We Learn English
Title verso
<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction .............................. iv</td>
</tr>
<tr>
<td>Unit 1</td>
</tr>
<tr>
<td>Unit 2</td>
</tr>
<tr>
<td>Unit 3</td>
</tr>
<tr>
<td>Unit 4</td>
</tr>
<tr>
<td>Unit 5</td>
</tr>
<tr>
<td>Unit 6</td>
</tr>
<tr>
<td>Unit 7</td>
</tr>
<tr>
<td>Unit 8</td>
</tr>
<tr>
<td>Unit 9</td>
</tr>
<tr>
<td>Unit 10</td>
</tr>
<tr>
<td>Unit 11</td>
</tr>
<tr>
<td>Unit 12</td>
</tr>
<tr>
<td>Unit 13</td>
</tr>
<tr>
<td>Unit 14</td>
</tr>
<tr>
<td>Appendix ................................. 104</td>
</tr>
</tbody>
</table>
Introduction

Teaching Guides have been designed to support teachers using *We Learn English* Workbooks Pre-Nursery, Nursery and Kindergarten, and Textbooks 1–8. The primary objective of these guides is to assist teachers in planning their lessons in a way which allows them to achieve their learning objectives in a fun and interactive classroom environment. Each guide contains individual teaching sessions, offering a wide variety of approaches to learning and teaching.

The Teaching Guide offers:

- Objectives and Learning Outcomes
  These help both teachers and students focus at imparting and acquiring the concepts and skills being taught.

- Teaching methodology
  Lesson plans are explained in an easy manner. They aim at providing students with ample opportunities to interact with the language meaningfully in order to achieve the learning outcomes. Teacher demonstrations along with shared reading and learning are a prominent feature. A wide variety of whole class, group, pair, and individual tasks are also set which involve reading, writing, speaking, and listening actively.

- Extended activities
  Picture flashcards, vocabulary cards, stories, songs, role plays, puzzles, and question and answer sessions cater to a wide variety of learning styles. Children practice skills and concepts in ways which make learning fun and interactive.

A wide range of abilities, interests, and motivation exist in the average classroom. It is not realistic or practical, therefore, to stick rigidly to any lesson plan or activity outlined within. All the suggestions in this guide, therefore, allow flexibility and may be adapted depending on the individual classroom situation.
تعارف

کیا کوئی تعلیم پرداز کرتا ہے، ہم وہاں اس کی تعلیم کا نصیحت کیے گئے ہیں۔

8

We Learn English Nursery Teaching Guide
LESSON 1

OBJECTIVES

• Recognize, read, and write the letter Aa
• Use vocabulary related to this letter
• Recite poem with actions

LEARNING OUTCOMES

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

• recognize, read, and write small and capital letter Aa.
• recite poem with actions.

RESOURCES REQUIRED (TEACHING AIDS)

• Welcome song (Appendix 1a)
• Aa – Zz Chart (Appendix 1b)
• The Alphabet Song to be written on flip chart (Appendix 1c)
• Alphabet chart (Appendix A)
• Brown paper bags labeled with the letter A, and filled with items such as pictures of apples, alligators, ants, etc. and name labels e.g. Aisha and Ahmed
• Flash card letters Aa-Zz(Appendix B)
• Sand trays

METHOD

PREPARATION

• Prior to the class, display the alphabet chart on the soft board (Appendix A).
• Prepare name-cards 3x3 inches, and write the name of each student on each card.

LISTENING AND SPEAKING - INTRODUCTION

• Begin the class by welcoming children by singing the ‘Welcome Song’ (Appendix 1a). Greet each child by calling out their name and handing them their name-card. You can help the children to place their name-card under the respective letter with which their name begins. For example, Ayesha begins with A so her name-card should be placed under the letter A, Bushra under the letter B, and so on. Repeat until all the students have placed their name-cards under the correct letter.

• Next, display the ‘Alphabet Song’ (Appendix 1c) on the soft board. Give each student a letter of the alphabet (Aa-Zz) (Appendix B).

• While the alphabet song is being sung, ask each of the students with the respective letter to come up in front and line up, as the letters are introduced. Ask them to hold up each letter, so that the students can recognize which letter is being called out. This will help as a reminder. Repeat the song if you like.
Aa, Bb

1. Introduction

2. Chart

3. Charting

4. Charts

5. Charts

6. Charts

7. Charts

8. Charts

9. Charts

10. Charts

11. Charts

12. Charts

13. Charts

14. Charts

15. Charts

16. Charts

17. Charts

18. Charts

19. Charts

20. Charts

21. Charts

22. Charts

23. Charts

24. Charts

25. Charts

26. Charts

27. Charts

28. Charts

29. Charts

30. Charts

31. Charts

32. Charts

33. Charts

34. Charts

35. Charts

36. Charts

37. Charts

38. Charts

39. Charts

40. Charts

41. Charts

42. Charts

43. Charts

44. Charts

45. Charts

46. Charts

47. Charts

48. Charts

49. Charts

50. Charts

51. Charts

52. Charts

53. Charts

54. Charts

55. Charts

56. Charts

57. Charts

58. Charts

59. Charts

60. Charts

61. Charts

62. Charts

63. Charts

64. Charts

65. Charts

66. Charts

67. Charts

68. Charts

69. Charts

70. Charts

71. Charts

72. Charts

73. Charts

74. Charts

75. Charts

76. Charts

77. Charts

78. Charts

79. Charts

80. Charts

81. Charts

82. Charts

83. Charts

84. Charts

85. Charts

86. Charts

87. Charts

88. Charts

89. Charts

90. Charts

91. Charts

92. Charts

93. Charts

94. Charts

95. Charts

96. Charts

97. Charts

98. Charts

99. Charts

100. Charts
Letter bags - Introducing the capital and small letter Aa (Page 1)

Note: You do not want to rush with all the letters at this stage, as you need to just familiarize them and have them move from one letter to another with plenty of practice. Therefore, here you will introduce only the name and sound of letter Aa.

• Using the flash card of the letter A, ask students to name a few things they know that begin with the letter a. Write students’ responses on the board or flip chart.

• Invite students whose name begins with the letter A to come to the front of the class. Next, tell them that all given names begin with a capital letter and the other items begin with small letter.

• After introducing the letter A, divide students into groups of 4 or 5. Give each student a brown paper bag with the letter A printed on it. Prior to the class, you need to place inside each of the bags pictures of items that begin with letter A. For example, the letter bag can include pictures of apple, alligator, ant, airplane, anchor, acorn, arrow, axe, etc. and labels of names such as Aisha (girl) and Ahmed (boy).

• You can either prepare a worksheet or ask them to use their exercise books where you can draw two columns entitled A and a, as shown below.

<table>
<thead>
<tr>
<th>A</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Ask each group to place each of the items from the paper bag under the letter A or a. While students are working in groups, move around the classroom to facilitate students who need help.

• To conclude the activity, ask each group to share their work.

Writing (Page 2)

• Write the letter A on the board by drawing each stroke step by step as shown on page 2.

• Ask students to follow you by tracing in the air with their fingers. Repeat three or four times. You can provide them some sand in a tray and ask them to trace the letter.

  Note: First you should only introduce the Capital A and then gradually move on to the small letter a.

• At the end of the lesson, sing the alphabet song again with the students.

Suggestions - As the students are writing for the first time, provide them ample opportunity to practise tracing in the air and sand tray, before asking them to write in their books.

LESSON 2

OBJECTIVES

• Write the letter Aa

• Use vocabulary related to letter ‘a’, airport, and transport

LEARNING OUTCOMES

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

• write small and capital letter Aa and use related vocabulary.
حرف کے اخلاق 1 - حروف Aa کا تعارف (صفحہ 1)

یہ وہ تعلیم کی ایک اہم جگہ ہے کیونے ہر اوردو اور انگریزی میں ایک سب کم 3 حروف کا استعمال کیا جاتا ہے۔ Aa کا تعارف اوردو میں ہر کسی کے لیے ایک بہت اہم اور سہولی حرف ہے۔

1. ایک تعلیمی تحقیق کے ذریعہ کیا ہوا ہے کہ Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

2. Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

3. Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

4. Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

5. Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

6. Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

7. Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

8. Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

9. Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

10. Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

اطلاعات کے لئے: Aa کی حروف کو جٹھال کر کے اوردو میں بڑے اور اندرونی تعلیمی کے ساتھ جانب سے ایک قابل قبول حرف کا نام دیا جاتا ہے۔

اہم اوردو تعلیمی کے لئے اوردو اور انگریزی میں Aa کی حروف کا تعلیمی تحقیق کیا جاتا ہے۔
RESOURCES REQUIRED (TEACHING AIDS)

- Appendices 1a and 1c
- Old magazines, newspapers, and recycled paper

METHOD

Listening, speaking, and writing (Page 2)

- Begin lesson by singing the Welcome song (Appendix 1a) followed by the Alphabet song (Appendix 1c).
- Get students to practice writing the letter Aa in the air. A few students can be asked to come and trace the letter on the board.
- Next, ask students to complete page 2, following the directions given in the book.
- Later, hand out loose sheets of paper and ask students to write the letter Aa with colour pencils of their choice.

Listening and speaking - At the airport (Page 3)

- Begin by asking students if they have been on a holiday. How did they travel? By air, road, or train.
- Show them a picture of the airport and ask them: How many of you have been to an airport? What did you see at the airport?, etc. List their responses, writing all the things beginning with a on one side of the board and the rest on the other side.
- Now, discuss the things beginning with the letter a.
- You can hand out sheets of recycled paper / newspaper/ old magazines, and ask them to make airplanes. You can take them outside in the playground and students can glide their planes in the air saying, ‘a, a, a, a’.

LESSON 3

OBJECTIVES

- Recognize, read, and write the letter Bb
- Use vocabulary related to this letter
- Recite poem with actions

LEARNING OUTCOMES

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

- recognize, read, and write small and capital letter Bb.
- recite poem with actions.

