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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

10

Karate Parrot

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
- Answer pre and while reading questions
- 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
- Enhance their imagination skills
- Answer the questions from the text
- Answer the following questions with reference to the context
- Explain the given phrases in your own words
- Write the opposites of given words
- Find out the meaning of given adjectives
- Understand types of adjectives – comparative and superlative

- Write a story
- Share the story with the class
- Conduct a role play
- Study the given picture

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
20 min	Starter: 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. 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
20 min	<p>Pre-reading:</p> <p>Task 1: Ask the pre-reading question to 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>Task 2:</p> <p>Twenty questions Play the twenty questions game with the learners. Choose anyone—a personality (alive or deceased), a place (In Pakistan or abroad) or a thing (animate or inanimate). Next, ask the class to ask you twenty questions to guess the right answer. The questions should be framed in a manner that you only have to say ‘Yes’ or ‘No’ in response. Keep track of the number of questions asked by the class. Once twenty questions are asked, ask the class to guess the right answer. The learner who guesses the right answer is the winner. Elaborate that asking questions about a character in a story (the way the students have just done) is a way to analyse various aspects of the character’s life and personality. While the students are reading the story, they can look for answers regarding a character in a similar way. Gently probe students and encourage them to participate.</p>	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
	<p>Task 3:</p> <p>Write five unique animal facts on the board.</p> <p>For example:</p> <ul style="list-style-type: none"> • A snail can sleep for three years. • Elephants are the only animals that cannot jump. • An ostrich’s eye is bigger than its brain. • Frogs cannot vomit. If they absolutely have to do so, they will vomit their complete stomachs. • Cats can only meow at their moms and humans. <p>Divide the class in four or five teams. Ask the students to discuss in teams as to why that happens. The reason does not have to be true. They can come up with funny, logical, or creative ideas.</p> <p>Animal Fact: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Why: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>10 min</p> <p>10 min</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. What was the name of the three friends? 2. What happened to Babar? 3. What was the one thing that Sameer’s wife had been wanting? 4. Where do Sameer and his wife live? 5. What was Sameer’s excuse for the traditional pets, such as dogs and cats? 6. What kind of requirements do dogs and cats have? 7. What did Sarah decide to do after waiting without any fruit? 8. Which pet does she decide on? Why was it special? 9. Was Sameer happy to see the parrot? 10. Why did the parrot attack Sameer? <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>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 & scan</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. The name of the three friends were: Sameer, Adil, and Babar. 2. Babar had fractured one of his feet. He could barely walk. 3. Sameer’s wife had been requesting for a pet animal for a long time. 4. Sameer and his wife live on the sixth floor in an apartment. 5. Sameer’s excuse for the traditional pets such as dogs and cats was that because of their living arrangement it would not be fair for the animal to be imprisoned. 6. Dogs need open space to run around, and cats need the freedom to come and go as they please. 7. Sarah decided to visit the local pet shop and see what other kind of pet can she get for herself. 8. Sarah decides on a parrot. Its specialty was that it could attack and destroy any object upon the command ‘Parrot! Karate object!’ 9. No, Sameer was not happy to see the parrot. 10. Sameer said, ‘Parrot! Karate! My foot!’ He did not believe in such a thing. The parrot mistook it for the command and attacked Sameer’s foot. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00 20 min</p>	<p>Reading aloud: 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>Tracking cause and effect The technique of 'cause and effect' in a plot shows the relationship between a cause (i.e. an event) and its effect (i.e. what happened due to the event). Write down the cause behind the effects mentioned below: Sameer had not fractured his foot. Write down any three effects of this cause, for example, had Sameer agreed with Sarah's request for a pet long ago, etc. Now, find another cause and write its effects from the story.</p> <p>HOMEWORK: Write a story about how you have seen one disabled person helping another in a time of need.</p>	<p>Reading skills Comprehension skills Discussion skills Close reading skills</p>
