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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

8

The Flying Machine (II)

Week

9

Duration

60 min

Learning Outcomes

- Upon completion of this lesson, students will be able to:
- Read the text on their own or with some assistance
 - Read and understand words to know
 - Understand and answer pre and while reading questions
 - Answer challenges on their own
 - Comprehend text post reading
 - Write answers to comprehension questions
 - Work on their composition skills
 - Enhance their listening and speaking skills
 - Work on their writing skills
 - Learn to work in pairs or groups
 - Learn to speak politely
 - Enhance their imagination skills
 - Identify the moral of the story
 - Answer the question about a line from the story
 - Identify the object from the clues.
 - Make negative sentences by adding 'not'
 - Fill in the blanks to complete the sentences
 - Use conjunctions
 - Identify conjunctions
 - Use adjective to compare things
 - Use contractions in oral situation
 - Write multiple paragraphed essay

Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: 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.	Verbal response
10 min	Starter: Recap through questioning. Ask the 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. Class presentation skills: 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. 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.	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Pre-reading:</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
10 min	Classroom procedure (group and pair work)	Reading skills
10 min	<p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group / Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. How does the second part of the story start? 2. How many boys did Uncle Salim see behind the glider? 3. Why did Sami ask his friends to stand behind the glider? 4. Was Uncle Salim calm as the glider took off? 5. Did the glider land safely? <p>Class discussion:</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>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>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim & scan</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The second part of the story starts by Uncle Salim being thrust down the hill. 2. Uncle Salim saw ten boys behind the glider. 3. Sami wanted his friends to push the glider of the hill as hard as they can. 4. No Uncle Salim shrieked and pulled the rod towards him. 5. No, Uncle Salim crashed into a tree. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Reading aloud:</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>Post-reading</p> <p>Activity:</p> <p>The students should attempt this activity independently.</p> <p>How to find the main idea</p> <p>Clues to find the main idea: Try to think and connect whether the entire content of the passage or story connected? Can we suggest one phrase which may summarise the entire text?</p> <p>How do we support the main idea?</p> <p>Explain to the students that every main idea should be supported by the supporting details.</p> <p>HOMEWORK:</p> <p>Draw (design) a robot. Make a list of all of its functionalities.</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>Day 2: 00/00/00</p> <p>20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode. The students may write the answers after the oral work.</p> <p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2 in class.</p> <p>Feedback:</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>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Activity 1: Guess who said what?</p> <ol style="list-style-type: none"> 1. Divide the class into groups of four. 2. Provide all the students with a piece of paper and ask them to write anything that their friends can guess (but not so easily) about them. 3. Ask the students to make sure and not show what they have written to their friends. 4. Ask anyone random student to pick one piece of paper and read out loud what is written on it. 5. The other students will try to guess who wrote the sentence originally. 6. The student who wrote the sentence will have to pretend that they have not written it and pretend to find the writer as well. 7. If the writer is successfully found, the groups win the point. 	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Working with words:</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"> • 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, 'laughed'. <p>Attempt Exercise B.</p> <p>Challenge Question:</p> <p>Have a small discussion on 'Challenge Question'.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if 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>Day 3: 00/00/00</p> <p>35 min</p>	<p>ACTIVITY: CONJUNCTIONS</p> <ol style="list-style-type: none"> 1. Begin by using the pairs of sentences you have prepared to revise the use of and and but to join two simple sentences. Elicit that but is used when the result is unexpected, e.g. Saima was ill. She went to school. = Saima was ill but she went to school. 2. Use the same sample sentences to explain that although is another conjunction that can be used to join two sentences in this way, e.g. Although Saima was ill, she went to school or Saima went to school although she was ill. 3. To introduce because, ask the students a ‘why?’ question, e.g. ‘Why do we wear warm clothes in winter?’ List their responses on the board, beginning each with because, e.g. because it is cold; because we need to keep warm; etc. Explain that because is used to introduce the reason for an action, e.g. We wear warm clothes in winter because it is cold. <p>ACTIVITY: ADJECTIVES</p> <ol style="list-style-type: none"> 1. Cut card sheets into small cards. 2. On the cards paste pictures of people, animals and things that are familiar to the students. 3. Make sure to paste pictures of two kinds of the same object. For example: a tall tree and a short tree, etc. 4. Randomly ask the students to compare the two objects using adjectives. 5. Use all the cards to elicit adjectives. Involve the class in using a variety of words to describe the nouns. 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>CONJUNCTIONS</p> <p>A. Choose the correct conjunction and fill in each blank.</p> <ol style="list-style-type: none"> 1. The dog ran after the ball _____ grabbed it with its teeth. (but / and) 2. He worked all day, _____ could not finish cleaning the windows. (but / and) 3. Areej refused to eat anything _____ he was hungry. (because / though) 4. I took my phone to many shops, _____ nobody could repair it. (but / and) 5. We gave Aqeela a surprise gift _____ it was her birthday. (because / though) 6. People were waiting for the train _____ the station was crowded. (but / and) 7. _____ I love animals, I am afraid of spiders and cockroaches. (but / though) 8. The teacher scolded us _____ we had not done our homework. (though / because) 9. Sonya sings _____ her sister plays the harmonium. (and / but) 10. I admire my mother _____ she is an honest and a brave woman. (but / because) 	

