

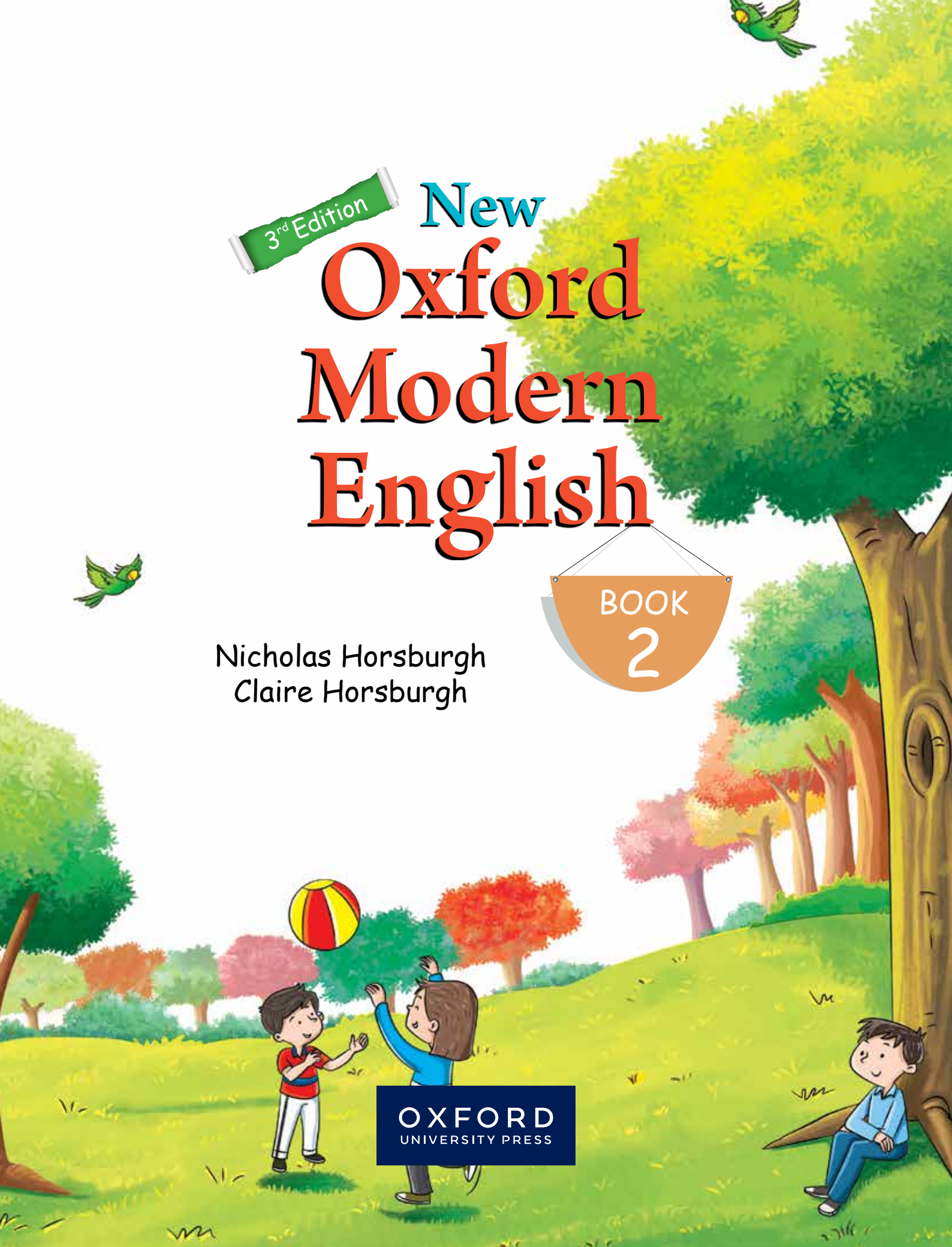
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2

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# Guidance for Teachers

These are some additional helpful tips and recommendations for teachers to cover the course efficiently and effectively.

## **Before starting a text**

A pre-reading activity is useful in securing the attention of the learners through activities that lead them to the text. Pre-reading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been suggested. It should be used to lead a class discussion. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text.

Teachers may use any other interesting pre-reading activities with direct relevance to the text to be taught.

All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that learners read a text with that focus in mind.

## **Reading**

A carefully planned reading class will go a long way in creating a love for reading in the minds of the learners. Some techniques are suggested here to help learners proceed step-by-step in the class from guided reading to becoming independent readers.

## **Shadow reading**

For young learners, read aloud each sentence of the text slowly. Ask learners to follow the sentence with a finger and repeat after you. If a sentence is longer, break the sentence into meaningful parts. Take a clear pause at each break and at the end of each sentence.

Show action wherever possible to accompany your reading aloud.

Read a text aloud at least twice. Then, ask learners to read aloud. Help them with reading where necessary. All the texts should be taught in this manner. However, in later years, the concept of silent reading is to be introduced as well as it will help with independent learning and comprehension.

