehension. Encourage the students to share their thoughts on the characters' actions and the lessons they learned. Use simple language to explain the moral and relate it to their own experiences.
- If the students are unable to answer comprehension questions, break down the questions into smaller, more manageable parts. Guide them through the text, pointing out where the answers can be found. Encourage them to underline or highlight key information. Practise answering questions together, discussing why each answer is correct.
- If the students are unable to complete the family tree, review the relationships within the family. Use visual aids, such as drawing the family tree on the board, and explain each connection clearly. Ask the students to repeat the relationships back to you to ensure understanding. Provide additional examples and practise filling in the blanks together.
- If the students are unable to use possessive adjectives in sentences of their own, start with a review of possessive adjectives and their uses. Provide plenty of examples and practise together. Use interactive activities, such as matching games or sentence-building exercises, to reinforce their understanding. Encourage the students to create their own sentences and share them with the class.
- If the students are unable to use the dictionary, demonstrate how to look up words and understand dictionary entries. Show them how to find the word, read the definitions, and choose the correct meaning based on context. Practise together by looking up words and using them in sentences. Encourage the students to use the dictionary regularly to build their confidence.
- If the students are unable to report daily activities, model how to write a paragraph about daily routines. Provide a clear structure and examples. Encourage the students to think about their own routines and write about them in simple sentences. Practise together, offering feedback and support to help them improve their writing skills.
- If the students are unable to hear a telephone conversation and answer related comprehension questions, practise listening skills with shorter, simpler conversations first. Gradually increase the complexity as their skills improve. Play the conversation multiple times and discuss the key points together. Encourage the students to take notes and ask questions if they are unsure.
- If the students are unable to conduct a role-play on the given topic, provide clear instructions and examples. Model the role-play with a student to demonstrate how it should be done. Encourage the students to practise in pairs, offering guidance and support as needed. Provide feedback and positive reinforcement to build their confidence and improve their performance.

## UNIT 11: BORROWED FEATHERS

<b>Grade:</b> III	<b>Subject:</b> English	<b>Material:</b> Textbook
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

### 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.
- use punctuation such as comma etc.
- respond to simple instructions, announcements in English made in class/school.
- use vocabulary related to other subjects relevant to class III.

### Overview:

This story goes to show man's greed for feathers, tusks, animal skins and the like—all of them obtained from the forests through illegal means. In this story, the peacocks of the forest can save themselves because the other animals of the forest stand by them. The story juxtaposes an animalistic human world and a humane forest fraternity.

### Success criteria:

This is a very important story for the children to read. They will learn to:

- become more conscientious about using animal products.
- become more aware of poaching and the indiscriminate killing of animals.
- be able to sympathize with the animals' and birds' voiceless terror.
- learn about exercising the right kind of wisdom at the right moment.
- become more environmentally conscious in their daily lives.

### Generic skills:

- **Collaborative:** Students will work in groups to discuss the story and answer questions about it. They will collaborate to improve their vocabulary, grammar, and conversation skills. Group discussions will help them share different perspectives and enhance their understanding of the text, particularly the actions and motivations of Haka, Paka, Mor, Ulluji, and Hoohoo.
- **Analytical:** Students will learn to evaluate the characters' actions and motivations by following the progress of the story. They will analyse the behaviour of the jackals, the peacock, the owl, and the wolves, developing critical thinking skills and the ability to interpret the consequences of their decisions. This will help them understand the themes of friendship, cleverness, and bravery.
- **Critical Thinking:** Students will engage in critical thinking by exploring the story's deeper meanings and connections to their own lives. They will consider how the characters' actions reflect their values and priorities, and reflect on the importance of teamwork, cleverness, and standing up to threats in everyday situations.

**Starter:**

- Start by introducing the activity in a friendly and engaging manner. 'Today, we are going to learn about different animals and solve a fun exercise together,' you say. 'Let's begin by looking at some pictures of animals.'
- You show the learners pictures of various animals, such as a lion, a peacock, a wolf, and an owl. 'Can anyone tell me the name of this animal?' you ask, pointing to the picture of the lion. The learners eagerly respond, 'It's a lion!' You praise them for their correct answer and move on to the next picture. 'And what about this one?' you ask, pointing to the peacock. The learners shout, 'It's a peacock!' You continue this process for each animal, ensuring that the learners are engaged and excited.
- Next, you introduce the exercise. 'Now that we know the names of these animals, let's solve the exercise together,' you say. 'We are going to match the names of the animals to their pictures and write a sentence about each one.' You write the names of the animals on the board: lion, peacock, wolf, owl. 'Let's start with the lion,' you suggest. 'Can anyone tell me something about the lion?' The learners might say, 'The lion is the king of the jungle.' You write this sentence on the board and ask the learners to do the same in their books.
- You continue with the peacock. 'What can we say about the peacock?' you ask. The learners might respond, 'The peacock has beautiful feathers.' You write this sentence on the board and ask the learners to copy it. You repeat this process for the wolf and the owl, encouraging the learners to share their thoughts and write sentences about each animal.
- Throughout the activity, you make sure to explain each step clearly and patiently. 'Remember to use capital letters at the beginning of each sentence and full stops at the end,' you remind them. 'This makes your writing neat and easy to read.'
- As the learners complete the exercise, you walk around the classroom, offering help and encouragement. 'Great job, everyone!' you say. 'You are doing fantastic work. Keep it up!'

## Lesson structure:

### Reading:

- Imagine you are in a classroom with your students, ready to dive into a captivating story. You begin by reading the story aloud, using an expressive and engaging tone to draw the students in. 'Once upon a time,' you start, making sure to pause at key moments to build suspense and excitement. As you read, you keep an eye on the students, ensuring they are following along and are engaged with the narrative.
- After finishing the story, you turn to the class with a smile. 'Now, let's talk about what we just read,' you say. 'What did you think of the story? What parts did you like the most?' You give the students a moment to share their thoughts and then start asking specific questions to guide their understanding. 'Why do you think the main character made that decision?' you ask. 'How do you think they felt when that happened?' These questions help the students think more deeply about the characters and the plot.
- You encourage the students to discuss their answers with a partner before sharing with the class. 'Turn to your neighbour and talk about what you think the main message of the story is,' you suggest. After a few minutes, you bring the class back together and ask for volunteers to share their ideas. 'Who would like to tell us what they discussed?' you ask. This collaborative approach helps the students articulate their thoughts and learn from each other.
- Next, you move on to teaching a poem. 'Now, let's read this beautiful poem together,' you say. You read the poem aloud, making sure to emphasise the rhythm and the emotions conveyed by the words. 'Listen to how the poet uses language to create a picture in our minds,' you explain.
- After reading the poem, you ask the students to think about its message. 'What do you think the poet is trying to tell us?' you ask. 'What feelings does the poem evoke?' You give the students a moment to reflect and then invite them to share their thoughts. 'The poet is conveying a message about [Message],' you explain. 'Think about how this message relates to your own experiences. Have you ever felt the same way?'
- The theme of the story 'Borrowed Feathers' revolves around cleverness, teamwork, and bravery. It tells the tale of Haka, Paka, Mor, Ulluji, and Hoohoo, who work together to outsmart the poachers and protect the peacocks. The story highlights the importance of using one's wits to solve problems and the power of collaboration in overcoming challenges. It also touches on the idea of standing up to threats and finding creative solutions to ensure safety and well-being.
- Through their clever plan, the characters demonstrate that even in the face of danger, teamwork and bravery can lead to success. The story encourages readers to think about how they can use their own cleverness and work with others to tackle difficult situations. It also emphasises the value of protecting those who are vulnerable and standing up for what is right.

### Learn to read:

- Start by explaining the structure of the exercise. 'We are going to begin with some basic questions that you can answer orally,' you say. 'These questions will help us understand the story better. Later, you can write down your answers at home, but for now, let's discuss them together.'
- You ask the first question and wait for the students to respond. 'Who can tell me why Mor, the peacock, was frightened?' you ask. The students eagerly raise their hands and share their thoughts. 'That's right, Mor was frightened because the humans were hunting peacocks for their feathers,' you confirm. You continue this process for each question, ensuring that the students are engaged and participating. 'Remember, we only have ten minutes for this part, so let's keep our answers brief and to the point,' you remind them.
- After the initial discussion, you move on to the second section, which contains two significant questions. 'These questions are a bit more challenging,' you say. 'I want you to think deeply and come up with your analogies. Take your time and try to reach your conclusions.'
- You pose the first question and give the students a moment to think. 'How do you think the characters in the story felt when they had to come up with a plan to protect Mor?' you ask. The students discuss their ideas with their partners before sharing them with the class. 'It's important to come up with your answers,' you encourage. 'There are no right or wrong responses, just your thoughts and feelings.'
- You then pose the second question. 'What do you think the story teaches us about teamwork and cleverness?' you ask. The students take a moment to reflect and then share their insights. 'Great answers!' you say. 'Let's discuss these ideas further to gain a wider perspective on poaching and its impact.'
- You guide the discussion, helping the students explore the broader implications of the story. 'Why do you think poaching is a problem?' you ask. 'How does it affect animals and the environment?' The students share their thoughts, and you provide additional information to deepen their understanding. 'Poaching not only harms individual animals but also disrupts entire ecosystems,' you explain. 'It's important to protect wildlife and find ways to live in harmony with nature.'
- Throughout the lesson, you make sure to keep the atmosphere relaxed and supportive. 'Remember, we are here to learn from each other and share our ideas,' you remind the students. 'Let's listen carefully and respect everyone's opinions.'

### Learn words:

- Start by explaining the concept in simple words. ‘Today, we are going to learn how to put words in alphabetical order,’ you say. ‘This means we will arrange the words based on the order of the letters in the alphabet.’
- You write the alphabet on the board: ‘A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.’ ‘Let’s look at the first set of words,’ you say. ‘We have “peacock”, “berries”, and “feathers”. To put these words in alphabetical order, we need to look at the first letter of each word.’
- You point to the words on the board. ‘The first letter of “peacock” is P, the first letter of “berries” is B, and the first letter of “feathers” is F,’ you explain. ‘Which letter comes first in the alphabet?’ The students might respond, ‘B!’ ‘That’s right,’ you say. ‘So “berries” comes first. Next, we have F for “feathers” and P for “peacock”. So the order is “berries”, “feathers”, “peacock”.’
- You write the words in alphabetical order on the board and ask the students to do the same in their books. ‘Let’s try the next set of words,’ you say. ‘We have “humans”, “dived”, and “bush”.’ You guide the students through the process again, looking at the first letters of each word. ‘The first letter of “humans” is H, the first letter of “dived” is D, and the first letter of “bush” is B,’ you explain. ‘Which letter comes first?’ The students might respond, ‘B!’ ‘That’s right,’ you say. ‘So “bush” comes first, then D for “dived”, and H for “humans”. So the order is “bush”, “dived”, “humans”.’
- You continue this process for each set of words, ensuring that the students understand how to arrange them in alphabetical order. ‘Let’s look at the next set,’ you say. ‘We have “owl”, “forest”, and “wolves”.’ You guide the students through the process, looking at the first letters of each word. ‘The first letter of “owl” is O, the first letter of “forest” is F, and the first letter of “wolves” is W,’ you explain. ‘Which letter comes first?’ The students might respond, ‘F!’ ‘That’s right,’ you say. ‘So “forest” comes first, then O for “owl”, and W for “wolves”. So the order is “forest”, “owl”, “wolves”.’
- You repeat this process for the remaining sets of words: ‘teeth, eyes, legs’, ‘yellow, red, green’, and ‘laughed, danced, shouted’. You guide the students through each set, helping them understand how to arrange the words in alphabetical order.
- Throughout the lesson, you make sure to keep the atmosphere relaxed and supportive. ‘Remember, we are here to learn and have fun,’ you remind the students. ‘Let’s help each other and share our ideas.’