Date and Time	Content and teacher activity	Formative assessment
	<p>11. Father did not scold us _____ he was upset that we had come home late. (though / because)</p> <p>12. Take an umbrella with you _____ it is going to rain soon. (but / because)</p> <p>13. It was a hot day, _____ we decided to go out and play. (but / because)</p> <p>14. The bus was crowded _____ he could not find a place to sit. (and / because)</p> <p>15. They did not switch on the lights _____ it was dark. (though / because)</p> <p>16. The children went on playing _____ it was raining. (because / though)</p> <p>17. They went to the theatre early, _____ all the tickets were sold. (because / but)</p> <p>18. She opened the window _____ a strong gust of wind blew the papers away. (because / and)</p> <p>19. The rival team was strong, _____ we defeated them by two goals. (and / but)</p> <p>20. He does not eat mushrooms _____ he is allergic to them. (though / because)</p> <p>ADJECTIVES</p> <p>B. Underline the adjectives in the following sentences.</p> <ol style="list-style-type: none"> 1. Clouds are darker than yesterday. 2. These flowers are more beautiful. 3. Neha's red dress is the prettiest. 	

Date and Time	Content and teacher activity	Formative assessment
	<ol style="list-style-type: none"> 4. IS your shirt the bluest? 5. The littlest rabbit hopped away. 6. I am sadder today. 7. Tom is happier this year because he has a new bag. 8. Put the bigger kettle on the stove so that we can all have hot tea. 9. Tom and Jerry cartoons are the funniest. 10. These table and chairs are the newest. 11. The little black duckling was the ugliest. 12. Tina wore the darkest cardigan to school every day. 13. The lion opened his mouth in a hugest yawn. 14. This is the largest playground in the tri state area. 15. Raza picked up the biggest jug and poured out the lemonade. 16. The fairy waved her magic wand and the largest pumpkin that I have ever seen appeared. 17. The giant was the greediest and the laziest. 18. We had the most wonderful time at the fair. 19. These sums are the easiest. 20. The water of the lake was coldest at dawn. <p>Class Work: Attempt Ex: C 1, 2, 3.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise comparative adjectives.</p>	
10 min	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.</p> <p>Make sure that the students are enunciating the words properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p>Classwork: Listening and Speaking</p> <p>Attempt Ex: D. Provide assistance when required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	<p>Verbal response</p> <p>Critical thinking</p> <p>Memorisation skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Class Work: Composition</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>Feedback:</p> <p>Give feedback if required.</p> <p>Homework:</p> <p>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> <p>Critical thinking</p> <p>Art skills</p>
<p>05 min</p>	<p>Plenary: Ask the students the following questions:</p> <p>What would you have done differently in the glider?</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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