RESOURCES REQUIRED (TEACHING AIDS)

- Picture of a beach with a ball, bucket, boat, bench, bird, boy, and bridge, if available
دوارکا دیسکل (آمادی طور ہوئی اشیاء)

شیش A 1و 1
پتھا ری کرکے، احراز ہوئی کہ ہزار کا کاٹا (دی ساکت جتھے)

طریقۂ کار

سنن، پہلی اور دوم (صفحہ 2)

سنن کا بیان انجام دیا ہے (صفحہ 1) کا کہ کیا اور مرور ہو گیا ہے (ہر کا کیا گیہت 1c) کا ہے۔

Appendix 1) کا کہ کیا اور خرچ کہ کیا ہے۔

طلای سے کیا جم کیا تھا اور خرچ کیا ہے۔

اب طالب سے کیا کہ تھا اور خرچ کیا ہے۔

اب طالب سے کیا کہ تھا اور خرچ کیا ہے۔

بجاتار طالب سے کئی جنگی اجسام جم کیا ہے۔

کہ کا اور خرچ کیا ہے۔

سنن، پہلی اور دوم (صفحہ 3)

طلای سے کیا جو ہے؟ شروع کیا کہ کیا ہے؟ کیا جنگی اجسام جم کیا ہے؟

اب طالب سے کیا جو ہے؟ شروع کیا کہ کیا ہے؟

اب طالب سے کیا جو ہے؟ شروع کیا کہ کیا ہے؟

اب طالب سے کیا جو ہے؟ شروع کیا کہ کیا ہے؟

آپ کی ساکت کیا کہ؟ اخبار اور پہلا سرکار کے اور خرچ کا کہ ہے۔

آپ کی ساکت کیا کہ؟ اخبار اور پہلا سرکار کے اور خرچ کا کہ ہے۔

آپ کی ساکت کیا کہ؟ اخبار اور پہلا سرکار کے اور خرچ کا کہ ہے۔

آپ کی ساکت کیا کہ؟ اخبار اور پہلا سرکار کے اور خرچ کا کہ ہے۔

آوری سیکس (آمادی طور ہوئی اشیاء)

سیرت 3

ممتصر

کہ کیا کچھ کا کہ؟ پہلی اور دوم

اب خرچ سے کچھ کا کہ؟ اخبار اور پہلا سرکار کے

امائر کا ساکت جتھے

آفسئی کے ٹپک

سیرت کے اجسام پر اور پہلا سرکار کا کہ ہے:

چپلے B کی جم، پہلی اور دوم کے

اب خرچ سے کچھ کا کہ؟

دوارکا دیسکل (آمادی طور ہوئی اشیاء)
• Pictures of a ball, bucket, boat, bench, bird, boy, bridge, backpack (Appendix 1d)
• Brown paper bags labelled with the letter B filled with items beginning with letter b
• Flash card letter Bb (Appendix B)
• Appendix 1e

METHOD

Listening, speaking, and reading - Introducing the capital and small letter Bb (Page 4)

• Begin with the Welcome song.
• Ask the students to sit in a large circle. Display the picture of the beach on the soft board. You can ask them the following questions:
  a. Have you been to the beach?
  b. When did you go (time of the day)?
  c. What did you see there?
  d. What did you do there?
  e. Did you enjoy going to the beach?
• Next, you can ask them to name the things they can see in this picture. List the responses on the board, separating the items beginning with the letter b on one side of the board.
• Inform them that today they are going to learn about the letter Bb. Refer them to the alphabet chart on the soft board. Ask students whose name begins with the letter B to stand up and say their name one at a time. For example, B for Bushra, B for Beena, B for Baber, B for Bilal.

Letter bags (Pages 5 and 6)

• Using a flash card of the letter B, ask students to name a few other things that begin with the letter Bb. Responses can be written on the board or flip chart.
• In group time, ask students to sit in a circle. Pass around a bag filled with pictures beginning with the letter b (Appendix 1d). As the bag passes around the circle, each student takes out one object, names it, says the letter beginning letter b, and talks about it.
• Later in small groups, provide student with small cards with pictures and words of things beginning with the letter b (Appendix 1e). Students will be asked to match the cards with the word. This can be done first with the whole class and then as group work
• Ask students to complete page 6.
• Recite the poem on page 6 with actions. Encourage students to repeat after you.

Writing (Pages 7 and 8)

• Invite students to practise writing the letters Aa and Bb in the air repeatedly for few minutes with their classmates. A few students can be asked to come and trace the letters on the board.
• Later, students complete the work on pages 7 and 8.
طريقة كار

%(صفحه 9)

أسطوانة، أور بخما - يزا Aa: أور بخما - يزا Bb

(صفحه 4)

Mentifacts Garbana

% (صفحه 5 اور 6)

Letter bags

% (صفحه 7 اور 8)
LESSON 1

OBJECTIVES
• Recognize, read, and write the letter Cc
• Use vocabulary related to this letter

LEARNING OUTCOMES
By the end of this lesson, students should be able to:
• recognize, read, and write small and capital letter Cc, and use related vocabulary.

RESOURCES REQUIRED (TEACHING AIDS)
• Flash card letter Cc (Appendix B)
• The Alphabet Song to be written on flip chart (Appendix 1c)
• Clock and a calendar (Appendix 2b)

METHOD

Listening, speaking, and reading - Introduction to the letter Cc (Page 9)
• Begin by singing the Alphabet Song (Appendix 1c), along with the students. At the same time, write each letter on the board for students to repeat after you.
• Using a flash card of the letter Cc, say, ‘ceee’ or ‘cuuh’, and ask students to repeat after you.
• Ask students to name things that begin with this letter. Responses should be written on the board or flip chart. Circle the letter c in each word.
• Show things or pictures of cake, cup, cap, carrot, etc. and ask them to name these by emphasizing on the sound of the letter c. Help students to read the words on page 9.

Writing (Page 10)
• Write the letter Cc on the board using the correct movement.
• Ask students to follow by tracing in the air with their fingers. Repeat three to four times. You can ask them to trace the letter using a colour pencil.
• Give blank sheets of paper and ask students to trace the letter C, with a red marker crayon, or a colour pencil.
• Later, students complete the task on page 10.

Classroom activity
• Show a clock and a calendar, and emphasize that these words begin with the letter c. Discuss briefly that the clock tells us the time and the calendar tells us the day, date, and month. Ask the students to say what time the children get ready for school, and the month, date, and day, on the calendar.
Cc, Dd

Section 1

Montessori

Cc

Dd

We Learn English Nursery Teaching Guide

Oxford University Press
LESSON 2

OBJECTIVES
• Recognize and name colours
• Recite poem with actions

LEARNING OUTCOMES
By the end of this lesson, students should be able to:
• recognize and name the primary colours.
• recite poems with actions.

RESOURCES REQUIRED (TEACHING AIDS)
• Colour cards of the primary colours - red, yellow, and blue

METHOD
Classroom Activity - Colours (Page 11)
• Plan a Colour Day at school. Ask students to wear coloured clothes and bring an object of their favourite colour on that day.
• Start the lesson by introducing the three primary colours, red, yellow, and blue with the help of the colour cards and other objects.
• Place white sheets of paper and a tray of the three primary colour paints: red, yellow, and blue on each table. Ask students to dip their hands in any one colour of their choice and then create a handprint on the white sheet of paper. Display the work and discuss the colours they have chosen.
• Later, students can complete activity on page 11 of the textbook.
• Recite the poem, 'I am clean' given on page 11 with the actions. Ask the students to repeat after you. Emphasize the words that begin with c.

LESSONS 3 AND 4

OBJECTIVES
• Recognize, read, and write the letter Dd
• Use vocabulary related to this letter
• Recite poem with actions

OBJECTIVES
• Use vocabulary related to this letter

LEARNING OUTCOMES
By the end of this lesson, students should be able to:
• recognize, read, and write small and capital letter Dd, and use related vocabulary.
Lesson 2

References

- Goon chhayate ravan ke tamanna
- Isharon ke samay aghan yaad

Activities

- The activity is to use the colors and objects in the picture to name.
  - Name the color green.
  - Name the object a chair.

Worried and Calm (Memorize Words)

- Нe is a green color.
- Green is a color.

Written and Spoken Words (Spelling)

- Write the word "green".
  - Place the letters in the correct order.

Class in nursery - sing (Count 11)

- Sing the nursery song.

- Name the colors with keywords.
  - I am clean.
  - Brother went down to the water.

Lesson 3

References

- Color chart by color.
- As the color chart is drawn, ask the children.
- Ask the children to name colors.

Activities

- As the color chart is drawn, ask the children.
  - Ask the children to name colors.
  - Write down the colors in the correct order.

We Learn English Nursery Teaching Guide
RESOURCES REQUIRED (TEACHING AIDS)

- The Alphabet Song to be written on flip chart (Appendix 1c)
- Flash card letter Dd (Appendix B)
- Matching cards (Appendix 2a)

METHOD

Listening, speaking, and reading - Introduction to the letter Dd (Page 12)

- Begin the lesson by singing the Alphabet song. Hold each letter card in your hand while singing the song. Later, ask the following questions: What is the first letter of the alphabet? Which letter comes after c?
- Introduce the letter Dd using the flash card Dd and say, ‘dee’ or ‘duuh’. Ask students whose name begins with the letter D to come up in front of the class. Write their names on the board and circle the letter D.
- Ask students to go on a word hunt and pick up one thing that begins with the letter d. Later, ask students to name the objects. Write all responses on the board, and help them to read the words.

Writing (Page 13)

- Write the letter Dd on the board by drawing each stroke step by step as shown on page 13.
- Ask students to follow you by tracing in the air with their fingers. Repeat three or four times. You can provide them with some sand in a tray and ask them to trace the letter. Note: First you should only introduce the capital letter D and then gradually move on to the small letter d.
- At the end of the lesson, sing the Alphabet song again with the students.

Small Group Activity

- In small groups of 5, provide play dough and a blank piece of paper on each table. Students can learn to form the letter Dd using the play dough.
- Later, students complete the work on page 13. Children can pretend to play the drum, moving their arms up and down saying, d, d, d, d.