### **Chunk reading**

Instead of asking learners to read a whole text all together, for Classes 1–4, each text should be divided into reading chunks that can be better managed by learners. Each text has been divided into two/three reading chunks for the students to understand with ease. Use a focusing question/statement before each reading chunk. Ask one/two link questions when students have finished reading a chunk. The link question/statement can function as the focus for the next reading unit. This has been done for all the prose texts. Linking/reflecting and prediction questions/activities for the reading chunks are given to assist learners in dealing with the texts. Allow learners to guess answers before each reading chunk. It does not matter if their answers do not match the text.

Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of a text. They should not be used for rote learning and memorization of facts from a text.

Extra clues from the text/learning questions should be used during discussion to help learners grasp the context and the text better.

It is always a good idea to ask learners to go back to the text to find out the facts during a class discussion.

### **Comprehension of poems**

Poems for young learners reflect the rhythm of the language in a very obvious manner. Since poems are shorter in length, teachers should read aloud the

poetry texts with rhythm for learners to capture the natural pronunciation of English. All the poems here have been marked for their stress pattern, which creates the rhythm. Teachers should practice the rhythm by saying each poem aloud with appropriate stress several times before doing it in class.

For each poem, apart from the rhythm, a listening focus has also been provided. As learners listen, they try to get an answer for the listening focus.

Each poem should be read aloud by the teacher at least twice. Then, learners should be asked to repeat the poem after the teacher. This is an effective listening and pronunciation activity for English stress and rhythm.

When the listening is going on, the books must be kept closed. After the second listening, learners can look at the text and listen to the teacher at the same time.

Learners should then read the poem aloud, and then silently for better comprehension.

For older learners, the teacher should ask the students to keep their books closed and read the poem out to them. Then the teacher could ask a global question, elicit a response which connects to their world knowledge or ask for the theme of what has been read. See if the students can recall phrases and words.

### **Comprehension questions**

Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.

Learners may write the answers after the oral work.

Classroom procedure (group and pair work)

Learners should be given enough opportunities to find answers in pairs and groups, and refer to the texts as many times as they want.

After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. Pronunciation

# Sample Lesson Plan

11

## Adil and the gold chain

Week

3

Duration

60 min

### Learning Outcomes

Upon completion of this lesson, students will be able to:

- Think critically on their own
- Comprehend text post reading
- Write answers to comprehension questions
- Work on their composition skills
- Use apostrophe
- Find opposites of words on their own
- Use punctuation
- Enhance their listening and speaking skills
- Learn to use nouns
- Use verbs
- Use adjectives
- Tell the time on an analogue clock accurately
- Make comparison sentences verbally

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 1:</b> 00/00/00</p> <p>05 min</p>	<p><b>Settling time:</b></p> <p>Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.</p>	<p>Verbal response</p>
<p>10 min</p>	<p><b>Starter:</b></p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p><b>Class presentation skills:</b></p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Pre-reading:</b></p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
<p>10 min</p> <p>10 min</p>	<p><b>Shadow Reading:</b></p> <p>For young students, read aloud each sentence of the text slowly. Ask the students to follow the sentence with a finger and repeat after you. If a sentence is longer, break the sentence into meaningful parts. Take a clear pause at each break and at the end of each sentence. Show action wherever possible to accompany your reading aloud. Read a text aloud at least twice. Then, ask the students to read aloud. Help them with reading where necessary.</p> <p>All the texts should be taught in this manner. However, in later years, the concept of silent reading is to be introduced as well as it will help with independent learning and comprehension.</p> <p>Write the following questions on the board and along with the class try to find out the answers as you read the chapter for the first time.</p> <ol style="list-style-type: none"> <li>1. Who is the main character of the story?</li> <li>2. What was Adil's hobby?</li> <li>3. Where was Adil's mum going? What did she forget?</li> <li>4. What did Adil see upon when he got close to his mum?</li> <li>5. What did Adil do? Was he brave?</li> </ol> <p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim &amp; scan</p>