<p>20 min</p>	<p>Class Work: Comprehension Attempt Exercise A in class.</p> <p>Challenge Question: Have a small discussion on 'Challenge Question'.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response Brainstorm Creative thinking Prediction Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ACTIVITY: ADJECTIVES</p> <p>Ask students to watch television for an hour at home paying attention to advertisements and language used in them. They should note down adjectives which have been used to describe products in the advertisements. Each student should make a list of adjectives and how they are used in sentences. In the class, ask students to share their list with each other. Students should be asked to write a few lines describing their favourite product using some new adjectives they have learnt from their friends.</p> <p>ACTIVITY: INTERROGATIVE ADJECTIVES</p> <p>Introduce interrogative adjectives by asking some questions, e.g. ‘Which book are you reading? What colour do you like best?’ Write the sentences on the board and ask student volunteers to underline the noun in each sentence; elicit that the word preceding it is an adjective and introduce the term interrogative adjective. Show the students the groups of items you have prepared and elicit that you have, e.g. six pencils, four books, etc. Write the phrase on the board and explain that six, four, etc. are definite numeral adjectives because they tell you exactly how many items you have. Show them the other items you have prepared, e.g. the jar of lentils, the sweets, etc. and ask them how many there are of each; elicit responses such as a lot of lentils, a few/not many sweets. Write these phrases on the board and explain that these are indefinite numeral adjectives because they do not tell us an exact number.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCE:</p> <p>Underline the adjectives in the following sentences and say of what kind each is.</p> <ol style="list-style-type: none"> Which animal is known as ‘the ship of the desert’? Suleman behaved like a complete fool. What punishment did the judge give the thief? For me, listening to music is pure bliss. Which game do you like to play the most? What you have said is utter nonsense. I think there has been a slight misunderstanding. The policeman asked, ‘Whose house was burgled?’ 	
<p>Day 3: 00/00/00</p> <p>20 min</p>	<p>Class Work: Working with words: Attempt Exercise B.</p> <p>Homework: Complete any incomplete work.</p>	<p>Verbal Response Writing skill Brainstorming Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ADDITIONAL HELPFUL RESOURCE:</p> <p>Underline the correct comparative forms for the given adjectives.</p> <ol style="list-style-type: none"> 1. bright (brighter/brightest) 2. simple (simpler/more simple) 3. delicious (deliciouser/more delicious) 4. new (newer/latest) 5. narrow (narrower/more narrow) 6. shy (shyer/more shy) 7. far (farer/farther) 8. bad (badder/worse) 9. ancient (ancienter/more ancient) 10. charming (charminger/more charming) 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>
20 min	<p>Class Work:</p> <p>Attempt Ex: C. Explain the remaining concepts so that they can be done from home.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	
<p>Day 4: 00/00/00</p> <p>20 min</p>	<p>Workbook Exercise:</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Activity: Listening and Speaking</p> <p>Teach the students to share in a civil manner with your friends. Conduct the listening and speaking activity as is directed in the textbook.</p> <p>Try to make the lesson as interactive as possible.</p> <p>Role-play:</p> <p>Role-play exercises give students an opportunity to assume the role of a person or a being and act out a situation. Such situations can be performed individually, in pairs, or in groups.</p> <p>Four types of role-plays are:</p> <ul style="list-style-type: none"> • Fandom • Original • Group • One-on-one <p>How to teach role-play in class?</p> <p>Step 1: Identify the situation, study and prepare accordingly.</p> <p>Step 2: Add further details to it as per your experience or how you feel comfortable.</p> <p>Step 3: Assign roles as per the character and which role would suit best to which actor.</p> <p>Step 4: Practise and rehearse until perfected.</p> <p>Step 5: Do not hesitate to change a few things here and there or alter characters and actors.</p> <p>Step 6: Act out the scenario.</p> <p>Step 7: Discuss what has been learned from the entire process.</p>	Verbal response

Date and Time	Content and teacher activity	Formative assessment
	<p>However, provide assistance where required.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	
20 min	<p>Class Work: Attempt Ex: D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	Verbal response
<p>Day 5: 00/00/00</p> <p>40 min</p>	<p>Class Work: Composition 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: Give feedback if required.</p> <p>Homework: 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>
20 min	<p>Plenary: Ask the students the following questions: In pairs, answer the question set at the start on a 'post it' note. Stick on board and review – did class agree?</p>	<p>Brainstorm</p> <p>Verbal Response</p>

ASSESSMENT

REFLECTION