### Learn grammar:

- Begin the lesson with an explanation of the concept in simple words. 'Today, the class learns how to use the word "the" and how to place punctuation marks in sentences,' it is announced. 'Let's start with "the".'
- The sentence 'The next day, the sun shone' appears on the board. 'We use "the" with names of rivers, seas, oceans, and mountain ranges,' it is explained. 'For example, the Arabian Sea, the Indian Ocean, the Himalayas. But we don't use "the" with single mountains, like Everest.'
- Continuing, it is said, 'We also use "the" with things that are the only one of their kind, like the sun, the moon, the earth. And we use "the" with holy books, like the Holy Quran. Finally, we use "the" with countries that have "United" or "Union" in their name, like the United States and the United Kingdom.'
- The exercise is then introduced. 'Let's look at these sentences and decide where we need to use "the",' it is suggested. 'For example, "This peak is in the Himalayas." We need "the" before "Himalayas" because it's a mountain range.'
- The first sentence is read aloud: 'There is a bridge across Hooghly.' The question is posed whether "the" is needed here. The students respond that it is not. This is confirmed and the next sentence is read: 'My sister has gone to Karachi.' Again, the students agree that "the" is not needed.
- The next sentence is: 'Arshad recites Quran every day.' The students correctly identify that "the" is needed before "Quran". The lesson continues with: 'My brother works in United Arab Emirates.' The students recognise that "the" is needed before "United Arab Emirates". Finally, for 'Earth goes round sun,' the students correctly identify that both "earth" and "sun" need "the".
- Next, punctuation marks are discussed. It is explained that commas are used to separate items in a list, full stops end sentences, and exclamation marks show emphasis.
- The first sentence is read aloud: 'We eat biscuits chips samosas and some ice cream.' The students identify where commas are needed: after biscuits, chips, and samosas. The corrected sentence appears on the board.
- The next sentence is: 'There are apples oranges bananas grapes and watermelons in the fruit stall.' The students correctly place commas after apples, oranges, bananas, and grapes.
- For 'I win the lottery and I am going to London,' the students identify that a full stop is needed after lottery. The corrected sentence appears on the board.
- The sentence: 'The decoration in the party is wonderful We have a lot of fun' requires a full stop after wonderful. The students correctly identify this.
- Finally, for 'Raza passes in Urdu Maths Science and History but she fails in English,' commas are placed after Urdu, Maths, and Science.
- Throughout the lesson, a relaxed and supportive atmosphere is maintained. Everyone is reminded that they are there to learn and have fun together.

### Learn spelling:

- Begin the lesson with an explanation of the task in simple words. 'Today, the class will practise finding and correcting spelling mistakes,' it is announced. 'Let's look at the first set of words together.'
- The first row of words is written on the board: 'believe, receive, thieves, thieves.' 'One of these words is spelt incorrectly,' it is explained. 'Can anyone spot which one?' The students look closely and one of them points out 'thieves'. 'That's right,' it is confirmed. 'The correct spelling is "thieves".'
- Next, the second row is examined: 'foreign, soldier, science.' 'Which word is spelt incorrectly here?' the question is posed. The students discuss and identify that all the words are spelt correctly. This is confirmed, and the class moves on to the next row.
- The third row is: 'stories, journies, ladies.' 'Can anyone find the misspelt word?' it is asked. The students quickly point out 'journies'. 'Correct,' it is said. 'The correct spelling is "journeys".'
- The fourth row is: 'dropped, sleping, clapped.' 'Which word needs correcting?' the question is posed. The students identify 'sleping' as the incorrect word. 'Well done,' it is said. 'The correct spelling is "sleeping".'
- The fifth row is: 'thum, come, lamb.' 'Can anyone spot the mistake?' it is asked. The students point out 'thum'. 'That's right,' it is confirmed. 'The correct spelling is "thumb".'
- The final row is: 'knot, could, lisen.' 'Which word is incorrect here?' the question is posed. The students identify 'lisen'. 'Correct,' it is said. 'The correct spelling is "listen".'
- Throughout the lesson, a relaxed and supportive atmosphere is maintained. Everyone is reminded that they are there to learn and have fun together. Encouragement is given for each correct answer, and explanations are provided for any mistakes.

### Learn pronunciation:

- Begin the lesson with an explanation of the task in simple words. ‘Today, we are going to help a mouse get to the cheese,’ it is announced. ‘The mouse can only pass through boxes that have words with the long ee /i:/ sound.’
- The first step is to identify the words with the long ee /i:/ sound. ‘Let’s look at the list of words,’ it is suggested. ‘We need to find the words that have the long ee /i:/ sound, like “cheese”.’
- The words are written on the board: ‘need, these, there, read, head, me, steal, steep, bean, great, piece, fresh, mail, free, eat, cheese.’ ‘Which words have the long ee /i:/ sound?’ it is asked. The students look closely and start identifying the words.
- ‘Need’ is the first word. ‘Does “need” have the long ee /i:/ sound?’ The students respond, ‘Yes!’ ‘That’s right,’ it is confirmed. ‘So the mouse can pass through this box.’
- Next is ‘these’. ‘Does “these” have the long ee /i:/ sound?’ The students respond, ‘Yes!’ ‘Correct,’ it is said. ‘The mouse can pass through this box too.’
- The word ‘there’ is examined. ‘Does “there” have the long ee /i:/ sound?’ The students respond, ‘No.’ ‘That’s right,’ it is confirmed. ‘The mouse cannot pass through this box.’
- The process continues with each word. ‘Read’ is identified as having the long ee /i:/ sound, while ‘head’ does not. ‘Me’ has the long ee /i:/ sound, but ‘steal’ and ‘steep’ are checked next. Both are confirmed to have the long ee /i:/ sound.
- ‘Bean’ is identified as having the long ee /i:/ sound, while ‘great’ does not. ‘Piece’ has the long ee /i:/ sound, but ‘fresh’ and ‘mail’ do not. ‘Free’ and ‘eat’ are confirmed to have the long ee /i:/ sound, and finally, ‘cheese’ is identified as having the long ee /i:/ sound.
- Throughout the lesson, a relaxed and supportive atmosphere is maintained. Everyone is reminded that they are there to learn and have fun together. Encouragement is given for each correct answer, and explanations are provided for any mistakes.

### Learn to write:

- Begin the lesson with an explanation of the task in simple words. 'Today, we are going to write a description of a parrot,' it is announced. 'We will use some words from the help box to make our sentences.'
- The help box words are written on the board: 'curved beak, green, woods and forests, fruits and nuts, red, nests on trees.' 'Let's start by looking at the picture of the parrot,' it is suggested. 'What do we notice about the parrot?'
- The students observe the picture and share their thoughts. 'The parrot is green,' one student says. 'It has a curved beak,' another adds. 'Great observations!' it is said. 'Now, let's use these words to write a description.'
- The first sentence is written together: 'The parrot is a beautiful bird with green feathers.' 'What else can we say about the parrot?' it is asked. 'It has a curved beak,' a student suggests. 'That's right,' it is confirmed. 'So our next sentence can be: "It has a curved beak."'
- The lesson continues with the next sentence. 'Where does the parrot live?' it is asked. 'In the woods and forests,' the students respond. 'Correct,' it is said. 'So we can write: "It lives in the woods and forests."'
- Next, the diet of the parrot is discussed. 'What does the parrot eat?' it is asked. 'Fruits and nuts,' the students reply. 'That's right,' it is confirmed. 'So we can write: "The parrot eats fruits and nuts."'
- The colour red is then incorporated. 'What else can we say about the parrot?' it is asked. 'It has some red feathers,' a student suggests. 'Great,' it is said. 'So we can write: "It has some red feathers."'
- Finally, the nesting habits of the parrot are discussed. 'Where does the parrot make its nest?' it is asked. 'On trees,' the students respond. 'Correct,' it is said. 'So we can write: "It makes its nests on trees."'
- The completed description is read aloud: 'The parrot is a beautiful bird with green feathers. It has a curved beak. It lives in the woods and forests. The parrot eats fruits and nuts. It has some red feathers. It makes its nests on trees.'

**Learn to listen:**

- Start by introducing the topic in a friendly manner, perhaps by showing a picture of Donald Duck to capture their interest. Explain that they will be listening to a passage about ducks and will need to fill in the blanks based on what they hear.
- Next, read the lines aloud to the students, ensuring to speak clearly and at a pace that is easy for them to follow. Encourage them to read the lines before listening to the passage, so they know what to expect and can focus on the missing words.
- Play or read the relevant passage from the coursebook, making sure to emphasise the key words that will fill in the blanks. After listening, ask the students to fill in the blanks in their worksheets. Provide gentle guidance and support as they work through the exercise, helping them to understand the context and meaning of each word.
- Once they have completed the task, review the answers together, discussing why each word fits in the blank. This helps reinforce their understanding and ensures they have grasped the concept. Praise their efforts and encourage them to ask questions if they are unsure about anything.
- By making the lesson interactive and supportive, students will feel more confident and engaged in their learning process.

**Learn to speak:**

- To teach the question to the students, one should begin by organising the students into groups of three. This encourages teamwork and makes the learning process more interactive. Once the groups are formed, introduce the topic by explaining that they will be discussing endangered animals and birds, and the reasons why they are endangered.
- Provide each group with the information in the box, ensuring they understand the different parts of the animals and birds listed, as well as their uses. Encourage the students to take turns sharing their thoughts on which animals and birds are endangered and why. This helps them practise speaking and listening skills, as well as learn from each other.
- As the students discuss, walk around the classroom to offer support and guidance. Listen to their conversations and gently correct any misunderstandings. Encourage them to think about the impact of using animal parts for decorative items, rugs, handbags, belts, clothes, and fans. Ask questions that prompt them to consider how these uses contribute to the endangerment of the animals and birds.
- After the group discussions, bring the class together and ask each group to share what they have learned. This reinforces their understanding and allows them to hear different perspectives. Praise their efforts and encourage them to think about ways to protect endangered species.