Listening and Speaking - Poem, Duckie Duddle (Page 14)

- Recite the poem Duckie Duddle, given on page 14. Ask the students to repeat after you.

Reading (Page 14)

- Divide students into groups of 4 or 5. Provide each student with an envelope with the letter Dd printed on it. Prior to the class, place inside each of the envelopes small cards with pictures and the words of things beginning with the letter d. (Appendix 2a)
- Ask students to match the cards with the words. You can first do the activity with the whole class, and then ask students to complete the task in small groups.

Writing (Pages 15 and 16)

- Invite students to practise writing the letters Cc and Dd in the air repeatedly for few minutes with their classmates. A few students can be asked to come and trace the letters on the board.
- Later, students complete the work on pages 15 and 16.
Dd (顺丰 12)

鲸鱼，鲨鱼，鱼

Kabana (顺丰 13)

백바나 (_mbv)

Duckie Duddle (顺丰 14)

박피 (mbv)

Psakis (顺丰 15)

We Learn English Nursery Teaching Guide
LESSON 1

OBJECTIVES
• Recognize, read, and write the letter Ee
• Use vocabulary related to this letter
• Recite poems with actions

LEARNING OUTCOMES
By the end of this lesson, students should be able to:
• recognize, read, and write small and capital letter Ee, and use related vocabulary.

RESOURCES REQUIRED (TEACHING AIDS)
• Welcome song (Appendix 1a)
• Aa-Zz chart (Appendix 1b)
• Objects such as plastic egg, toy elephant, toy engine, envelope, and eraser.
• Flash card letter Ee (Appendix B)
• Colour paint

METHOD

Listening and speaking - Introduction
• Welcome the children by singing the ‘Welcome Song’ (see Appendix 1a). Greet each child by calling out their name and handing them their name-card. You can help the children to place their name-card under the respective letter with which their name begins. For example, Ayesha begins with A so her name-card will be placed under the letter A, Bushra under the letter B, and so on. Repeat until all the students have placed their name-cards under the correct letter on Aa-Zz chart. (Appendix 1b)

Listening and speaking - Introducing the capital and small letter Ee (Page 17)
• Begin the class, by informing students that they are going to play a game called treasure hunt. Prior to the class, hide objects (one for each child) beginning with the letter e, around the class. The objects can include: plastic egg, plastic toy elephant, toy engine, envelope, eraser, etc.
• Ask the children to find at least one object. Once they have found any one object they should return to their seats.
• Ask each student to name the object and describe it or say something about it. Write their responses on the board.
• Next, ask them what letter all these things begin with. Circle the letter e.
• Using the flash card of the letter E, say, ‘eeee for Erum’ or ‘ehhh for egg’. Get them to repeat after you.
• Invite one or two students to come and point to the letter Ee on the alphabet chart. You can also invite students whose name begins with the letter E to stand up and say their name.
We Learn English Nursery Teaching Guide

Chapter 1

Objectives
- Learning the letters Ee and Ff
- Reinforcing the concept of vowels
- Developing listening and speaking skills

Activities
- Welcome Song
- Ee, Ff Flashcards
- Matching activities
- Writing practice

Assessment
- Observation of student participation
- Group discussion
- Individual interviews

Notes
- Ee is often associated with emotions and Ff with flat things
- Flashcards can be used to introduce new vocabulary
Writing (Page 18)

- Inform students that they will now practise writing the letter Ee.
- First write the letter Ee on the board by drawing each stroke step by step (repeat).
- Ask students to follow you by tracing in the air.

Small group activity - Tracing

- Make groups of five students, place one tray of paints and water on each table. Recall the colours learnt in Unit 2.
- Provide a blank sheet of paper to each student. Ask them to dip their fingers into any colour of their choice and trace the letter Ee. While the teacher writes it on the board, students trace it on their sheets.
  (Note: first introduce them to the Capital E and then gradually move on to the small letter e)
- Later students can complete the tracing on page 18.

LESSON 2

OBJECTIVES

- Write letter Ee
- Use vocabulary related to the letter e
- Recite poems with actions
- Name parts of the body

LEARNING OUTCOMES

By the end, they should be able to:

- write capital E and small letter e.
- name and label the parts of the body that begin with the letter e.

RESOURCES REQUIRED (TEACHING AIDS)

- Sand tray

METHOD

Listening, speaking, and reading - Parts of the body (Pages 18-19)

- If possible, display an enlarged copy of the poem, Head and Shoulders from page 19 of the book and the Parts of the Body picture from page 18 on the soft board. Begin by reciting the poem with actions.
- Inform students that they will be learning the names of the parts of the body. You can either refer them to page 18 or to the poster. Discuss the parts of the body and mention the importance of each part of the body.
- Later you can play the game in which you ask the students to point to the different parts of the body. For example, point to your eyer and ask, 'What are these?' Students will reply, 'Eyes.' After that, say, 'Show me your eyes.' Student will point out to their eyes. Repeat the same for the other parts of the body.
- Later, ask them what the words, eyes, elbow, and ears begin with. Ask students to open page 18 and circle all the words that begin with the letter e.
- In a large group, conclude the lesson by singing with actions the poem, Head and Shoulder.
We Learn English Nursery Teaching Guide

Parts of the Body (صفحه 18)

- Head and Shoulders
  - Parts of the Body کی سم کی ہے۔
  - Head and Shoulders کی سم کی ہے۔
  - Ear، Elbow، Eye کی سم کی ہے۔
  - Ears، Elbow، Eyes کی سم کی ہے۔
LESSON 3

OBJECTIVES
• Recognize, read, and write the letter Ff
• Use vocabulary related to this letter
• Recite poem with actions

LEARNING OUTCOMES
By the end of the lesson, students should be able to:
• recognize, read, and write small and capital letter Ff and use related vocabulary.

RESOURCES REQUIRED (TEACHING AIDS)
• Alphabet chart (Appendix A)
• Flash card letter Ff (Appendix B)
• Colour paints / crayons
• Plain sheets of paper
• Envelopes containing word building sets (f-o-x, f-a-r-m, f-i-s-h, f-l-a-g, f-e-e-t, f-o-r-k) with corresponding pictures (Appendix 3a)

METHOD

Listening and speaking - Introducing the capital and small letter Ff (Page 20)
• Ask students whose name begins with the letter F to stand and say their name. Write their names on the board. Circle the letter F and introduce them to the letter Ff.
• Using the flash card of the letter F, say, ‘eff for Fatima and Fahad’ or ‘f for fish’.
• Ask students to sit in a large circle, play the game I spy. To play this game, you can say, ‘I spy something beginning with the letter f in the room.’ Students point to different things and their answers to be written on the board.

Writing (Page 21)
• Write the letter F and f on the board by using the correct strokes.
• Ask students to trace in the air or sand tray. Repeat. (Provide them sufficient practice before moving to the small letter f).

Small group activity - Tracing
• Students can work in groups of five. Provide a blank sheet of paper to each student instructing them to use a crayon of their choice to trace the letter Ff. While the teacher writes it on the board, students trace it on their sheets. (Note: First you should only introduce them to the capital letter and then gradually move on to the small letter.)
• Later students complete the tracing on page 21.
• Conclude by telling them that capital F is used for names of people and places, such as, Fatima, Farzana, Farhan, France, Finland, Faisalabad, and small f is used for common things such as fan, fish, fruit, farm, etc.
آموزش کے مثال

یہ کہ اب انتظام کے حوالے سے ہماری پہلا ماہ پہلی کتاب کا:

- ہر فہرست کے لیے چار جماعت۔
- اس فہرست سے ذکر ثبوت اور نظرات کا استعمال کریں۔
- ایک مثال کے لیے چار جماعت۔
- اس فہرست سے ذکر ثبوت اور نظرات کا استعمال کریں۔

ودراک و دیکتر (امدادی تدریسی اشیاء)

- ایک مثال کے لیے چار جماعت۔
- اس فہرست سے ذکر ثبوت اور نظرات کا استعمال کریں۔

طریقہ کار

سماج اور یادہ - ہندا دور گھومنا متغیر فردا کا (صفحہ 20)

- ایک مثال کے لیے چار جماعت۔
- اس فہرست سے ذکر ثبوت اور نظرات کا استعمال کریں۔

کمیالی (صفحہ 21)

- ایک مثال کے لیے چار جماعت۔
- اس فہرست سے ذکر ثبوت اور نظرات کا استعمال کریں۔

چوہندی گروہ کی مسودی - تئیکا

- ایک مثال کے لیے چار جماعت۔
- اس فہرست سے ذکر ثبوت اور نظرات کا استعمال کریں۔

Franco, Farhan, Farzana, Fatima

- ایک مثال کے لیے چار جماعت۔
- اس فہرست سے ذکر ثبوت اور نظرات کا استعمال کریں۔

farm, fruit, fish, fan

- ایک مثال کے لیے چار جماعت۔
- اس فہرست سے ذکر ثبوت اور نظرات کا استعمال کریں。

Faisalabad, Finland
We Learn English Nursery Teaching Guide

Reading and writing - Vocabulary building

• Explain to the students that they are going make simple words that begin with the letter f and that you will be helping them. For example, fox, feet, farm, fork, fish, and flag.

• In a large group, demonstrate the activity by taking out the word building set with the corresponding picture cards from an envelope. Ensure that you have one envelope for each student. (Appendix 3a)

• Explain how to make words from this set with the help of the picture cards. For example, if the set has a picture of a fox, hold up the picture and find the letters f-o-x to make the word fox; place the completed word next to the picture of the fox.

• Continue to make the other words.

• Distribute to each student an envelope containing the word building set with the corresponding picture cards. Invite students to make the words with the help of the picture card.

• Later, ask children to discuss the words.

• Use the Alphabet chart to chant and revise the letters and words.

Lesson 4

Objectives

• Write the letter Ff

• Recite poems with actions

• Talk about own family

Learning Outcomes

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

• read and write small and capital letter Ff.