Date and Time	Content and teacher activity	Formative assessment
	<p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	
<p><b>10 min</b></p>	<p><b>Teacher’s Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. Adil is the main character of the story.</li> <li>2. Adil was a cyclist.</li> <li>3. Adil’s mum was going to the market. She forgot her purse.</li> <li>4. Adil saw two men robbing his mum.</li> <li>5. Adil carefully followed the robbers and then got the adult’s (policemen) involved. Yes, he was very brave.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Reading aloud:</b></p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>Post reading:</b></p> <p><b>Analysing characters</b></p> <p>In this story the students learned how brave Adil is. In this story, there are two opposing characters, Adil and the robbers. Ask the students how Adil and the robbers are different from each other.</p> <ul style="list-style-type: none"> <li>• Next, ask them to discuss and write in groups which character they like. Do they like Adil or the robbers?</li> <li>• Also, ask them to give reasons for their answer. Tell them that the reason should be from the story.</li> <li>• Ask the students that if they meet Adil, what would they advise him? Or what would they like to talk to him about?</li> </ul> <p>I like _____</p> <p>because _____</p> <p>If I met _____</p> <p>I would _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Share their responses with the class.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>HOMEWORK:</b></p> <p>Have you ever done something that required bravery? Remember being brave does not mean doing something dangerous, sometimes speaking the truth or standing up for a friend also requires immense amount of bravery.</p>	
<p><b>Day 2:</b> 00/00/00</p> <p>20 min</p>	<p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>
<p>20 min</p>	<p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message/meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'jumped'.</li> </ul> <p>Attempt Exercise B 1, 2.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>15 min</p>	<p><b>Activity: Apostrophe</b></p> <p><b>Additional helpful resource:</b></p> <p><b>Rewrite the following sentences using apostrophes wherever required.</b></p> <ol style="list-style-type: none"> <li>1. Guard locks the door of the factory at night.</li> <li>2. The shopkeeper is mending the door of the shop after it was broken.</li> <li>3. Do you know which one is the jacket of Georgia?</li> <li>4. The house that Tennant owns is right next to my house.</li> <li>5. I would like to take the pencils that belong to my friend.</li> <li>6. The cardigan that belongs to the boys keep them warm all day.</li> <li>7. The book that belongs to my sister cannot be found.</li> <li>8. The mother of the girls picks them up after school.</li> <li>9. The schoolbag belonging to my sister is very heavy.</li> <li>10. The hair of my doll is curly.</li> </ol> <p><b>ACTIVITY: CAPITAL LETTERS AND PUNCTUATION</b></p> <ol style="list-style-type: none"> <li>1. Take some/a sheet of chart paper. Cut it into small strips.</li> </ol>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>2. Write simple sentences and question statements on each strip. Each strip should have a different sentence or a question. The sentence should start with a small letter and end without a full stop. E.g. 'the house was big and brown' The question statement should start with a small letter and end without a question mark. e.g. 'what is your name'</p> <p>3. Divide the class into groups (4–7 students in each group).</p> <p>4. Give equal number of strips to each group.</p> <p>5. Ask them to correct the sentences by adding a capital letter at the beginning of the sentence and a full stop or question mark at the end.</p> <p><b>Additional helpful resource:</b></p> <p><b>RESOURCE: CAPITAL LETTERS AND PUNCTUATION</b></p> <p>my name is nameer and i love to play cricket i have a bat and two cricket balls i also have three wooden wickets. my sister loves to play with me she is really good with the bat she will make a great batswoman with proper training i can bat as well as bowl, but my real strength lies in fielding i am training to be a wicketkeeper i have quick reflexes and a keen eye these are both necessary qualities for a wicketkeeper my coach says that with practice i will be good enough to play for pakistan i am looking forward to the day i get to play for my country</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p><b>ACTIVITY: ADJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Cut card sheets into small cards.</li> <li>2. On the cards write names or paste pictures (optional) of people, animals and things that are familiar to the students.</li> <li>3. Randomly ask the students to describe the noun using one to two adjectives.</li> <li>4. Use all the cards to elicit adjectives. Involve the class in using a variety of words to describe the nouns.</li> </ol> <p><b>ACTIVITY: VERBS</b></p> <ol style="list-style-type: none"> <li>1. Cut chart paper into small cards.</li> <li>2. Think about five verbs (-ing form) e.g. eating, sleeping, etc.</li> <li>3. Find relevant pictures and paste them onto the card.</li> <li>4. Show the card to the class and ask ‘What is the boy doing?’ They should answer ‘He is sleeping.’</li> <li>5. Then ask them to say ‘The boy is sleeping.’</li> <li>6. Repeat this with all the cards. Introduce more vocabulary about verbs through this activity and continue practicing until students remember and understand the verbs and purpose of using ‘ing’.</li> </ol> <p><b>Classwork: Learning about language</b></p> <p>Attempt Ex: C 1, 2, 3. Provide assistance when required.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b> Practise verbs, adjectives, and nouns.</p>	
10 min	<p><b>Workbook Exercise:</b> Attempt workbook exercises.</p> <p><b>HOMEWORK:</b> Practise punctuation and the use of apostrophe.</p>	Writing skill
<p>Day 5: 00/00/00</p> <p>15 min</p>	<p><b>Activity: Listening and Speaking skills</b></p> <p><b>Compare pictures to make sentences:</b> Ask the students to look at the pictures carefully and make comparative sentences. You may help with the first sentence as it may be difficult for them to begin but encourage them to make sentences on their own. Slowly pace them in a manner which makes them independent sentence makes. Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	Verbal response

Date and Time	Content and teacher activity	Formative assessment
15 min	<p><b>Class Work: Listening and speaking</b></p> <p>Attempt Ex: D 1, 2.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response
<p><b>Day 6:</b> 00/00/00</p> <p>20 min</p>	<p><b>Class Work: Composition</b></p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p><b>Feedback:</b></p> <p>Give feedback if required.</p> <p><b>Homework:</b></p> <p>Practise telling time at home. Complete any incomplete work.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>
05 min	<p><b>Plenary: Ask the students the following questions:</b></p> <p>What is your routine during the weekend? Do you follow the schedule strictly or are you flexible about it? Write three lines on the topic.</p>	<p>Brainstorm</p> <p>Verbal Response</p>

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
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