**Class assessment:**

	✓	✗
Can the students read and understand the moral of the story, 'Borrowed feathers'?		
Can the students answer comprehension questions?		
Can the students use the article 'the' in their sentences appropriately?		
Can the students use punctuation marks appropriately?		
Can the students identify the word spelled incorrectly?		

Can the students pronounce the given words properly?		
Can the students read the given description and write a brief one about the parrot (given picture)?		
Can the students listen to the passage and answer the given comprehension questions?		
Can the students work in groups, find information, and discuss?		

**Teacher's notes:**

- If the students are unable to read and understand the moral of the story 'Borrowed Feathers', it is important to revisit the story together. Read it aloud, pausing to explain difficult words and phrases. Discuss the characters and their actions, asking questions that guide the students towards the moral. Encourage them to share their thoughts and relate the story to their own experiences.
- If the students are unable to answer comprehension questions, it may help to break down the questions into smaller parts. Read the passage again, highlighting key points and discussing them as a class. Encourage the students to find evidence in the text to support their answers. Provide examples and model how to think through the questions.
- If the students are unable to use the article 'the' in their sentences appropriately, provide clear examples and practice sentences together. Explain the rules for using 'the' and create exercises where students can fill in the blanks with the correct article. Encourage them to read their sentences aloud to reinforce their understanding.
- If the students are unable to use punctuation marks appropriately, review the basic punctuation rules with them. Provide examples and practice sentences, focusing on one punctuation mark at a time. Encourage the students to write their own sentences and check them for correct punctuation. Offer gentle corrections and praise their efforts.
- If the students are unable to identify the word spelled incorrectly, it may help to review common spelling rules and patterns. Provide a list of commonly misspelled words and practice spelling them together. Use games and activities to make spelling practice fun and engaging. Encourage the students to check their work carefully and use a dictionary if needed.
- If the students are unable to pronounce the given words properly, practice saying the words together. Break the words down into syllables and model the correct pronunciation. Encourage the students to repeat the words several times, listening carefully to the sounds. Provide positive feedback and gentle corrections as needed.
- If the students are unable to read the given description and write a brief one about the parrot, it may help to provide a clear example first. Read the description together and discuss the key points. Show a picture of a parrot and brainstorm descriptive words as a class. Encourage the students to use these words to write their own descriptions, offering support and guidance as needed.
- If the students are unable to listen to the passage and answer the given comprehension questions, it may help to play the passage multiple times. Encourage the students to take notes and highlight important points. Discuss the passage together, asking questions that guide their understanding. Provide examples and model how to think through the questions.
- If the students are unable to work in groups, find information, and discuss, it may help to provide clear instructions and set expectations for group work. Assign roles to each group member and provide a structured format for their discussions. Encourage the students to listen to each other and share their ideas. Offer support and guidance as needed, praising their efforts and progress.

## UNIT 11: TH ETAMARIND TREE (Extensive Reading)

**Grade:** III

**Subject:** English

**Material:** Textbook

**Teacher:**

**Date:**

**Week:**

### Learning objectives:

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

- recite poem individually/ in groups with correct pronunciation and intonation.
- respond verbally/in writing in English to questions based on the story read.
- respond to simple instructions, announcements in English made in class/school.

### Overview:

This poem has been included to show students how endearing an object, in this case a tree, can be to a child's heart. The poem describes a tamarind tree that is inexorably linked to the life and soul of the speaker. The permanence of the tree is something that the speaker has taken for granted. The poignant ending shows how the tree is not there anymore – it 'has just been ripped apart'. This is a true picture of life—it shows how a growing child bonds with nature; how protected and safe his/her world seems with the trees and hills he/she has always loved and known. When all that disappears, the child's world seems to fall apart. This poem encourages children to understand nature as a living entity, always there to soothe the mind and the soul.

**Success criteria:**

At the end of this unit, the student will be able to:

- understand the value of nature and the value of bonding with it.
- understand that happiness comes not from material things but from the simpler things in life.
- understand that one day the world, and things that one values and loves, will change and then, everything might not be to one's liking.
- answer factual and inferential questions.
- improve their vocabulary.

**Generic skills:**

- **Collaborative:** Students will work in groups to discuss the poem and answer questions about it. They will collaborate to improve their vocabulary, grammar, and conversation skills. Group discussions will help them share different perspectives and enhance their understanding of the poem's themes, such as loss and the emotional connection to nature.
- **Analytical:** Students will learn to evaluate the poem by following its progress and understanding its themes. They will analyse the emotions expressed by the narrator and the significance of the tamarind tree in the narrator's life. This will help them develop critical thinking skills and the ability to interpret the deeper meanings within the poem.
- **Creative Thinking:** Students will engage in creative thinking by exploring the poem's deeper meanings and connections to their own lives. They will consider how the loss of the tamarind tree affects the narrator and reflect on their own experiences with nature and loss. This will encourage them to think about the importance of preserving nature and the emotional impact it can have on individuals.

**Starter:**

- If the students are introduced to the starter question, 'Who doesn't love a tree?', it is important to begin by engaging their curiosity and personal experiences. Start by asking them to think about their favourite tree and what they love about it. Encourage them to share their thoughts and memories, creating a warm and inclusive atmosphere.
- Explain that trees are wonderful because they give us shade, fruit, and provide homes for birds in their branches. Discuss how trees are an essential part of nature and our lives. They offer beauty, comfort, and a place for animals to live. This helps the students understand the positive aspects of trees and why they are cherished.
- Next, introduce the idea that trees are sometimes cut down for modern development and buildings. Explain that while development is necessary, it can also lead to the loss of trees, which is sad because we lose all the benefits they provide. Encourage the students to think about how they would feel if their favourite tree was cut down.
- Relate this discussion to the poem 'The Tamarind Tree'. Explain that the poem talks about a special tree that was very important to the narrator. When the tree was gone, the narrator felt a deep sense of loss. This helps the students connect the starter question to the themes of the poem.
- Encourage the students to share their thoughts on why trees are important and how they can help protect them. This discussion helps them develop empathy and a deeper understanding of the poem's message about the emotional connection to nature and the impact of losing something special.

## Lesson structure:

### Reading:

- To teach the poem 'The Tamarind Tree' to the students, one should begin by reading the poem aloud to the class. This helps the students hear the rhythm and flow of the words. Encourage them to listen carefully and think about the images and feelings the poem evokes.
- Next, discuss the message of the poem. Explain that the poem is about the narrator's deep connection to a tamarind tree that once stood by a winding lane. The tree provided fruit, shade, and a sense of home. When the narrator returns to find the tree gone, it feels like a part of their soul is missing. This teaches the students about the importance of nature and how losing something special can be very emotional.
- The theme of the poem revolves around loss and the emotional bond with nature. It highlights how certain places or things can hold significant meaning in our lives and how their absence can leave a void.
- Introduce the rhyming words in the poem. Point out pairs like 'stood' and 'wood', 'lane' and 'again', 'boughs' and 'vows', 'while' and 'smile'. Explain that rhyming words are words that have the same ending sounds, which makes the poem pleasant to listen to.
- Talk about the poet, if known, and share a little background information. This helps the students connect with the poem on a personal level, knowing that a real person wrote it and had these feelings.
- Encourage the students to share their thoughts and feelings about the poem. Ask questions like, 'How would you feel if your favourite tree was gone?' or 'What do you think the narrator misses the most about the tamarind tree?' This helps them relate the poem to their own experiences and emotions.

**Learn to read:**

- If the students are working on comprehension questions for the poem 'The Tamarind Tree', it is important to guide them through each question step by step. Begin by reading the poem aloud together, making sure the students understand the overall meaning and emotions conveyed.
- For the first question, 'Which words in the poem tell us that the poet was very fond of the tree?', encourage the students to look for descriptive words and phrases that show affection. Discuss how words like 'gave me fruit and shade' and 'drew me to my home again' indicate the poet's fondness for the tree.
- For the second question, 'Why do you think the poet calls the tree "my" tamarind?', explain that the poet uses the word 'my' to show a personal connection. Ask the students to think about why the tree is special to the poet and how it might represent a sense of belonging and home.
- For the third question, 'And now that I am back', break it down into parts: a. 'Where had the poet gone?' – Discuss possible reasons for the poet's absence, such as travelling or living away from home. b. 'How does he feel now?' – Encourage the students to describe the poet's emotions upon returning and finding the tree gone. c. 'Why does he feel this way?' – Help the students understand the sense of loss and disappointment the poet feels.
- For the fourth question, 'I listen to my heart. What do you think the poet hears?', explain that listening to one's heart means paying attention to one's feelings. Discuss how the poet might hear feelings of sadness and emptiness.
- For the fifth question, 'Do you think "magnificent" is a good word to describe the tamarind tree?', discuss the meaning of the word 'magnificent'. Ask the students if they think the tree fits this description based on how much it meant to the poet.
- For the sixth question, 'Why do you think the tree was cut down? Give as many reasons as you can', encourage the students to brainstorm possible reasons. Discuss how trees are sometimes cut down for development, to make space for buildings, or because they are old and dying.

**Activity:**

- If the students are working on the questions about trees, it is important to guide them through each step simply and engagingly. Begin by explaining the first task, where they need to ask their parents or an older person about places in their city or town where there used to be many trees. Encourage the students to have a conversation with their family members and listen carefully to their stories. Explain that they should find out if the trees are still there and what happened to them. Provide a table for them to record the information, with columns for the place where there used to be trees and what there is now.
- For the second question, ‘Do you think it is right to cut down trees? Why? Why not?’, encourage the students to think about the reasons for cutting down trees and the impact it has on the environment. Discuss both sides of the argument, explaining that while trees are sometimes cut down for development, it can also lead to loss of habitats and environmental damage. Ask the students to share their opinions and reasons, helping them to understand the importance of trees.
- For the third question, ‘Why are trees important to us?’, explain that trees provide many benefits to humans and the environment. Encourage the students to make a list of ways in which different trees are important in our lives. Provide examples such as trees giving us oxygen, fruit, shade, and homes for animals. Ask the students to name different types of trees and their importance, helping them to appreciate the value of trees.
- Throughout the lesson, encourage open discussion and allow the students to share their thoughts and feelings. Provide gentle guidance and support, helping them to understand the significance of trees and the impact of cutting them down. By making the lesson interactive and supportive, students will feel more confident and engaged in their learning process.