• name and talk about family members.

• recite poems with actions.

Resources Required (Teaching Aids)

• Flash card letter Ff (Appendix B)

• Colour paints/ crayons

• Leaves and glue

Method

Listening and speaking (Page 22)

• Display the poem, Five little fingers given on page 22, on the soft board.

• Begin the lesson by reciting the poem, Five little fingers with actions. Repeat.
farm, feet, fox, flag, fork

We Learn English Nursery Teaching Guide

We Learn English Nursery Teaching Guide

بی‌حدا باسک تا نیز کار باشنه، فارسی در یادن داده کنیم که انگلیسی کار گاهی به نظر می‌رسد. مثال که خور پپ،

واژه کلماتی را یا کلماتی که پاس بخاطر فارسی کار باشیم، آیا کلماتی می‌دانیم که به انگلیسی تبدیل می‌گردد؟

و اگر کلمه در این کلمه یا اگر کلمه در این کلمه به کلمه در این کلمه تبدیل می‌گردد؟

کمک کردن در این کلمه که می‌گویند که کلمه در این کلمه تبدیل می‌گردد؟

ای سرخ و لب انگلیسی نیست.

برای این کلمه که می‌گویند که کلمه در این کلمه تبدیل می‌گردد؟

در فارسی که می‌گویند که کلمه در این کلمه تبدیل می‌گردد؟

فقره 4

منابع

حرف F1

آموزش که نمی‌بینم

پیامدهای سیاست‌های تعلیم و پردازش

آموزش که نمی‌بینم

درک کار و فرک (در حالی که)

حرف F1 که نمی‌بینم

تغییرات نوین/تغییرات موثر

نیاز اورکینار

شماره اورکینار (صفحه 22)

صفحه 22 و 23 گام در کار که کار کرده می‌باشد.

five little fingers

تغییرات که از این آموزش که در فصل 22 می‌باشد.

five little fingers
• After reciting the poem, ask the following questions:
  a. How many fingers and toes each do you have?
  b. How many ears and nose do you have?
  c. What do you do with your mouth?
  d. Ask them what do the words five and fingers begin with?
• Display the flash card of the letter Ff, and review words that begin with the letter.

**Activity - My family tree (Page 22)**

• Take the students out into the garden and show them a tree. Explain to them that all the branches and leaves are connected to the bark of the tree. In the same way, family is like a tree that has many branches and leaves such as our great-grandparents, grandparents, parents, brothers, and sisters. These branches and leaves make up one family.
• Return to the classroom and ask the following questions:
  o How many members are there in your family? Name them.
  o How many brothers and sisters do you have?
• Inform them that they are going to make a family tree. Provide each group with leaves, tray of colour paints, glue, and sheets of paper (Page 22).
• Show the students how they will be making the family tree.
  o Begin by sticking the leaves on the branches.
  o Paste pictures of the family members on the leaves accordingly.
  o Ask students to label the pictures as mother, father, grandmother, grandfather, brother, sister, etc.
• After students have completed their task, you can ask students to display their work. Discuss with them about the importance of family members.

**Writing (Pages 23 and 24)**

• Ask students to write letters Ee and Ff in the air repeatedly for few minutes. A few students can be asked to come up and trace the letters on the board.
• Students can complete the work on pages 23 and 24.
We Learn English Nursery Teaching Guide

- We learn how to count from one to five.
  - How many fingers do you see?
  - How many fingers do you see?
  - How many fingers do you see?
  - How many fingers do you see?
  - How many fingers do you see?

- Touch your left hand. Touch your right hand.
- Circle the number 5 on the page.

Final sentence:
- There are five fingers on your left hand.
LESSONS 1 AND 2

OBJECTIVES
- Recognize, read, and write the letter Gg.
- Use vocabulary related to this letter.
- Understand the concept of growing up and the names of young ones.

LEARNING OUTCOMES
By the end of this lesson, students should be able to:
- recognize, read, and write small and capital letter Gg, and use related vocabulary.
- discuss growing up and name young ones of animals.

RESOURCES REQUIRED (TEACHING AIDS)
- Alphabet chart (Appendix A)
- Flash card letter Gg (Appendix B)
- Young one, Matching activity cards (Appendix 4a)

METHOD

Listening and speaking - Introducing the capital and small letter Gg (Page 25)
- Ask students whose name begins with the letter G to come to the front of the class. Write their names on the board and circle the letter G.
- Using the flash card of the letter Gg, tell them that the letter g has two sounds; hard sound ‘guhhh’ and soft sound ‘gee’. Ask them to repeat after you. Tell them ‘guhh’ for gate and ‘gee’ for giraffe to help them see the difference. Ask them to brainstorm other words that have the ‘guhh’ and ‘gee’ sound.
- Review the words beginning with g on page 25.

Writing (Page 26)
- Inform students that they are going to learn to write the letter Gg.
- First write the letter G on the board by drawing each stroke step by step (repeat).
- Provide each student a blank sheet of paper. Ask students to use a crayon of their choice and write the letter Gg. While the teacher writes it on the board, students trace it on their sheets. Note: First you should only introduce them to the capital G and then gradually move to the small letter g, as this letter is a bit challenging.
- Later, students complete the work on page 26.
Gg, Hh

Lesson 1 or 2

Objectives

- Gg is for the letter of the alphabet and its sound.
- Hh is for the letter of the alphabet and its sound.
- Practice writing letters and words.
- Learn to associate letters and words with pictures.

Activities

- Write the letter Gg and Hh.
- Practice writing words that start with Gg and Hh.
- Listen to a song about Gg and Hh.
- Tell the story of a giraffe named Gg.

Words to Learn

- Gg: giraffe, gate
- Hh: happy, house

Songs

- "G is for G and H is for H"

Activities

- Match words to pictures starting with Gg and Hh.
- Find hidden Gg and Hh in a picture.
- Create a Gg and Hh poster.

For Teachers

- Use flashcards to practice the new words.
- Create a Gg and Hh quiz.
- Incorporate Gg and Hh into daily lessons.

We Learn English Nursery Teaching Guide
Classroom activity - Identifying green objects in the classroom (Page 26)

- Ask student to recall a colour they learned about in the previous lesson. Tell them that green is another colour. Show them a few green objects.
- Children then identify all green objects in the classroom.

Classroom activity - Importance of throwing garbage in a trash can (Page 26)

- After recess, arrange to go on a walk in the school to see whether they can find litter on the school grounds. Ask them to observe everything they see.
- Then ask students the following questions: What is litter? Who or what creates litter? Did you see any litter in the school ground? What did the place look like? Why do you think people litter? What can we do to keep our environment clean?
- Talk to students about the importance of throwing garbage in a trash can and their role as students of the school.

Classroom activity - Growing up (Page 27)

- Prior to the class, ask students to bring a baby picture of themselves.
- Arrange to take students to a garden/playground. In a large group, show students a baby picture of yourself and tell them that it is you as a baby. Looking at the picture, ask them if you look the same or not? Expected answer would be no. Explain that you are now an adult, not a baby. You have become big. Then ask them to see their baby pictures and if they look the same as they were in the picture or have they grown up. Explain that they have now grown up as small children and later will become adults.
- Show them the small plants in the garden and explain that they are babies, just like how they were once a baby and later they will become bigger plants or trees (point to the bigger plants/trees). In the same way, talk about animals growing up.
- Students talk about what they want to be when they grow up?
- Optional activity can be growing plants. Plant some seeds in the school garden, water regularly, and show the students how the plants grow up.

Matching activity on young ones

- Prepare picture cards of the adult and young ones (Appendix 4a).
- Divide students into groups of 4 or 5. Provide each group with an envelope containing the pictures. One envelope with pictures for each group.
- Ask students to match the picture of the baby with the adult. For example, the picture of a plant will be matched with the picture of a tree. You can first demonstrate the activity and then ask them to complete the task as a group, ensuring that each student gets a chance to do the activity.
- To conclude, randomly ask students to share their work with the whole class.

Suggestions

- As the letter Gg is difficult to write, provide sufficient time to practise the letter before proceeding to the next letter.
- Use the Alphabet chart to chant and revise the letters and words.
کلاس کے سرگرمی - کلاس کے احمدربراڈ کو مشاوت کرتا ہے (صفحہ 26)

- ناٹ نے ایک کوئلی سٹیل میں اٹھایا لیا اور چند بھارہ تم خدمت کریں۔ اس وقت نے کہا کہ ایک اندازے میں ہے یہ ایک سنی کا کتاب کا نیچے ایک کوئلی اور چند بھارے کیا۔

- کلاس کے سرگرمی - کتابوں پر کوئلی کرتی ہے (صفحہ 27)

- ناٹ نے ایک کوئلی کی کتاب کا چواراں۔ اس کے ساتھ نیچے کی کتابوں پر کوئلی کرتی ہے۔

- کلاس کے سرگرمی - وہ پہلا یا پہلا پانے (صفحہ 28)

- ناٹ نے ایک کوئلی کی کتاب کا چواراں۔ اس کے ساتھ نیچے کی کتابوں پر کوئلی کرتی ہے۔
LESSON 3

OBJECTIVES

• Write the letter Hh
• Use appropriate greetings
• Name things seen at home and school
• Recite poems with actions

LEARNING OUTCOMES

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

• write small and capital letter Hh, and use related vocabulary.
• use polite greetings.
• name things in the environment.
• recite poems.

RESOURCES REQUIRED (TEACHING AIDS)

• Flash card letter Hh (Appendix B)
• Pictures of things in our home (Appendix 4b)

METHOD

Listening and speaking - Introducing the capital and small letter Hh (Page 28)

• Begin the class, by singing the ‘Welcome song’ (Unit 1 lesson 1). Ensure that each student responds to the greeting by saying, ‘Good morning. I am well, thank you.’ Encourage students to share greetings in their mother tongue also.
• Invite two or three students to identify the letter Hh on the alphabet chart.
• Show the flash card of the letter Hh and say, ‘huhhh’ or ‘ay-tch’. Repeat and then give other words beginning with h, e.g. Hammad, Huma, Hussain, house, horse, hat, etc.
• Read the words on page 28.