**Learn to write:**

- If the students are learning to write an acrostic poem, it is important to start by explaining what an acrostic poem is in simple words. An acrostic poem is a type of poem where certain letters in each line spell out a word or words. Show them the example provided, where the word ‘APPLE’ is spelled out using the first letter of each line.
- Begin by choosing a topic that interests the students, such as a favourite animal, season, or hobby. Encourage them to think of a word related to the topic that they can use for their acrostic poem. For instance, if the topic is ‘summer’, they might choose the word ‘SUN’.
- Explain that each line of the poem should start with a letter from the chosen word. Help them brainstorm ideas for each line, making sure the lines describe or relate to the topic. For example, if the word is ‘SUN’, the poem might look like this:
- S hining brightly in the sky U nder its warmth we play N ever-ending summer days
- Encourage the students to write their own acrostic poems, providing support and guidance as needed. Remind them to be creative and have fun with their writing. Once they have finished, ask them to share their poems with the class. This helps build confidence and allows them to appreciate each other’s work.
- By making the lesson interactive and supportive, students will feel more confident and engaged in their learning process.

**Class assessment:**

	✓	✗
Can the students read and comprehend the poem about ‘the Tamarind Tree’?		

Can the students discuss and analyze the theme of the poem?		
Can the students listen to the poem and follow along in their textbooks?		
Can the students answer the comprehension questions?		
Can the students talk about trees?		
Can the students read and identify an acrostic poem?		
Can the students write an acrostic poem?		

**Teacher's notes:**

- If the students are unable to read and comprehend the poem about 'The Tamarind Tree', it is important to revisit the poem together. Read it aloud, pausing to explain difficult words and phrases. Discuss the images and emotions the poem evokes, encouraging the students to share their thoughts and feelings. This helps them connect with the poem on a personal level.
- If the students are unable to discuss and analyse the theme of the poem, guide them through the process by asking open-ended questions. Discuss the main ideas and emotions conveyed in the poem, such as loss and the emotional bond with nature. Encourage the students to think about how the poem relates to their own experiences and feelings.
- If the students are unable to listen to the poem and follow along in their textbooks, read the poem aloud slowly and clearly. Encourage the students to follow along with their fingers, pointing to each word as it is read. This helps them stay focused and improves their reading skills.
- If the students are unable to answer the comprehension questions, break down the questions into smaller parts. Read the poem again, highlighting key points and discussing them as a class. Encourage the students to find evidence in the text to support their answers. Provide examples and model how to think through the questions.
- If the students are unable to talk about trees, start by discussing the importance of trees in our lives. Ask the students to share their favourite trees and what they love about them. Discuss how trees provide shade, fruit, and homes for animals. Encourage the students to think about ways to protect and appreciate trees.
- If the students are unable to read and identify an acrostic poem, explain what an acrostic poem is in simple words. Show them examples and discuss how the first letters of each line spell out a word. Encourage the students to find acrostic poems in their textbooks and discuss the words spelled out.
- If the students are unable to write an acrostic poem, provide clear examples and practice together. Choose a topic that interests the students and brainstorm ideas for each line. Encourage the students to be creative and have fun with their writing. Once they have finished, ask them to share their poems with the class.

# ANSWER KEY

## Unit 1: Ideal Behavior In Islam

### Starter

Whenever someone visits our house as a guest, they should be treated with respect and greeted with a smile. The guests should be made to feel welcome and should be offered food and drink.

### Learn to read (pg. 3)

1. Hazrat Muhammad (pbuh) always greeted his guests warmly and welcomed them to his house with pleasure.
2. Everyone who used to pay a visit to the house of Hazrat Muhammad (pbuh), agreed that He (pbuh) was a generous host and would give all the companions his due attention.
3. Muslims should welcome their guests with the same generosity as the Holy Prophet (pbuh) used to. Every guest should be greeted with a salaam, respect and should be treated with care.

### Learn to write (pg. 3 and 4)

1. The students will complete this exercise on their own. Encourage them to be creative while thinking and designing their invitation. Students may be guided where needed. (Accept all relevant answers.)
2. For example:  
I had guests at my house last Friday. It was my uncle's family who came to meet us. All of us greeted them with salaam and hugged each other. My mother made rice and chicken curry for dinner. We also served them juice and ice cream.  
Encourage the students to be creative with their sentences.  
(Accept all relevant answers.)

### Learn to speak (pg. 4)

Encourage the students to think creatively and perform this activity in pairs. For example:

Host: Assalam o Alaikum, it is great to see you here. Please enjoy the function.

Guest: Wa alaikum assalam, it's our pleasure to be here. Thank you so much.

### Learn to listen (pg. 4)

Pakistani bravery awards are given to people who show great courage and help their country. These awards are important because they make us proud and inspire others to be brave too. A few examples of such awards are: Nishan-e-Haider, Sitara-e-Jurat, and Tamgha-e-Imtiaz.

The teacher will refer to the relevant listening text (audio) given. The students will listen to the

audio carefully and answer the questions given.

## Unit 2: Mulla Nasruddin's Clever Plan

### Starter

Grown above the ground	Grown below the ground
brinjal	potato
pumpkin	carrot
spinach	turnip
cabbage	onion

### Learn to read (pg. 7)

1. Mulla Nasruddin was very happy because he had made a good profit by selling the good crops which had grown on the land given to him by the King.
2. The courtier at King's palace was unhappy and jealous to see Mulla Nasruddin earning well by growing and selling good crops. He did not want Mulla Nasruddin to earn all that money by himself.
3. The courtier at the king's palace wanted to have half the portion of crops that Nasruddin grew. He said it will be useful to feed his large family.
4. The king allowed the request made by his courtier and ordered Mulla Nasruddin to share half portion of his crops with the courtier.
5. No, Nasruddin was not happy about sharing his crop which he worked hard for. He instead came up with a clever plan and asked the courtier to choose his share of crops grown either above or below the ground. The courtier chose the portion of the crop grown above the ground. Nasruddin had grown carrots next, which grew below the ground. Nasruddin retained his carrots, and the courtier only got the leaves.
6. Clever and smart: Nasruddin is clever and smart since he could think of an intelligent way out to save himself from the greed of the jealous courtier, without disobeying the orders of the King.
7. If I were the courtier and had been tricked by Nasruddin, I would have felt angry and irritated because all I got were the remaining leaves from carrots crop and Nasruddin got the better part. I would also learn how being greedy and selfish never works out in our favor and we must be honest and truthful.

### Learn words (pg. 8)

1. (a) crops  
(b) profit  
(c) jealous  
(d) share  
(e) permit

### Learn grammar (pg. 9)

1. (a) are  
(b) is  
(c) is

- (d) is
- (e) are

### Use the dictionary (pg. 9)

1. (a) *model* between *mock* and *money* (YES)
- (b) *fast* between *fame* and *far* (NO)
- (c) *camel* between *call* and *can* (YES)
- (d) *leaf* between *laughter* and *lead* (NO)

### Learn to write (pg. 11 and 12)

Category of food	Name of food	Sentences
fruit	watermelon	I love to eat watermelon in summers.
vegetable	potato	I like to eat potato fries.
meat / fish	chicken	Chicken rolls are delicious.
milk product	cheese	Cheese is a very healthy food.
drink	mango juice	I enjoy drinking fresh mango juice.
dessert	ice cream	Chocolate ice cream is very tasty.

1. For example:  
My favourite vegetable is potato. I eat potato in the form of french fries. I like to eat my french fries with ketchup.

### Learn to listen (pg. 12)

1. Read the sample question to the students. Explain to them how they are supposed to answer the remaining questions given.
2. (a) (ii) Yes, please.
- (b) (iii) I prefer tomatoes.
- (c) (iii) Yes, at breakfast.
- (d) (i) Butterscotch, please.
- (e) (ii) Restaurant food, actually.

### Learn to speak (pg. 13)

1. The main idea of the given story is how Mulla Nasruddin solved his problem and did not even disobey the king, through his smartness and humor. He asked the courtier to choose the part of vegetables grown, which the courtier did and due to his greed, chose the wrong one. This way, the courtier could not object because he chose it himself. The main idea is that Mulla Nasruddin used his clever thinking to solve the problem in a smart and funny way.
2. **Why don't you** make an offer to buy the crops from Nasruddin and then sell it in the market for more and make the profit?  
**You should try** to talk to Nasruddin about it.
3. (a) **Why don't you** go to the doctor with your mother?  
**You should try** drinking some warm chicken soup.
- (b) **Why don't you** come and sit on the front seat?

**You should** try wearing glasses.

(c) **Why don't you** ask the teacher again?

**You should try** reading the question again and look for key words.

4. **For example:** Two friends are talking over the phone and friend A is telling his friend B how his new life and school are difficult to adjust.

Partner A: This school is new. I don't know how to make new friends over here.

Partner B: **Why don't you** ask your teacher for help?

**You should try** participating in different school activities and being friendly with your classmates.

### Unit 3: Five Men In A Cart

#### Starter

Boy entering through the door: **2. May I come in, sir?**

Two girls sitting at the last desk: **4. Can I have some water?**

Two boys talking at the middle desk: **3. Can I sit here?**

Boy and girl standing at the first desk: **1. Can I borrow this book?**

#### Learn to read (pg. 17 and 18)

1. Their teacher had told them not to do anything unless he tells them to do so. (Answers may vary, accept all relevant answers.)
2. Teacher Sami was horrified when the students jumped out of the cart to pick the animal dung. He was shocked to see how his students were obeying his commands without even thinking clearly.
3. (a) Teacher Sami had said these words to his students.  
(b) As a result of this instruction, the students jumped out of the cart to pick up the dung that the bullock had dropped on the road. This shocked the teacher since he realized that his students were obeying his words without using their common sense and mind.
4. Obedient but foolish.
5. Yes, I think the students must have been a little surprised when their teacher yelled at them for not picking up his luggage. They were simply obeying their teacher who had asked them not to do anything without his permission. Since they did not have permission to pick something that fell, the students did not pick the fallen luggage.
6. The students were obedient but a little foolish. So, I think that even the new list will not be able to keep them out of trouble.
7. Yes, there are many things that can go wrong even if the list is there. For example, the cart rope could loosen, and the bullock could release themselves from the cart, or the bullock cart could get broken causing someone to get hurt.

#### Learn words (pg. 18)

1. (a) Afternoon: after + noon  
(b) Basketball: basket + ball  
(c) Blueberry: blue + berry

#### Learn grammar (pg. 18 and 19)

1. (a) Please allow me to go home now.  
May I go home now?
- (b) Please allow me to speak to Arsalan.  
May I speak to Arsalan?
- (c) Please give me permission to use the phone.  
May I use the phone?
- (d) Please allow us to get down from the cart.  
May we get down from the cart?
- (e) Please let me have another slice of cake.  
May I have another slice of cake?
2. (a) Tooba: Where's mother?

Father: She's in **the** kitchen. She's baking **a** cake.

- (b) Samana: I have **a** problem with my homework. Will you help me?  
Father: Now, let's see. What's **the** problem?
- (c) Areeba: There's **a** man talking to Saima. Who is he?  
Moosa: Don't you know? **The** man is our new teacher.
- (d) Rizwan has **a** nice flat near the park. **The** flat is very comfortable, but it's very far from his office. Rizwan is planning to buy **a** car. It will help him to get to his office in time.

### Use the dictionary (pg. 20)

- |                |           |              |
|----------------|-----------|--------------|
| 1. (a) bullock | (c) ditch | (e) luggage  |
| (b) cart       | (d) list  | (f) students |

### Learn to write (pg. 21)

1. Jumbled sentences in the correct order.
  - a) Teacher Sami and his students were travelling in a cart.
  - b) Four of them were students and one was their teacher.
  - c) Suddenly, the teacher fell out of the cart.
  - d) He fell into a ditch beside the road.
  - e) The students looked at their teacher sadly.
  - f) But they did not try to help him.
  - g) The teacher was very angry.
  - h) The students said, 'You said we must not get down from the cart.'

### Learn to listen (pg. 21 and 22)

1. (a) There are **206** bones in your body.
- (b) The Minar e Pakistan is **70** metres tall.
- (c) Neil Armstrong landed on the moon in **1968**.
- (d) The Burj Khalifa in Dubai has **163** floors.

### Learn to speak (pg. 22)

1. Encourage the students to work with their friends in pairs and practice asking for and giving permission through the example given in the book.
2. For example:  
Partner A: Can I drink some water from your bottle?  
Partner B: Yes, sure you can.

Partner A: Can I bring my sister to play?  
Partner B: Yes, of course you can.  
Partner A: Can I borrow your cricket bat?  
Partner B: Sure, here you are.

## Unit 4: Amin And The Eggs

### Starter

Picture 1: The chicken is sitting on the eggs currently. Later, her eggs will hatch into chicks.

Picture 2: The old man is planting seeds which will later grow into a tree.

### Learn to read (pg. 26 and 27)

1. c. there was too little rain.
2. b. he wanted to look for a job.
3. Yes.
4. Amin had bought hard boiled eggs from the merchant since he was travelling to another village in search of new work. The hard-boiled eggs were a good option to eat and would not break or rot during the journey.
5. The merchant had given a dozen hard boiled eggs to Amin seven years back. Amin had left with a promise to pay back when he returned. Amin returned to his village after seven years as a rich man with lots of gold and silver coins, a black horse and camel. Seeing his wealth, the merchant had become greedy and asked Amin to pay back the debt of the 12 hard-boiled eggs by giving him 500 silver coins.
6. Amin won the case by being smart and wise. The greedy merchant had not told the judge that the eggs that Amin had bought from him were hard boiled. Amin explained this fact to the judge with a simple and intelligent idea. He told the judge that he was late for the court as he was planting boiled beans in the garden so that he got a good crop the next year. Just like boiled beans cannot grow into plants, similarly hard-boiled eggs could not have hatched into chickens.
7. I think Amin is clever and bold. He was clever because he used a very intelligent way to present his case forward before the judge. He was bold because confidently presented his case in court and even went late for the hearing as a part of his plan. By being both clever and bold he won the case against the greedy merchant.
8. I think the merchant is dishonest and greedy since seeing Amin's wealth, he was trying to grab more money from Amin than what he owed to him for the dozen eggs. He had even gone before the judge without telling the complete truth to judge that Amin had bought hard boiled eggs from him and not raw ones. He had done this to make his demand for 500 silver coins sound fair to the judge, making him believe that the eggs could have hatched and fetched him more birds in the last seven years.

### Learn words (pg. 27 and 28)

1. Horse – runs in races; pulls carriages or carts.  
Dog – guides blind people.  
Camel – pulls carriages or carts; carries loads.  
Donkey – pulls carriages or carts; carries people from place to place.  
Elephant – lifts and carries logs of wood; carries people from place to place.  
Oxen – pulls ploughs; pulls carriages or carts.

2. (a) carry people from place to place. (d) carry loads.  
 (b) guides blind people. (e) lift and carry logs of wood.  
 (c) carry people from place to place. (f) pull ploughs.

### Learn grammar (pg. 28 and 29)

1. (a) Salt'n Pepper Village  
 (b) Rex; Rover  
 (c) Maliha  
 (d) Eid  
 (e) Rabia; French
2. (a) restaurant  
 (b) cats  
 (c) holiday  
 (d) language

### Learn spelling (pg. 29 and 30)

1. (a) neighbour  
 (b) soldier  
 (c) science  
 (d) height  
 (e) chief

### Learn pronunciation (pg. 30 and 31)

1. (a) sugar  
 (b) centre  
 (c) gentle  
 (d) Christmas  
 (e) this

### Learn to write (pg. 32)

(Answers may vary, accept all relevant answers.)

Elephant:

Elephants are huge animals. They have big floppy ears, a long trunk, and giant white teeth. Elephants are grey in color. You can find them in places like Africa and Asia, usually in forests or grasslands. Elephants love to eat plants, like grass, leaves, and fruits. They are helpful to people because they can carry heavy stuff and even give rides to tourists.

### Learn to listen (pg. 32)

1. (a) They could not repair the **dent**.  
 (b) Farah drew a **sheep** in her book.  
 (c) There is a black **goat** under the tree.  
 (d) Can you give me the **pill**, please?  
 (e) Can you **fill** the jug under the table?  
 (f) I will **dry** the shirt.  
 (g) Take the **glass** with you when you go out.  
 (h) There are two **buds** on the branch.

### Learn to speak (pg. 33)

The students will work in pairs. Encourage them to be loud and clear with their partner while role-playing the given dialogues.

## He Leaves The Nest (Extensive Reading)

### Learn to read (pg. 35)

1. (a) The “he” in these lines refer to the adult rooster.  
(b) He is making his way to the top of the tree so that he can look around and crow.
2. The bird seems happy and fresh as it is morning. Words like his neck up, ail up, foot up and how he CROWS indicate his happiness.
3. Other action words include: flaps, stops, struts and makes.
4. (Answers may vary, accept all relevant answers.)  
My favorite kind of bird is a parrot. Parrots are so colorful and pretty, with feathers that can be green, blue, red, and yellow.

### Activity (pg. 35)

Sound	Bird
Caw	Crow
Hoot	Owl
Quack	Duck
Cluck	Chicken

## Unit 5: Be Honest At All Times

### Starter

Picture 1: False

Picture 2: True

This is an open-ended question. (Answers may vary, accept all relevant answers.)

Some students might answer saying 1. and 2. are True and 3. and 4. are False or vice versa.

### Learn to read (pg. 39 and 40)

1. False. Each brother was sure that he was very short-sighted just like the other two brothers. I know this because this is the reason why each of them went to the caretaker at the school one by one and asked him to tell them what was inscribed on the tablet. They did this so that they could perform better than the other two brothers in the vision test as decided.
2. The three brothers agreed to test their sight with a simple test of reading. The school in the vicinity was about to put a tablet, with a saying inscribed above its main doorway that night. The brothers had decided that they would all go to the school the next morning and read the inscription on the tablet one by one. The one who would be able to read the inscription with the least amount of strain would be the one to handle their money.
3. The eldest brother was the one who had suggested the idea to take a vision test amongst all the brothers. The test was to be held the next morning. But, at night when he thought that his brothers had slept, he went to the school and asked the caretaker to tell him what was inscribed on the tablet. Doing this he thought that he had been clever enough to fool his two brothers the next morning and win the vision test.

4. There were three things inscribed on the tablet. They were:
  - (i) A quotation by Confucius which said, “Be Honest at all times”,
  - (ii) A flowery border all around the inscription for decoration and,
  - (iii) The name of the donor, Wang Lee.
5. (a) This statement was made by the second brother.  
 (b) He said this soon after the eldest brother was done telling what was inscribed on the tablet as per the information he had. Soon after the eldest brother pointed out that it was “Be Honest at All Times”, inscribed on the tablet, the second brother proudly spoke that he could also see the flowery decoration all around the tablet besides the saying.  
 (c) The second brother said this to both the eldest as well as the youngest brother.
6. I feel that the brothers must have felt angry with each other for the fact that each of them had been dishonest with the other two, as well as ashamed of themselves, when they were all caught lying.
7. The main purpose of this story is to teach us that being honest will help us to be out of trouble. When we lie, it can hurt people’s feelings and make things worse. The story wants us to remember that even if it’s hard, being honest is always the right thing to do.
8. (Answers may vary, accept all relevant answers.)  
 No, I think it is never right to tell a lie. This is because:
  - Telling lies can become a habit and one after another telling a lie will become common.
  - No one will believe the person who keeps on telling lies.
  - It is easy to be caught when a person is lying and when a person gets caught telling lies, it can be shameful.

### Learn words (pg. 40)

- |                                |                |
|--------------------------------|----------------|
| 1. Sneered: speak unpleasantly | 2. (a) sneaked |
| Sneaked: move secretly         | (b) spoke      |
| Strain: make a great effort    | (c) tried      |
| Triumphantly: happily          | (d) laughed    |
|                                | (e) inquired   |

### Learn grammar (pg. 40 – 43)

1. (a) i. Sania picked up her bag and went to school.  
 (b) ii. The man jumped into the river and saved the boy.  
 (c) iii. My father put the telephone down and rushed out of the room.  
 (d) iv. I rang Shahied and invited him to the party.  
 (e) v. Laila finished her homework and sat down to dinner.
2. (a) Jamal is **brushing** his teeth.  
 (b) The woman is **reading** a book.  
 (c) The children are **playing** basketball.  
 (d) They are **watching** TV.  
 (e) Mr. Shoaib is **cooking** dinner.
3. (a) Phrase  
 (b) Sentence  
 (c) Sentence  
 (d) Phrase  
 (e) Sentence

## Learn spelling (pg. 44)

- (a) The wicked **fairies** turned the **ladies** into trees.  
(b) Collecting coins is one of my **hobbies**.  
(c) The **donkeys** were carrying baskets of **gooseberries**.  
(d) New York and London are two of the largest **cities** in the world.  
(e) The Eid **holidays** will begin next week.

## Learn pronunciation (pg. 44 and 45)

Kite, light and might.

## Learn to write (pg.45)

- (Answers may vary, accept all relevant answers.)  
Honesty means telling the truth and not lying about things. Encourage the students to think creatively about their answers and make a poster. The idea is for the students to think creatively.
- (Answers may vary, accept all relevant answers.)  
The five sentences about honesty are:
  - Honesty means always telling the truth, even if you might get in trouble.
  - When you are honest, people trust you and believe what you say.
  - It is important to be honest because it makes you a good friend.
  - If you lie, it can hurt people's feelings and make them sad.
  - Being honest makes you feel proud because you did the right thing.