Writing (Page 29)

• Tell students that they are going to learn to write the letter Hh.
• First write the letter H on the board by drawing each stroke step by step (repeat).
• Invite students to practise writing the letter Hh in the air with their fingers repeatedly for few minutes. A few students can be asked to come and trace the letter on the board.
• Ask students to complete the page 29.
• Next, discuss the greetings given on page 29 and when they are used. Students can take turns to greet each other.
We Learn English Nursery Teaching Guide

References

Hf
Norfolk

Worke and Wilson (Amaud’s Sound Books)

Hf
For a letter Aa (Chart 3)

The following words (Chart 28)

hag, horse, house, Hussain

Hg
hat, horse, house, Hussain

Chart 29

Klarch

The following words (Chart 29)

ظل کا جاتی ہے کہ کرب کو بھیرتی
پلنگ ہو رہا ہے کہ اس طرح کی کہ کیہر کی دھوپ کی دھوپ کے دیو کی دھوپ کے دیو کے دیو
طلخ سے کیہر کو پہنچنے کے لیے عطر و صرفی ہو رہا ہے
طلخ کو بھیرتی ہے کہ کرب کی کرب کی کرب کی کرب کی
طلخ کو بھیرتی ہے کہ کرب کی کرب کی کرب کی
طلخ کو بھیرتی ہے کہ کرب کی کرب کی کرب کی
طلخ کو بھیرتی ہے کہ کرب کی کرب کی کرب کی
Listening and speaking - Things in my home (Page 30)

- Students sit in a large group. Ask students to look at page 30. Display flash cards of the things in the house (Appendix 4b) on the soft board. You can ask them the following question:
  a. What is the picture about?
  b. What can you see in the picture?
  c. Describe the house you live in.
  d. Name a few things you have in your home.

Classroom activity - My house

- Provide each student some shapes such as triangle, square, rectangle, and circle along with paints/crayons. Students use the different shapes to make a house and colour it. Below the picture, they write h for house.
- Students' work can be displayed in the classroom.

Reading and writing (Pages 31 and 32)

- Invite students to practise writing the letters Gg and Hh in the air repeatedly for few minutes with their classmates. A few students can be asked to come and trace the letters on the board.
- Later, students complete the work on pages 31 and 32.
- Divide students in two groups; Team A and B. Ask them to name the pictures on page 32 and give the beginning letter. The team the that gives all correct answers will be the winner. Encourage children to clap for both the teams. Later, students complete the activity on page 32.
- You can conclude by singing the poem ‘Hot cross buns’ on page 30.
کلاس کی سرگرمی - میرا گھر

بارے ایک پر ہم کھل افتلال چھٹی شہری، مرل، سیکٹر، اور عالیہ ہے۔ اسے روشنی، آسمان نجاتی اور مومیا، فصلیہ کی میسی کوچکی۔ ظاہر ان وکھالی کی مدد سے گھر ہی کا ہے، تاہم کہ کہ کہنے گیا ہے:

h for house

ظاہر ہے، کہ ہم کا کام میں نیشنال جیکٹ پچھے ہے۔

پہلی اورکشمی (صفحہ 31 اور 32)

ظاہر ہے، کہ کیے کو کھانے سے ہم بجٹا رکھنے کے لئے ہل کر چھوڑنے کا ساتھی ہے۔ اور Hh کے میں شکل کریں۔ چند فرمی کا کیان سے ہو ہو ہو ہو کہ کہ ہے۔

ظاہر ہے، ہم کا کام 31 اور 32 پر دیکھا کام کریں گے۔

ظاہر ہے، ہم کا ہم کا کام کیا کہ A کے لئے بیکر مضمون کے ساتھ ہی کریں۔

ظاہر ہے، میں، میں کی دوسرے کیوں کی، وہ بیکر کا مضمون 32 پر مضمون کا کام وہ بھی کا انتظامی کھانے کی میں۔

جس کا اقتباس مضمون 30 پر دیکھا کام کریں گے: Hot cross buns
LESSON 1

OBJECTIVES

• Recognize, read, and write the letter Ii
• Use vocabulary related to this letter
• Recite poems with actions

LEARNING OUTCOMES

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

• recognize, read, and write small and capital letter Ii, and use related vocabulary.
• recite poems with actions.

RESOURCES REQUIRED (TEACHING AIDS)

• Alphabet chart (Appendix A)
• Flash card letter Ii (Appendix B)
• Matching activity (Appendix 5a)

METHOD

Listening and speaking - Introducing the capital and small letter Ii (Page 33)

• Ask students whose name begins with the letter I to come up in front of the class. Write their names on the board and circle the letter I. Introduce them to the letter Ii.

• Using the flash card of the letter I, mention I for Islamabad or Imran or Ishaan, and i for igloo or ink. Repeat. Here you can remind students that all given names and names of places begin with a capital letter and the other items begin with small letter.

• Ask students to open page 33 and help them to read the words.

Writing (Page 34)

• Inform students that they will practice writing the letter I.

• First write the letter I on the board and then ask students to follow you by tracing in the air. Repeat three or four times.

• In groups of 5, place colour paints and water on each table. Provide each student with a blank sheet of paper. Ask students to dip their fingers into any colour paint of their choice and trace the letter Ii. While the teacher writes it on the board, students trace it on their sheets.

• Explain that I is a pronoun meaning myself. When I is used as a pronoun it is written in capital. If students find this concept difficult, then you can leave it for the time being and explain it later.

• Next, students complete the work on page 34.
باب 5

سجح 1

مقاصر

حرف آی کی ثابت کریم، پپی و ویکی - حرف آی کی ثابت کریم

حرف ای مطابق زبان انگلیسی، استاندارد انگلیسی

ان حریف کی ساختار که در هر زبان می‌باشد

آموزش که می‌دهیم

سجح که افتتاح کی می‌کنیم، لباس محرابیان چه می‌کنیم?

- پیچ و خورد
- پیچ و خورد
- پیچ و خورد

درک و فهم (ویژگی و توانایی)

حرف آی کی پاتریک (سیم گو 8)

حرف ای کی فیکس کردن

الفاظ اور گروه کلیدی مربوطی (سیم 9)

ضیافت (5a)

ظرفیت کار

شما اور پیاز - نادر اور کرونایی خدارف (سیم 33)

ظرفیت کی که که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کنیم که کار کر
Reading

- Using the flash card of the letter I, students name things that begin with the letter i. Write students’ responses on the board or flip chart and circle the letter i.

- Divide students in small groups. Provide each student an envelope with the letter I printed on it. Prior to the class, place inside each of the envelopes small cards with pictures and the words of things beginning with the letter i (Appendix 5a).

- Ask students to match the words to the pictures. To conclude the activity, randomly ask students to share their work with the whole class.

Suggestion

You should provide them sufficient time to practise the letter before proceeding to the next letter. Use the Alphabet chart to chant and revise the letters and words.

LESSON 2

OBJECTIVES

- Write the letter li
- Introduce self and talk about likes and dislikes
- Recite poem with actions

LEARNING OUTCOMES

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

- write small and capital letter li, and use related vocabulary.
- recite poems with actions.
- talk about self and discuss likes and dislikes

RESOURCES REQUIRED (TEACHING AIDS)

- Picture cards (Appendix 5b)
- Crayons or colour pencils
- Worksheet - Name and circle the correct letter. (Appendix 5c)

METHOD

Listening and speaking - Classroom activity (Page 35)

- Explain that when we introduce ourself we give our name and some details about ourselves. Help students to read and complete the first three sentences.

- Next, ask students, ‘What do you like and dislike?’ Divide board into two columns entitled, Likes and Dislikes. Write students’ responses on the board.

- Now, ask students to complete the last sentence. Once all students have completed, ask them to turn to their partners and introduce themselves using the activity or ask students to share their responses with the whole class.

- Discuss the poem ‘If you’re happy and you know it’ given on 35. Recite the poem with actions. Ask students to repeat after you.
We Learn English Nursery Teaching Guide

Chapter 1: Getting to Know Each Other

Activities:

1. Introduce yourselves and share your names and ages.
2. Talk about your favorite foods and drinks.
3. Discuss your hobbies and interests.
4. Practice greetings and polite expressions.

Language Focus:

- Pronunciation: Pay attention to the pronunciation of common words.
- Vocabulary: Learn new words related to personal information.
- Grammar: Practice sentence structure and word order.

Additional Resources:

- Flashcards: Use flashcards to memorize new words.
- Audio CDs: Listen to audio CDs to improve your listening skills.
- Interactive Games: Engage in interactive games to make learning fun.

Project:

Create a presentation on yourselves, including a photo, name, and a fun fact.

Submit 2

References

We Learn English Nursery Teaching Guide

Notes

- Include pictures or illustrations to enhance understanding.
- Use different colors and fonts to make the presentation visually appealing.
- Include a glossary of new words at the end of the presentation.

We Learn English Nursery Teaching Guide

Acknowledgments

- Thank the contributors for their hard work.
- Mention any other resources or materials used.

We Learn English Nursery Teaching Guide

Contact Information

- Email: info@welearnenglish.com
- Phone: +1 (555) 123-4567

We Learn English Nursery Teaching Guide

Legal Disclaimer

- All rights reserved. Unauthorized reproduction is prohibited.
- This material is for educational purposes only.

We Learn English Nursery Teaching Guide

Copyright Notice

- Copyright © 2023 We Learn English Nursery Teaching Guide
- All rights reserved.

We Learn English Nursery Teaching Guide

Terms of Use

- By using this material, you agree to the terms of use.
- Disclaimers and liabilities are stated in the terms of use.

We Learn English Nursery Teaching Guide

Privacy Policy

- This material is collected for educational purposes only.
- Personal information is handled with care and kept confidential.