## Learn to listen (pg. 46)

The pictures given show a story, but they are not in the correct sequence. The correct sequence is:

3, 4, 5, 2 and 1.

## Learn to speak (pg. 46)

(Answers will vary, accept all relevant answers.)

- Example of a lie: She lost her pencil in the class and told her mother that a friend had borrowed it from her.  
Reason: She was scared of being scolded by her mother for being careless about her belongings.
- Example of a lie: Ali and Insiya found a puppy on their way home from school and brought it home. They told their mother that it was sitting outside their house only.  
Reason: They were scared of being scolded by their father.

## Unit 6: Kulsoom's Wonderful Pot

### Starter

Water is available from a lot of places such as rivers, lakes and ocean. We even get water from rain which fills up ponds and streams.

Across	Down
RAIN	WELL
POOL	LAKE
STREAM	POND
PUMP	RIVER

### Learn to read (pg. 50)

- The pot that Kulsoom bought was no ordinary pot. Rizwan always brought just one thing to sell and that was always special! Like the little mud hen that laid eggs and the magic mud elephant that helped water the patch of forest for Shehla, the farmer's wife. There are two reasons for my answer:
  - The pot didn't like the river, the lake, the pond nor did it like the well. It only liked the pump water which was clean and safe for Kulsoom's family.
  - Also, the pot acted as if it was the lord of the house. It wanted many things, for example, a stool to sit on, a long-handled cup and clean hands. Kulsoom had to wash the pot and dry it in the sun every day.
- Apa told everyone in the village that pump water was better for their families as compared to the water in the river, lake, pond or even the well as it was clean water.
- No, the women of the village did not listen to Apa. This must have been because of their lack of awareness and understanding about health and hygiene.
- Guddi is Rehan and Kulsoom's daughter.
- c. it did not want anything to fall into the water.
- The pot flew out of Rehan's hands one day because his fingers got dipped in the water, kept in it. The pot wanted to be used with clean hands and a long-handled cup only. When Ramu's fingers dipped in the water of the pot, the water was no longer clean and safe for his family.
- b. They drink clean water, so they do not fall ill.
- If we want to be healthy, we must only drink clean water stored in a clean vessel using clean utensils.

(Answers may vary, accept all relevant answers.)

- It is also important to eat healthy and clean food. We should also maintain good personal hygiene by taking a bath regularly, wearing clean clothes and washing our hands before and after a meal.

(Answers may vary, accept all relevant answers.)

### Learn words (pg. 51)

- Answers are given below in a horizontal manner.
 

e. plates	a. cooking pot
d. shelf	b. stove
g. water pot	f. firewood
c. stool	h. bucket
i. glasses (for drinking)	

### Learn grammar (pg. 51 and 52)

- (a) Stop, thief! (E)  
(b) What is your name? (Q)  
(c) We are tired. (S)  
(d) My cat's name is Biskoot. (S)  
(e) Is that a camel? (Q)  
(f) His mother is a teacher. (S)  
(g) Ouch! Stop pulling my hair! (E)  
(h) Do you like Chinese food? (Q)  
(i) We won the cup! (E)  
(j) Are Mia and Maya twins? (Q)

### Use the dictionary (pg. 52)

- (a) cup (c) hands (e) mud (g) river  
(b) forest (d) lid (f) pump (h) women

### Learn to write pg. (52 and 53)

In a horizontal manner, **Pictures 1, 4, 6 and 7** are the ones where the students should mark a cross sign because they show the wrong thing to do.

The correct things to do are:

- Collect water from a pump.
- Cover the pot with a lid.
- Use a long-handled cup to take out water from the pot.
- Wash the pot daily.
- Dry the pot in the sun after washing.
- Keep the pot on a stool.

### Learn to listen (pg. 54)

- (a) False (c) True (e) False (g) False  
(b) True (d) False (f) False
2. The students will now listen to the audio recording and check if their answers are correct or not.

### Learn to speak (pg. 54)

Sample answer: How to make fresh lime juice.

Ask an adult to help you pick a nice, juicy lime. Carefully cut the lime in half with a knife (ask an adult for help!). Squeeze the lime halves over a cup to get all the juice out. Pour some cold water into the cup with the lime juice. Add a spoonful of sugar or honey to make it sweet. Mix everything together with a spoon. Take a sip and see if it tastes good. If it's too sour, add more sugar or honey. Enjoy your yummy lime juice!

## The Camel (Extensive Reading)

### Starter

Camels have humps on their backs which helps them store water and they can live without food and water for a long period of time. Camels can also close their nostrils to keep out sand and have long eyelashes to protect their eyes.

No other animal or human being can do these actions.

### Learn to read (pg. 56)

1. The poet's friends are different from the camel in the sense that they cannot store water like the camel can in its huge hump.
2. "That keeps it on the go!"
3. The camel's clever, secret trick is that it can store water in its hump.
4. 'I drink a lot but save some up,'
5. The poet wants to be a camel to make her friends envy her for having water with her all the time even when the summer comes.

### Activity (pg. 56)

1. (a) go; know  
(b) hump; pump  
(c) says; daze  
(d) die; I
2. (Answers may vary, please accept relevant answers.)  
I would like to be a **monkey** because they can swing from trees and eat bananas all day! Plus, they make funny faces and sounds that would make everyone laugh.

## Unit 7: Tom's Sore Toe

### Starter

(Answers may vary, accept all relevant answers.)

When I don't want to go to school, I sometimes pretend to be sick. But my mom always knows that I am making it up! She says, "Nice try, but you need to go to school and learn." Sometimes she tells me that if I go to school, I can have a treat later. So, I usually end up going because I don't want to miss out on all the fun with my friends.

### Learn to read (pg. 59 and 60)

1. Tom was unhappy because it was 7'o clock and being a Monday morning he had to go to school. Tom wanted to stay at home and play, but there was nothing wrong with him to find an excuse for not going to school.
2. c. He wanted someone to hear him.
3. c. He wanted everybody to feel sorry for him.
4. False.
5. There was not much that was wrong with Tom's tooth. It was only a loose tooth in his mouth that was giving him a slight pain.
6. Aunt Polly wanted a silk thread to pull out Tom's loose tooth and a piece of coal from the fire to scare back Tom, so that she could easily pull out his loose tooth with the silk

thread.

7. Yes, I think Tom went to school that day, since Aunt Polly had already taken out his loose tooth, he now had no reason for staying home from the school. Aunt Polly had understood that Tom had been groaning and making noise to avoid going to the school.

### Learn words (pg. 60)

- |              |          |           |             |
|--------------|----------|-----------|-------------|
| 1. (a) thigh | (c) heel | (e) knee  | (g) big toe |
| (b) calf     | (d) sole | (f) ankle | (h) toe     |

### Learn grammar (pg. 61)

- |          |        |          |        |
|----------|--------|----------|--------|
| (a) into | (c) in | (e) into | (g) in |
| (b) over | (d) at | (f) in   |        |

### Learn spelling (pg. 61 and 62)

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1. (a) <u>drum</u> + -ing = drumming | (c) <u>drop</u> + -ed = dropped   |
| (b) <u>run</u> + -er = runner        | (d) <u>flat</u> + -est = flattest |

### Learn to write (pg. 62)

Sample answer:

#### Identify the feeling

“I felt really sad and didn’t want to go to school.”

#### Mention the situation

“It was a Monday morning, and I just wanted to stay home and play with my toys.”

#### Actions taken

“I told my mom how I was feeling. She listened to me and gave me a big hug. Then, she helped me get ready for school and promised we could play together after I got home.”

#### Outcome

“I went to school and ended up having a fun day with my friends. When I got home, my mom and I played my favorite game, and I felt much better.”

(Answers may vary, accept relevant answers.)

### Learn pronunciation (pg. 62 and 63)

Encourage the students to read and pronounce the given words on their own. Read out the words aloud for their guidance.

### Learn to listen (pg. 63 and 64)

- |                        |                                   |
|------------------------|-----------------------------------|
| 1. b. a boatman        | 3. c. he had never gone to school |
| 2. c. a maths question | 4. b. It had a hole in it.        |

## Learn to speak (pg. 64)

Sample answer:

(Your mother to your friend's mother)

**You:** "Hello aunty! This is my mom, Saadia. She loves baking cookies and reading stories to me."

**Friend's Mom:** "Nice to meet you, Saadia! I'm Hamna. My son Ali always talks about how much fun he has with your son, Bilal."

(Answers may vary, accept all relevant answers.)

## Michael O'Toole (Extensive Reading)

### Starter

Discuss this among the class and encourage each student to be creative while thinking about this and give an answer on their own. The idea is to increase creative thinking and student confidence of speaking in front of the class.

## Learn to read (pg. 66)

- b. a schoolboy
- a. my nose is runny
- By not going to school regularly Michael could not learn the following:
  - He did not learn the value of being regular and punctual.
  - He did not learn how to make new friends and share and care for them.
  - He did not learn so many concepts which were part of his studies and taught at school.
  - He did not learn sports, music and exercises that were taught at the school.
- b. last part.
- In the end, Michael O'Toole has grown up to become a big boy and he sits at home alone. He always made false excuses to stay at home from school and play so as a result he has not learnt anything, gained no knowledge and made no friends. Currently, I feel he must be 10-12 years old as per the picture.

## Activity (pg. 67)

- The poem about Michael is a fiction poem.
- The five other lines with rhyming words are:

He groaned and he winced	'til his dad was convinced.
At the end of the week	his dad kissed his cheek.
But still I feel funny	and my nose is all runny.
He said it was best	to let Michael rest.
And now that he's grown	he sits home alone.

## Unit 8: The Piper of Hamelin

### Starter

1. (Answers may vary, accept all relevant answers.)  
Sample answer:  
I will not like it if I see a bee, mouse, spider, ant and lizard in my home and will not want them to be there. This is because these animals are scary.
2. The three animals I chose are: mouse, bee and lizard.  
I will get rid of these animals with the help of my parents. My parents would set a trap with some cheese to catch the **mouse** and then let it go outside. Then, they would open a window or door to let the **bee** fly out on its own. At last, they would gently catch the **lizard** with a container and a piece of paper, then take it outside and let it go.

### Learn to read (pg. 73 and 74)

1. Hamelin was a small town in Germany. The problem with this city was that it was full of rats. They were everywhere from schools, shops, to streets and houses. They bit the children, ate the food and chased the cats. Even the cats in the city could not chase them all since they were many in numbers. The problem was serious since nobody knew how to get rid of them.
2. The people of Hamelin knew of no way to solve the problem. The cats in the city too could not chase and eat them all. The rats were in huge numbers.
3. The solution to this problem was offered by a stranger who walked into the town and went to the mayor to offer his services to rid the town of the rats. This stranger wore a coat of many colors and carried a pipe.
4. The stranger had made an offer to get the city rid of the rats against a reward. The Mayor had offered to give him 100 gold coins as a reward for his job done successfully.
5. Once the mayor agreed to reward him with 100 gold coins to rid the city of rats, the stranger went to the streets and played his pipe. As he walked down the street, he played a very strange and beautiful tune which could be heard on every corner of the city. Suddenly all the rats in the city were out in the city in numbers running into hundreds and thousands and followed the piper with his tune into the river where all of them fell and drowned.
6. False.
7. The Mayor had offered to pay a hundred gold coins to the piper after he was able to get rid of the rats, in the city.
8. The piper took the children of Hamelin away to teach the greedy mayor a lesson. The mayor had refused to pay the piper the reward of 100 gold coins, as promised earlier for getting the city rid of all the rats. Instead, he offered to pay only 20 gold coins to the piper after he had finished his job well and freed the city of the rat menace. So, the piper went out into the streets and played a different tune this time, hearing which all the children of the city followed him out of the city to the mountains and disappeared.
9. The Mayor had learnt the lesson that he should not be greedy and should keep his promise always. The piper had taken away all the children of the city of Hamelin because the mayor refused to reward him with 100 gold coins as was promised earlier.

10. Greedy and dishonest: The mayor was a greedy and dishonest man because he did not want to give the money as promised by him earlier to the piper for getting the city of Hamelin rid of all the rats. He had made a false promise to the piper.  
(Answers may vary, accept all relevant answers.)
11. If I were the piper and the mayor did not pay me as promised, I would have played a different and strange tune on my pipe and made the mayor follow me to my home with all his wealth and gold coins. This is what I would have done to teach him a lesson about his greed and dishonesty.  
(Answers may vary, accept all relevant answers.)

### Learn words (pg. 74)

- |            |                 |
|------------|-----------------|
| 1. Dislike | 1. (a) dislikes |
| Disobey    | (b) disobey     |
| Disagree   | (c) disagrees   |
|            | (d) disappears  |

### Learn grammar (pg. 75)

- |               |            |
|---------------|------------|
| 1. (a) slow   | (d) tasty  |
| (b) beautiful | (e) loud   |
| (c) neat      | (f) sudden |

### Learn spelling (pg. 75)

- |                 |                 |
|-----------------|-----------------|
| 1. (a) pill     | (d) hall        |
| (b) still       | (e) stall       |
| (c) not needed. | (f) not needed. |

### Learn pronunciation (pg. 76)

1. Read the words out loud. Encourage the students to read the given words correctly by saying the long and short sounds in the correct manner. Prompt the students if needed. The idea is to make the students familiar with long and short sound words.
2. The students will read the given sentences out loud. Guide them where necessary.

### Learn to write (pg. 76 and 77)

1. Every day, my mother gets up at 6 in the morning. **First**, she washes her face, brushes her teeth, and drinks some juice. **Then**, she brushes her hair and puts on an old shirt, comfortable trousers, and her walking shoes. **Later**, she goes out of the flat and walks to the park, where she meets her friend, Neha Aunty. **Next**, they jog around the park five times. By 6:45, they finish their jog and it's time to go home.
2. January  
February  
March  
April  
May  
June  
July

August  
September  
October  
November  
December

### Learn to listen (pg. 77)

1. (a) Monday  
(b) Tuesday  
(c) Wednesday  
(d) Thursday  
(e) Friday

### Learn to speak (pg. 77)

(Answers may vary, accept all relevant answers.)

I made a promise to my mother that from now on I will not lie about finishing the lunch she gives me, all by myself. I had previously been lying to my mother about finishing the whole lunch by myself, when I used to give it to my friend so I could have chips and chocolate from the school canteen. One day my mother found out about it, and she was very upset with me. I promised her that I would not lie again.

A few days later, I did the same thing and lied to my mother. Later, in the day I realized what I had done. Immediately, I went to my mother and said sorry to her. She hugged me and made me realize how I made a mistake, but I was honest about it.

### There Was A Naughty Boy (Extensive Reading)

#### Starter

Sample answer:

When I am naughty, I take cookies from the kitchen, without permission. I also pretend to scare my elder siblings by hiding under their bed.

(Answers may vary, accept all relevant answers.)

### Learn to read (pg. 79)

1. The following lines in the poem tell us that the boy was naughty:  
"A naughty boy was he,  
He would not stop at home,  
He could not quiet be....."
2. a. a book and clothes.
3. (a) The "he" in the above lines refers to the naughty boy being talked about in the poem itself.  
(b) He could not stop at home because he was a naughty boy, and he wanted to be out having fun all by himself. He even packed necessary items in his knapsack to remain outside the house even at night.
4. a. comb

5. Yes, the naughty boy had a plan. He knew that he wanted to head in the North direction and so he did. The following lines in the poem tell this:  
 “.....And followed his nose  
 To the North,  
 To the North,  
 And followed his nose  
 To the North.”
6. (Answers will vary, accept relevant answers.)
7. The boy, I feel was brave because he packed up all the necessary things that he could think of. He even packed a nightcap, which goes to show he had no fear staying alone even during the night in the dark.

### Activity (pg. 79)

1. (a) he            be  
       (b) took        book  
       (c) sack        back  
       (d) close      nose

### Unit 9: The Pound of Butter

#### Starter

Answers in a horizontal manner as pictures are shown:

Packet                      Scales                      Weights                      Can                      Loaf

#### Learn to read (pg. 82)

1. Mr. Carson was a good baker. And he also enjoyed his work a lot. He was frowning one morning as his cakes were not turning out as well as they used to be. Mr. Carson could not understand the reason for this since he was using the same amount of everything—butter, sugar, eggs and flour. But the cakes were not the same.
2. Mr. Carson was an excellent baker. Since a few days his cakes had not been turning out to be as good as they had always been. The reason was that the butter which Farmer Winston was supplying to him was less than a pound. Mr. Carson always used one pound butter in his cakes. Due to the less quantity of butter in his cakes they did not come out right.
3. True.
4. b. Mr. Carson’s cakes were not as good as before.
5. The police had arrested Farmer Winston on a complaint of cheating made by Mr. Carson.  
 Mr. Carson had grown suspicious that the butter supplied by Farmer Winston was less than one pound as his cakes were not turning out well as usual. So, he measured the weight of the butter for a few days every morning soon after Farmer Winston had delivered it to him. He found out that the butter was less than one pound and he made a complaint against Mr. Winston to the police.
6. As it turns out in the end, it was Mr. Carson, the baker who had been cheating on Farmer Winston.

7. Yes, I feel Mr. Carson must have felt highly ashamed at the end. Had I been in Mr. Carson's place, even I would have felt highly ashamed and embarrassed of my act of cheating. Since it was not Farmer Winston but me who had been cheating for a long time despite being a successful and famous baker in the town of Plainsville.

### Learn words (pg. 82)

- |             |          |          |
|-------------|----------|----------|
| 1. (a) boil | (c) beat | (e) mash |
| (b) chop    | (d) bake | (f) fry  |

### Learn grammar (pg. 83)

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. (b) in front of the stadium. | 2. (c) Were your exams in March? |
| (c) behind the curtain.         | (d) Is their mother working?     |
| (d) near the petrol station.    | (e) Were the sums difficult?     |
| (e) between the two girls.      | (f) Was it alive?                |
| (b) Are they angry?             |                                  |

### Use the dictionary (pg. 84)

1. (a) break.                      (b) letter.                      (c) quiet.                      (d) their.                      (e) peace.

### Learn to write (pg. 85)

Encourage the students to have a participatory discussion about their experiences regarding helping someone in need. Guide them where needed.

Farah was going to school. Suddenly she saw an old lady... The old lady was trying to cross the road with the help of her walking stick. She could not even see properly. Farah knew that her school bus would arrive in a few minutes but felt that the old lady needed her help. She walked up to the lady and greeted her with a 'salaam'. Then she asked the old lady very politely, "Aunty, if you don't mind, can I help you to cross the road quickly?" My school bus is about to arrive here soon. I want you to cross the road safely."

The old lady smiled and said to Farah, "Yes, my dear it would be nice if you could walk me down till the other end of the road." Farah happily held the old lady's hands and helped her cross the road safely. The old lady then thanked her. Farah said bye to the old lady and proceeded to her school bus. She felt happy about helping the old lady.

### Learn to listen (pg. 85 and 86)

1. a. her son.
2. True
3. No.
4. c. a packet of noodles and some vegetables.
5. b. Fifty rupees

### Learn to speak (pg. 86)

1. Encourage the students to role-play the given dialogues with their friend / partner. Guide them where needed.

2. (Answers may vary, accept all relevant answers.)
  - (a) What's the matter Can I help you? Let me help you stand up.
  - (b) What's the matter, aunty? May I help you? Let me go to the shop with you and buy what you need.
  - (c) Is something wrong ma'am? May I help you? Let me search for the attendance register for you.

### Milking Time (Extensive Reading)

#### Starter

Answers given according to the horizontal manner pictures are displayed.

Cow                      Grass                      Container                      Pail                      Sun

#### Learn to read (pg. 88 and 89)

1. (a) According to the poem and clues given, I think the time of the day is evening.  
 (b) From the poem and the clues given, I think the overall atmosphere is quite peaceful and harmonious.
2. (a) Bees make honey, which can be food for other animals. Ducks and other water animals keep the lake clean by eating plants and insects. Deer help spread seeds by eating plants and moving around.  
 (b) Bees help plants grow by pollinating flowers, ensuring that plants can reproduce and thrive. Ducks contribute to maintaining clean water by eating plants and insects, which helps balance the ecosystem in lakes and ponds. Deer play a crucial role in plant growth by spreading seeds as they move around and eat various plants.  
 (c) If bees couldn't make honey, flowers might not get pollinated, and plants might not grow well. Other animals that eat honey might not have enough food. The whole environment could change because plants and animals depend on each other.

#### Activity (pg. 89)

1. (a) cat    (b) slow    (c) read
2. (Answers may vary, accept all relevant answers.)

deer	breezy
sleep	green
sweet	meet
street	cheese

### Unit 10: A Hundred Faces

#### Starter

Since Peter wants to share with his friends and he is there himself as well, the division will be as follows:

Four friends and four samosas mean each child will get one samosa, four friends and two packets of chips mean 1 packet will be divided equally amongst two children and other packet amongst the other two children. 1 bar of chocolate will equally be divided amongst all four children.

The idea of this is to develop the feeling of sharing and being considerate towards our friends, loved ones and etc.