We Learn English Nursery Teaching Guide

Feedback

- Share your feedback to help improve future editions.
- Contact us for any questions or concerns.
Group activity 1 - Name the picture

• Divide students in two groups, Team A and B. Show them picture cards (Appendix 5b) and ask them to name the beginning letter. The team with most correct answers will be the winner.

Group activity 2 - Circle the beginning letter

• Divide students into groups of five. Provide each group with sheets of Appendix 5c. Ask each group to name each picture and circle the beginning letter. Go around the class and help students if needed.
• Students' work can be displayed in the classroom.

LESSON 3

OBJECTIVES

• Recognize, read, and write the letter Jj
• Use vocabulary related to this letter, fruits, and animals in the jungle
• Read three-letter words

LEARNING OUTCOMES

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

• recognize, read, and write small and capital letter Jj and use related vocabulary.
• read three-letter words.
• name some common animals and fruit.

RESOURCES REQUIRED (TEACHING AIDS)

• Flash card letter Jj (Appendix B)
• Flash cards of the animals in the jungle (Appendix 5d)
• Small sheets of colour paper stapled to make a small booklet

METHOD

Listening, speaking, and reading - Introducing the capital and small letter Jj (Page 36)

• Inform students that they are going to be learning about the letter Jj. Refer them to the flash card of the letter Jj. Ask students whose name begins with J to stand up and say their name one at a time. For example, J for Jamila, J for Junaid, etc.
• Then, ask students to name things that begin with the letter j. Responses should be written on the board or flip chart. Circle the letter j in each word.
• In group time, ask students to sit in a circle. Pass around a bag filled with objects/pictures of things beginning with the letter j (one for each child). As the bag passes around the circle, each student takes out one object from the bag, names it, and says one thing about it. The teacher helps students if needed.
• Later, ask students to draw, colour, and write the names of two things beginning with the letter j in their copies.
گروپ کی سرگرمی 1 – آگاهی کا تام بنتا
طاکے دو ورک روپی نیتیا ہویا اور ب، ایم تیم ایم لی کرکئے کی ایک پر گروپ کا تام بنتا ہویا۔ نزدیک اتحادی فریکا تام بنتا ہویا۔

گروپ کی سرگرمی 2 – ایک کے ذریعہ کے گرو دو اور بنتا
نیکوا پاچھا علاقوں کا پروپ کا نئی نیتیا۔ بھر گروپ کی کئی ہفتہ 5 کی بھی گروپ کے فریکا۔ اس علاقوں سے کئی کہ بھر گروپ کا تام بنتا ہویا اور ب، ایم تیم کے ایکر کے ذریعہ کے گرو دو اور بنتا ہویا۔

کانوں میں گروپ کا علاقوں کی طالب علم علاقوں میں جوڑے ہوئے اس کی مدد کرتی۔
طلیعہ کے جماعت کی کانوں میں جماعت کی مدد کرتی۔

سیق 3

مکمل

جرف ایل کے ذریعہ کرنے، پر ہمن اور بنتا

سیق 2

جرف ایل کے ذریعہ فریکا کے ایک کے ذریعہ کرنے

سیق 1

جرف ایل کے ذریعہ کرنے

پوری کرکئے اور بنتا

ورکار دوسرے (آسکری میدیکی اشیا)

جرف ایل کے ذریعہ کرنے

پوری کردی اور بنتا

پوری کرکئے اور بنتا

طریقہ کار

ششتمین کی اور پر ہمن

كی آکر کبری کی دو دو ری ورک نیتیا کے پر ہمن کے دو دو ری ورک کے سے طالعہ کا ہویا۔ منہ ٹیم کا تام لے سے شروع کریں ہویا اور ب۔

نساء، لوئسیا اور پر ہمن کی ایک کی طالعہ کا ری فریکا (صفیہ 36)

طریقہ کار

میڈیکی لے گئے اور پر ہمن کے دو دو

کے دو دو ری ورک کے سے طالعہ کا ہویا۔ منہ ٹیم کا تام لے سے شروع کریں ہویا اور ب۔

طریقہ کار

کی آکر کبری کی دو دو ری ورک نیتیا کے پر ہمن کے دو دو ری ورک کے سے طالعہ کا ہویا۔ منہ ٹیم کا تام لے سے شروع کریں ہویا اور ب۔

طریقہ کار

کی آکر کبری کی دو دو ری ورک نیتیا کے پر ہمن کے دو دو ری ورک کے سے طالعہ کا ہویا۔ منہ ٹیم کا تام لے سے شروع کریں ہویا اور ب۔

طریقہ کار

کی آکر کبری کی دو دو ری ورک نیتیا کے پر ہمن کے دو دو ری ورک کے سے طالعہ کا ہویا۔ منہ ٹیم کا تام لے سے شروع کریں ہویا اور ب۔

طریقہ کار

Oxford University Press

We Learn English Nursery Teaching Guide
Writing (Page 37)

• Inform students that will be now learn to write the letter Jj.
• Write the letter Jj on the board by drawing each stroke step by step.
• Ask students to follow by tracing in the air. Repeat three or four times. You can provide them with sand tray and ask them to trace the letter. (Note: First you should only introduce them to the capital J and then gradually move to the small letter j.)
• Later, students complete the activity on page 37.

Listening and speaking - Classroom activity (Page 37)

• Ask the following questions. What do you have for breakfast? Expected response will be, jam, bread, egg, butter, milk, and juice. How many of you like having juice and jam? Do you know what they are made of? Expected answer: fruit.
• Teacher can prepare face mask of different fruits and ask students to choose any one fruit face mask. Students can colour the mask and then wear it. This is an optional activity.

Listening, speaking, and writing - Classroom activity (Page 38)

• Students sit in a large group. Discuss and show the picture of the jungle on page 38 of the book and show flash cards of animals (Appendix 5d). You can ask them the following questions:
  a. What is the picture about?
  b. Do you know what is a jungle?
  c. What can we see in the jungle?
  d. Name some animals that live in the jungle?
  e. Which is your favourite animal (pet or wild)?
• List the responses on the board.
• Provide each student with the small booklets and write ‘My J for Jungle book’ on it. Ask students to draw their favourite jungle animals, write the name of the animal, and colour it (one on each page). Students can then discuss their favourite animals with the whole class.

Writing (Pages 39 and 40)

• Invite students to practise writing the letters Ii and Jj in the air repeatedly for few minutes with their classmates. A few students can be asked to come and trace the letters on the board.
• Later, students complete the work on pages 39 and 40.

LESSON 4

OBJECTIVES

• Read simple three-letter words

LEARNING OUTCOMES

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

• read three-letter words.
We Learn English Nursery Teaching Guide

41

We Learn English Nursery Teaching Guide (صفحه 37)

- ظواكر تاپهای کرب و دو خرگ یلو کلن کیک گی.
- بند پرف یا دو دو خرگ یلو کلن کیک گی.
- ظواکه کیک هویت کرس یلو کلن کیک گی.
- میسم چپار دیا گی. آپ چپار دیا گی. آپ آسم دیا گی. آپ آسم دیا گی.
- اس کے علیا صفحه 37 پر دو گی. سرگرم کری.

خطا اور پتیا - کلاس کی سرگرمی (صفحه 37)

- سالواته پیچ می: آپ نانج می؟ ستویت میں چاہتا ہیں؟ ستویت چاہتا ہیں؟ چاہتا ہیں؟ چاہتا ہیں؟ کیا آپ کم اہمہ ہیں؟ کیا آپ کم اہمہ ہیں؟ چاہتا ہیں؟ چاہتا ہیں؟ چاہتا ہیں؟ چاہتا ہیں?
- لیکن خصوصی کالون کی کھل کے فنکا بکا کا کرکٹ کے کھیل میں چاہتا ہیں؟ چاہتا ہیں؟ چاہتا ہیں؟ چاہتا ہیں؟ چاہتا ہیں?

خطا اور پتیا، اور کلاس کی سرگرمی (صفحہ 38)

- ظواک بسے نے گرذی کا کھیل میں نہیں جا سکتا۔ سب کے صفحہ 38 پر دو گی. سو نقل کی تصویر ہن۔ چاہتا ہیں اور اس پر اپنی کھیل کی تصویر ہن۔ (پری۔)
- 5d ٹیم سے مراد لیل سالوات کچھ جاکے ہیں: 5d ٹیم سے جوہی؟
- ایس ٹیم سے جوہی؟
- آپ چاہتا ہیں چاہتا ہیں؟
- بند پرف یا چاہتا ہیں؟
- چاہتا ہیں؟ چاہتا ہیں؟
- چاہتا ہیں؟ چاہتا ہیں؟
- چاہتا ہیں؟ چاہتا ہیں؟
- چاہتا ہیں؟ چاہتا ہیں؟
- چاہتا ہیں؟ چاہتا ہیں؟
- چاہتا ہیں؟ چاہتا ہیں?

 الخط میں دیکھیں: اب ظواک سے کہ کسی پہلوبدھ سیٹ جاواز کے ساتھ کیا ہے؟ ہماری پ Elves Book (می۔)

اطورا کی ارکیم (صفحہ 39 اور 40)

- ظواک کاوای چکر کی کھیل میں۔ ہوم کے تخت اور لیل کے مشق کریں۔ چن تخت اور لیل کے مشق کریں۔ اس کے علیا صفحہ 39 اور 40 پر دو گی. سرگرم کری.
- سبیک 4
- مقاصد
- مادہ چکر کے تخت اور لیل کا مشق کریں
- آموزش کے معنی
- ساتھی کے افراط پر ظواک:
- سرگرم کی افراط پر ساتھی کے پلاس کا مشق کریں.
RESOURCES REQUIRED (TEACHING AIDS)

• Envelopes containing three-letter word building sets (Appendix 5e)

METHOD

Reading and writing - Vocabulary building (Page 41)

• Explain to the students that they will now learn to read and make simple three-letter words.

• In a large group, demonstrate the activity by taking out the three-letter word building set with the corresponding picture or word card from the envelope (Appendix 5e).

• Ensure you have one envelope for each group of students. Show the children how to make words from this set with the help of the picture cards. For example, if the set has a picture of a cab, hold up the picture and find the letters c-a-b to make the word cab; place the complete word next to the picture of the cab.

• Show how to make more words by using the other letters in the envelope.

• Invite children to make the words with the help of the picture cards.

Suggestion - Please note all teaching and learning materials can be developed from low-cost and no-cost materials, such as old tissue or tea boxes, etc.
طراحی کردن کارت و دو نمای جمله انگلیسی که از نیم میل می‌گردد. این جمله‌ها به فرمان ترتیب پایین و پایین راستا که کارت‌های انگلیسی را به‌صورت دو جمله می‌گوید (شماره 50).


cab 

که روزگاری کرده چهار جمله می‌گوید.


cab 

cab 

cab 

cab 

که روزگاری کرده چهار جمله می‌گوید.


cab 

cab 

cab 

cab 

که روزگاری کرده چهار جمله می‌گوید.


cab 

cab 

cab 

cab 

که روزگاری کرده چهار جمله می‌گوید.


cab 

cab 

cab 

cab 

که روزگاری کرده چهار جمله می‌گوید.


cab 

cab 

cab 

cab 

که روزگاری کرده چهار جمله می‌گوید.


cab 

cab 

cab 

cab 

که روزگاری کرده چهار جمله می‌گوید.
LESSONS 1 AND 2

OBJECTIVES

- Recognize, read, and write the letter Kk
- Use vocabulary related to this letter
- Listen to, read, understand, and discuss a story

LEARNING OUTCOMES

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

- recognize, read, and write small and capital letter Kk.
- listen to, understand, and discuss a story.

RESOURCES REQUIRED (TEACHING AIDS)

- Alphabet chart (Appendix A)
- Flash card letter Kk (Appendix B)

METHOD

Listening and speaking - Introducing the capital and small letter Kk (Page 45)

- Using the flash card of the letter Kk, explain that the letter K or k sounds like ‘Cuhhh’. You may also tell them that the letters c and k have the same sound.
- Ask students to give words that begin with the letter Kk. Show them objects or pictures of things that begin with k e.g. key, kite, kangaroo, koala bear, and ask them to name them. Provide help where needed. You can also ask them to describe these things.
- Review the words beginning with k on page 45.

Writing (Page 46)

- Inform students that they will now practise writing the letter Kk.
- First write the letter Kk on the board by drawing each stroke step by step.
- Ask students to follow you by tracing in the air with their fingers. Repeat three to four times. You can also ask them to practice tracing in sand trays. Note: First you should only introduce them to the Capital K and then gradually move to the small letter k.
- Using a crayon, students trace out the letters on page 46 of their books.

Classroom activity - Kite making

- Provide students with coloured pieces of crepe paper or old newspapers and help them to make a kite. Once the kites are made, students pretend to fly their kites by saying, ‘See my k, k, k, k, kite flying high up in the sky’.
We Learn English Nursery Teaching Guide

Kk, Ll

Chapter 6

Objectives
- Teaching Kk
- Teaching Ll

Materials
- Pictures of Kk and Ll
- Flashcards with Kk and Ll

Activities
1. Singing a song about Kk and Ll
2. Playing a matching game with Kk and Ll pictures
3. Drawingpictures of Kk and Ll
4. Writing Kk and Ll in the sand or with playdough

Vocabulary
- Kk: Kangaroo, kite, key
- Ll: Lion, ladder, lemon

Songs and Rhymes

See my k, k, k, kite flying high up in the sky.

We Learn English Nursery Teaching Guide
Listening, speaking, and reading - Storytime: The sad king (Page 47)

- Welcome students by singing the ‘Welcome Song’ (Unit 1 lesson 1 for details).
- Ask students to sit in a circle. Tell them that today they are going to hear a story about ‘The Sad King’ from page 47 of the book.
- Show them the picture of the story and ask the following questions: Can you tell me what the story is about? What do you see in the picture? Have you seen a palace or castle?
- Read the story with expression. While reading you can stop and ask them to predict what will happen next? At the end of the story you can ask the children: Was the king happy or sad? Who made the king happy? What did he do to make him happy? Who is a king? Did you enjoy the story? Why?
- When the students become familiar with the story, student can role-play the story in groups.
- As an additional activity, you can help the students to make crowns out of paper and wear it on their heads and act like kings. They can say, ‘I am a king!’
- Use the Alphabet chart to chant and revise the letters and words.

LESSON 3

OBJECTIVES

- Recognize, read, and write the letter Ll
- Use vocabulary related to this letter
- Read and recite poems.

LEARNING OUTCOMES

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

- recognize, read, and write small and capital letter Ll, and use related vocabulary.
- recite poems.

RESOURCES REQUIRED (TEACHING AIDS)

- Flash card letter Ll (Appendix B)

METHOD

Listening and speaking - Introducing the capital and small letter Ll (Page 48)

- Ask students to guess which letter they are going to learn about. Show the flash card of the letter Ll. Ask students whose name begins with the letter L to stand up and say their name. Write the names on the board and circle the letter L for example L for Leena, L for Laila. You can also write L for Lahore and say that names of cities also start with capital letters.
- Show pictures of things beginning with L, e.g. ladder, leaf, lock, lion, laces, etc. and let them name these things. Write the words on the board and circle the letter L. Say, ‘elll’ for ladder. Emphasize on the sound ‘elll’ sound.
The Sad King

Once upon a time, there lived two kings. One was the sad king, and the other was the happy king. The sad king had a problem. He was always sad because he didn’t have anything to look forward to. He thought that if only he could find happiness, he would be happy.

One day, the happy king came to visit his friend, the sad king. He asked him, "Why are you always so sad?"

The sad king replied, "I don’t know. I just feel that my life is empty."

The happy king said, "Don’t worry. I have an idea. Let’s go on a journey together and find something that will make you happy."

The two kings set out on their journey. They walked for many days, talking and laughing. They visited many places, met many people, and saw many things.

Finally, they reached a beautiful place. They saw a river flowing gently, and the sound of birds singing filled the air. The sad king was amazed.

The happy king said, "This is what I meant. You see, happiness is all around us. We just have to look for it."

The sad king realized that the happy king was right. From that day on, he started to enjoy his life and was no longer sad.

So, if you feel sad, remember that happiness is all around you. Just look for it and enjoy your life.
Writing (Page 49)

- Inform students that they will practise writing the letter Ll.
- First write the letter Ll on the board by drawing each stroke step by step (repeat).
- Invite students to practise writing the letter Ll in the air with their fingers. A few students can be asked to come and trace the letter on the board.
- Next, students complete page 49 by following the directions given in the book.

Classroom activity - Counting how many legs (Page 50)

- Have all of them seated on the floor. Ask the students how many legs they have. Pointing to the legs you can count one and two.
- Show them pictures of animals and ask them how many legs the animals have. Inform them that caterpillars, cockroaches, bumble bees, have many legs.
- Later count the number of legs of the octopus and spider given on page 50. Ask students to colour these pictures.
- You can conclude the lesson by singing the poem ‘Little Miss Muffet’.

LESSON 4

OBJECTIVES

- Understand concept of large and small

LEARNING OUTCOMES

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

- talk about large and small things.

Classroom Activity - Large and Small (Page 51)

- Explain that large means big and small means tiny.
- Show them big things and say, ‘Large’ and small things saying, ‘tiny’. For example, a large blackboard and a small rubber; a big door and a small window, a large book and a small book, a small plant and a large tree, etc.
- Ask them to point out the large and small things in the classroom.
- Provide sheets of paper to each student. Provide them with cut-outs of a few things, e.g. a large and small leaf, large and small circle, large and small flower, etc. Ask students to trace around these objects on their sheets and ask them to colour the big ones with crayons and the small ones with colour pencils.

Writing (Pages 52 and 53)

- Invite students to practise writing the letters Kk and Ll in the air with their fingers repeatedly for few minutes. A few students can be asked to come and trace the letters on the board.
- Writing task can be done in one or two lessons.
Kas之 Game (صفحه 49)

- ظاکو دوئینه كور دوخرته ی یک عددی کریم یک
- چپی دوئینه ی یک عددی کور دوخرته ی یک عددی کریم یک (ماشین کور دوخرته یک)।
- ظاکو دوئینه كور دوخرته ی یک عددی کریم یک (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک)
- ظاکو دوئینه كور دوخرته ی یک عددی کریم یک (ماشین کور دوخرته یک)
- باعث اس از ظاکو دوئینه كور دوخرته ی یک عددی کریم یک (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک)

Kasneo (صفحه 50) بانکو کی گمی

- سیکت 4
- محتوا

- باید اور چوختی که توضیح کن

آموزش کی نکات

سیکت 4 اخراج کمی یکی

- باید اور چوختی که توضیح کن

کلاس دی گرگی یا اور چوختی (صفحه 51)

- اجض اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوختی یا اور چوخد

کلاسی (صفحه 52) یا اور چوخد

- ظاکو دوئینه كور دوخرته ی یک عددی کریم یک (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخرته یک) یا (ماشین کور دوخره
LESSONS 1 AND 2

OBJECTIVES

- Recognize, read, and write the letter Mm
- Use vocabulary related to this letter
- Use polite words please, thank you, sorry, and excuse me.
- Recite poem with actions

LEARNING OUTCOMES

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

- recognize, read, and write small and capital letter Mm, and use related vocabulary.
- use polite words please, thank you, sorry, and excuse me.
- recite poem with actions.

RESOURCES REQUIRED (TEACHING AIDS)

- Flash cards Aa to Zz (Appendix B)

METHOD

Listening and speaking - Introducing the capital and small letter Mm (Page 54)

- Place flash cards Aa-Ll in a basket. Ask a few students to pick out one letter each. While singing the Alphabet song, ask each student to come up in turns and place the letters in order from A to L, on the board. Once you reach the letter k ask them to guess which letter comes next. Once they tell you, place the flash card M on the board.