### Learn to read (pg. 91 and 92)

1. The peasant spent the money earned, which was four coins a day as follows: he spent one coin on himself, one on his wife, one on his aged parents and one on his children.
2. The peasant was a poor man and when the minister offered him a hundred coins to reveal the answer to the riddle, he could not resist doing so. Infact, he was witty enough to guard himself by telling the King that because the hundred coins bore the picture of King's face a hundred times, he only gave the answer to the Minister after looking at the king's face on the hundred coins.
3. I feel that she lovingly prepared meals for everyone, cleaned the house, helped the peasant with the farming work, looked after the kids and aged parents of the peasant's and completed all other household chores alone.
4. The aged parents had raised the peasant in the best possible way they could. They had provided for his needs with all the money and savings they had when he was a child.
5. (Answers may vary, accept all answers.)  
Yes, I do think that the peasant broke his promise to the King. He had promised the King that he would keep the answer to the riddle a secret until he had seen the King's face a hundred times. But, when the Minister offered him a hundred coins to reveal the answer to the riddle, he became a little greedy and chose to take the money offered by breaking the promise. He had not even seen the face of the King on each of the coins, but he just used it as a witty reply to save himself from the wrath of the King.
6. Yes, I do agree with the way the peasant divided his money. Infact I am happy to know that he took care of everyone in his family with the small amount of money he earned. If I had to divide my money, I would divide it into spending on buying books, toys, nice clothes, feeding the stray dogs, buying gifts for my parents and friends and save the rest of the money for rainy days.
7. Yes, I do feel that children should look after their parents when they grow old and weak. It is the duty of the children to serve their parents when they are old. Children should love their parents, take them to the doctor and spend time with them.

### Learn words (pg. 92 and 93)

1. (a) daughter; sons.  
(b) husband; wife.  
(c) father; mother.  
(d) parents.  
(e) sister.  
(f) brother.  
(g) grandfather; grandmother.

### Learn grammar (pg. 93 and 94)

Shahbaz is **my** brother. **His** best friends are Ayesha and Adeel Nayyar. They live in the house next door. They have been **our** neighbors for many years. **Their** father, Mr Nayyar works a factory. Mrs Nayyar, **their** mother, is a teacher. **Our** families always celebrate festivals together. When we celebrate Eid-ul-Fitr, the Nayyars come to **our** house. When

they celebrate Spring, we go to **their** house. 'I like **your** kheer, Aunty Shamima,' says Nina to my mother. **Your** mother has promised to teach me how to make kheer,' says Mrs Nayyar to Shahbaz. 'Then we will all come to **your** house to eat kheer,' says Shahbaz. Everybody laughs.

### Use the dictionary (pg. 94 and 95)

1. (a) 2. (b) 1. (c) 1. (d) 2. (e) 2. (f) 1.

### Learn to write (pg. 95)

(Answers may vary, accept all answers.)

As soon as I get home, I have something to eat and drink. Then, I keep my school bag and other things in the right place and show my school diary to my mother. After this, I finish my homework and go to bed for an afternoon nap. My mother wakes me up in a little more than an hour's time and I sit down to study for an hour with a glass of milk and some fruits. Then I wear my shoes, comb my hair and go out to play with my friends for an hour and a half. And this is the best time of the day!

### Learn to listen (pg. 96)

Thursday

3:30

Common room

Warda must remember to learn her lines.

### Learn to speak (pg. 96)

Encourage the students to work in pairs and role-play the given situation with their friend / partner. The idea is to enhance the students' vocabulary and make them confident in speaking publicly.

Sample answer:

Student A: Hi! Thank you for inviting me to this interview.

Student B: Hello Mr Sarfraz Ahmed. I am your biggest fan, and it is an honor to interview you today.

## Unit 11: Borrowed Feathers

### Starter

Guide the students and help them complete the given exercise by matching the animal names to given pictures accurately. The idea is to make them familiar with how each animal has a different appearance.

### Learn to read (pg. 100)

- (a) These words were said by Haka, the jackal.  
(b) Mor was running down the path looking frightened. On being asked by Haka, he replied as he sobbed, "We are in great trouble, Haka. Humans are hunting us. They want

our feathers. They want to make fans out of them.”

2. The Mor and the jackals went to Ulluji for advice because he was considered very wise by them.
3. After ten minutes of deep thought, Ulluji came up with a clear plan. He called for Hoohoo, the wolf and convinced him to dress up like a peacock and then attack and scare away the hunters when they try to hunt them down. This way the humans would be fooled into believing that the peacock in the forest had sharp teeth and they were as fierce as the wolves. And they would never try to come to the forest for peacock hunting.
4. The poachers had come to the forest to hunt peacocks for their feathers. They wanted lots of feathers to make fans out of it. They were pleased and happy to see the five large, healthy peacocks eating berries because they were convinced that they would hunt them all down and make good money out of selling fans of their feathers. Moreover, they could also get to eat the meat of healthy peacocks. But little did they know then that there were five large wolves in disguise and not the real peacocks.
5. False.
6. If Hoohoo and his friends had not dressed up as peacocks, there could have been two possibilities:  
Either the poachers would have hunted down many peacocks in the forest that day or Ulluji would have most probably come up with another smart idea of saving the peacocks from the hunters.
7. No, I do not think that the poachers will return to the forest again. I feel so, because the poachers had believed that the five large peacocks who were as fierce as the wolves and had sharp teeth, were real peacocks. They had become very scared of their size and ferocity.

### Learn words (pg. 101)

1. (a) berries, feathers, peacocks (d) eyes, legs, teeth  
(b) bush, dived, humans (e) green, red, yellow  
(c) forest, owl, wolves (f) danced, laughed, shouted

### Learn grammar (pg. 101 and 102)

1. (a) There is a bridge across **the** Hooghly.  
(b) My sister has gone to **x** Karachi.  
(c) Arshad recites **the** Quran every day.  
(d) My brother works in **The** United Arab Emirates.  
(e) **The** earth goes round **the** sun.
2. (a) We ate biscuits, chips, samosas, and some ice cream.  
(b) There were apples, oranges, bananas, grapes, and watermelons in the fruit stall.  
(c) I won the lottery, and I am going to London.  
(d) The decoration in the party was wonderful. We had a lot of fun.  
(e) Raza passed in Urdu, Maths, Science, and History but he failed in English.

### Learn spelling (pg. 103)

1. (b) no mistake (d) sleeping (f) listen  
(c) journeys (e) thumb

### Learn pronunciation (pg. 103)

need these me steal piece eat cheese.

### Learn to write (pg. 104)

(Answers may vary, accept all relevant answers.)

Sample answer:

I saw a cool parrot today! It had a **curved beak** that looked perfect for eating **fruits and nuts**. Its feathers were super **green**, just like the **woods and forests** where it lives. The parrot had a bright **red** spot on its head, which made it look even more awesome. I learned that parrots build their **nests on trees**, way up high. I wish I could see one up close someday!

### Learn to listen (pg. 104)

Donald duck is **white** in colour. The duck's beak is **yellow** in colour and it is flat like a **spoon**. Ducks have **short** legs. Their feet are webbed. They can **swim** very well in water. Baby ducks are called **ducklings**.

### Learn to speak (pg. 105)

(Answers may vary, accept all relevant answers.)

The Elephant is an endangered animal. They are hunted and killed mercilessly for their tusks. Many decorative items are made using the elephant's tusks and sold at high prices for profits.

The tiger is also an endangered animal. It is hunted by the poachers for its beautiful striped skin and its strong claws. Many decorative items and rugs are made from these parts of the tigers and sold in the market for very high prices.

### The Tamarind Tree (Extensive Reading)

#### Starter

Discuss the importance and benefit of trees in our surroundings and nature. Make the students understand how important it is to have trees and greenery around and how cutting down trees is not the best for our environment.

### Learn to read (pg. 107)

1. The following words and phrases in the poem 'The Tamarind Tree' tell us that the poet was very fond of the tree:  
my Tamarind  
it drew Me....  
Loved  
Laughter and smile  
Eager to find  
My favorite spot  
I search  
Eyes filled with tears  
Lost my soul

2. The poet seems to have had a good time sitting beneath the shady boughs of the tamarind tree. He had rested in its shade and gazed at the blue hills. He had laughed and smiled under the tree and therefore developed a strong bond and many fond memories with the tree while growing up. So, he uses the word 'my' out of his love and sense of belongingness for the tamarind tree.
3. (a) The poet must have gone somewhere far from his home and the tamarind tree. He probably had gone to his grandparents' house.  
 (b) After searching he found out that his favorite tree had been cut down and ripped apart by someone, in his absence. He felt very sad because he had 'tears in eyes.' He felt like he had 'lost his soul', which means that the tree was such an important part of his life that he now feels incomplete without its presence.  
 (c) The poet feels very sad at the loss of his favorite tamarind trees because sitting under its shade he had a good time growing up. Each year the 'magnificent' tree gave him fruits to relish, cool shade to sit and gaze at the 'blue mountains.'
4. I feel, the poet who had been looking for the tamarind tree all over the place could not believe himself when he did not find the tree anywhere at his 'favorite spot'. He then listened to his heart and heard his inner voice which told him that the tree had been cut down and 'ripped apart'. He did not want to believe it.
5. Yes, I think that 'magnificent' is a good word to describe a tall and large tree as a tamarind tree. Since the poet says that it was a shady tree, I think it must have been an old tree with lots of fruits, giving shelter to many birds and shade to the people passing by.
6. I feel that the tamarind tree must have been cut down for one of the following reasons:
  - (i) to widen the road.
  - (ii) for its wood.
  - (iii) for constructing a house, a shop or a building on that place.

**Activity (pg. 107 and 108)**

1. (Answers may vary, accept all relevant answers.)

Place where there used to be trees	What is there now?
At the backside of my school	A medical shop
In front of the old mall in the city	Parking lot for the mall
Besides my father's old office	A bank's building

2. No, I don't think it's right to cut down trees because trees are very important. They give us oxygen to breathe, homes for animals, and help keep the Earth cool. Without trees, animals might lose their homes, and we wouldn't have as much clean air. So, it's better to protect and plant more trees.
3. (Answers may vary, accept relevant answers.) Guide the students, if and where they need help.  
 As mentioned in the previous answer, trees are important to us because they provide us with oxygen to breathe and are homes for animals.

Name of the tree	It's importance
Oak tree	It provides strong wood for furniture and buildings. The acorn grown on it is food for animals like squirrels and deer.
Mango tree	It gives delicious mango fruit and improves the air quality.
Coconut tree	Provides coconuts for food, oil, and water. Birds and small animals use it for nesting
Banyan tree	It is a huge shady tree, and birds, bats, and insects find shelter in its large canopy.

**Learn to write (pg. 108)**

(Answers may vary, accept all relevant answers.)

Sample answer:

Shining brightly in the sky,  
 Up above, so high and dry.  
 Never fails to make us smile,  
 Sun is with us all the while!