- Show them pictures or things that begin with the letter m, e.g. mug, mango, monkey, marker, mouse, etc. Spell each word out and ask them to follow, emphasizing on the m sound. Brainstorm with the students for other words that begin with the letter m.

Writing (Page 55)

- Inform students that they are going to write the letter Mm.
- First write the letter Mm on the board by drawing each stroke step by step and then m (repeat).
- Ask students to follow you by tracing in the air with their fingers. Repeat three to four times.
- Give each student a blank chart paper pieces and markers. Ask them to trace the letter M and then m on this. (Note: First you should only introduce them to the Capital M and then gradually move to the small letter m)
- Later, students trace the letter Mm on page 55 and draw two things that begin with the letter m.
Mm, Nn

Bab 7

Sehingga 1-2

Metacara

- 
- 
- 
- 
- 

Alat yang digunakan untuk menulis adalah Mm

Dikarenakan (alamado dikriki esia)

B Mutu

Metode esia (1)

Pendahuluan

Metacara

- 
- 
- 
- 
- 

Alat yang digunakan untuk menulis adalah Mm

Dikarenakan (alamado dikriki esia)

B Mutu

Metode esia (1)
Classroom activity- Things I do at home and school (Page 56)
• Begin by reading the passage ‘Good morning!’ given on page 56.
• Ask students about the things they do in the morning, afternoon, evening, and night. Write their responses on the board.
• Later, ask students to draw and show some activities that they do in school on page 56.
• Students share their work with their class.

Classroom activity- Magic words (Page 57)
• Put up the magic words given on page 57, on the board and read them.
• Divide students in 4 groups and provide the following scenarios to each group. Students discuss the scenario and ask them to discuss the situation, think of the ending, and role-play it.
  Group 1– During recess, two children are fighting over a ball in the school compound and one gets hurt and begins to cry. What should the other child do?
  Group 2 – The teacher is explaining a topic in the class. One of the students has a question to ask. What should that child do?
  Group 3 – It’s your birthday and someone presents you with a gift. What would you say?
  Group 4 – Children are sitting at a table working on an activity. One child needs a pair of scissors that is close to another child. What should the child say to the other child?
• After each group role-plays the scenario, explain to the students the importance of using magic words such as please, thank you, sorry, and excuse me.
• You can conclude the lesson by singing the poem ‘Do you know the muffin man?’ given on page 57.

LESSON 3

OBJECTIVES
• Recognize, read, and write the letter Nn
• Use vocabulary related to this letter
• Recite poems with actions
• Read and recognize numbers

LEARNING OUTCOMES
By the end of the lesson, students should be able to:
• recognize, read, and write small and capital letter Nn, and use related vocabulary.
• recite poem with actions.
• recognize numbers 1-10.

RESOURCES REQUIRED (TEACHING AIDS)
• Alphabet chart (Appendix A)
• Flash card letter Nn (Appendix B)
• Number cards in words and digits (1-10)
We Learn English Nursery Teaching Guide

Magic words

Section 3

References

Appendix

Appendix

Appendix

Appendix

Appendix

Appendix

Appendix

Appendix

Appendix

Appendix
METHOD

Listening, speaking, and reading - Introducing the capital and small letter Nn (Page 58)

• Display a flash card of the letter Nn and say, 'ennn' or 'nuuh'. Ask students to repeat after you to emphasize the sound. Repeat.
• Then ask two or three students to point out to the letter N on the alphabet chart. Show some objects such as net, necklace, numbers, toy nurse, etc. Ask them to name it by emphasizing on the beginning n sound.
• Brainstorm with students for other words that begin with the letter n.
• Talk to them about these things. You can tell students that the nose is a part of our body, we use it to breathe and smell.
• Arrange for students to gather twigs and leaves (either from home or school garden) to make their own nest. They may also colour some stones and place them in the nest to look like eggs.

Writing (Page 59)

• Inform students that they will now be tracing the letter Nn.
• First write the letter Nn on the board by drawing each stroke step by step.
• Ask students to follow you by tracing in the air with their fingers. Repeat three to four times. You can provide them sand trays to trace the letter. (Note: First you should only introduce them to the Capital N and then gradually move to the small letter n).
• Using a crayon, students trace over the letter Nn on page 59.

Classroom activity - Counting numbers (Page 59)

• Display number flash cards of digit and word (1-10) as shown on page 59, on the board.
• Students read and spell out each number for example 1 o-n-e and show one object, 2 t-w-o, and point to the eyes, and so on.
• Play the ‘Number game’. In this game, the teacher asks for certain number of things and the student counts the correct number of objects and presents it to the teacher.
• Later, students colour the numbers on page 59 of the book.
• You can conclude the lesson by singing the Alphabet song and by using the Alphabet chart to chant and revise the letters and words.

LESSON 4

OBJECTIVES

• Recite poems
• Read simple words and sentences with the help of pictures

LEARNING OUTCOMES

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

• recite poems.
• read simple words and sentences.
Khalil (صفر 59)

We Learn English Nursery Teaching Guide

Kaus-e-Sargari - Badshor Kuli (صفر 59)

We Learn English Nursery Teaching Guide
RESOURCES REQUIRED (TEACHING AIDS)

- Flash cards A to Z (Appendix B)
- Word cards (Appendix 7a)

METHOD

Listening and speaking - Greetings: Good morning and Good night (Page 60)

- Discuss the poem ‘Twinkle, Twinkle little star’, given in the book.
- Ask these questions: When can you see the stars? What else can you see in the night, besides the moon? What do you do at night before you go to sleep?
- Explain that ‘good morning’ and ‘goodnight’ are forms of greetings that are used in the morning or at night.

Writing (Pages 61 and 62)

- Invite students to practise writing the letters Mm and Nn in the air repeatedly for few minutes with their classmates. A few students can be asked to come and trace the letters on the board.
- Later, students complete the work on pages 61 and 62.

Reading - Let us read (Page 63)

- Help students to read the word (bat, cat, man, hat) given on page 63. Next, read the sentences and ask students to repeat after you.
- Small group activity - Divide students into groups of 4. Provide each group with an envelope containing the word cards. Each envelope will contain word cards that will help to make the sentences given on page 63 (Appendix 7a).
- Students read the sentence and look for the words in the envelope to make the sentence in the correct order. They can set the words in order, on their tables. Demonstrate one example for the class.
- Once the group puts together all the complete sentences in the correct order, they shout out BINGO! Students read out their sentences.
Good morning (سَنِينَا اَوْرُ، تَسْمِينَا كَلََٰثِنَ) Good night (شَبَّ مَنِيْرُ) اَوْرُ (صِفْرٌ ۶۰)

Twinkle, Twinkle little star

We Learn English Nursery Teaching Guide
LESSON 1

OBJECTIVES

• Recognize, read, and write the letter Oo
• Use vocabulary related to this letter

LEARNING OUTCOMES

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

• recognize, read, and write small and capital letter Oo, and use related vocabulary

RESOURCES REQUIRED (TEACHING AIDS)

• Flash card letter Oo (Appendix B)

METHOD

Listening and speaking - Introducing the capital and small letter Oo (Page 64)

• Ask students whose name begins with the letter O to come to the front of the class. Write their names on the board and circle the letter o.
• Using the flash card of the letter Oo, say, ‘O for Oman’ or ‘o for octopus or onion’. Repeat. Here you can remind students that all given names and names of places begin with a capital letter and the other names begin with a small letter.
• Read the words that begin with the letter o on page 64 and ask students to repeat after you.
• Brainstorm for other words that begin with the letter o.

Writing (Page 65)

• Inform students that they will now write the letter Oo.
• First write the letter O on the board by showing the correct anti-clockwise movement.
• Ask students to follow you by tracing in the air. Repeat three to four times.
• Provide each student with a blank sheet of paper and paints. Ask students to dip their fingers in any colour paint of their choice and trace the letter Oo.
• Later, students complete the tracing on page 65.
• You can conclude the lesson by asking students to complete the colouring task on the same page.
Oo, Pp

Section 1

References
- Oo, Pp

Text

Oo and Pp (Handwriting practice)

- Oo and Pp (Handwriting practice)

We Learn English Nursery Teaching Guide
LESSON 2

OBJECTIVES

• Write the letter Oo
• Understand simple instructions
• Recite poem with actions

LEARNING OUTCOMES

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

• recognize, read, and write small and capital letter Oo, and use related vocabulary.
• recite poem with actions.
• give and follow instructions.

METHOD

Listening and speaking (Page 66)

• Discuss the poem ‘Open shut them’, given on page 66.
• Begin by reciting the poem with actions and ask students to repeat after you.

Classroom activity - Giving instructions (Page 66)

• Tell the students that today we will play a game called ‘Simon says’. Explain that the purpose of the game is to listen carefully to the instructions and only do what is asked if the sentence starts with ‘Simon says’. If the instructions do not start with ‘Simon says’, then the students are not to do as asked. If the students perform that action then they would be out of the game. The first round can be a practice round to make sure that all understand the game.
• Ask students to form a circle. Give some instructions, e.g. ‘Simon says touch your knees.’ Look around to see if students are touching their knees. Appreciate them. Next, say, ‘Clap your hands.’ Look around to see if any student is clapping. Appreciate the students that remained still, and if anybody did clap, then that student is out of the game. The last student in the game is declared the winner. Encourage students to ask questions about the rules of the game. Explain the importance of following instructions.
• Read and discuss the instructions on page 66. Ask students to share with you some instructions that they need to follow at home and at school. For example, their mother asks them to pick up their toys after they have finished playing, or she calls them to come and have their dinner.
• Conclude by reciting the poem ‘Open shut them’ again.

LESSONS 3 AND 4

OBJECTIVES

• Recognize, read, and write the letter Pp
• Use vocabulary related to this letter,
• Recite poem with actions
• Introduce different people and their profession
We Learn English Nursery Teaching Guide

Section 2

We Learn English Nursery Teaching Guide

Section 3

Method

Page 61

We Learn English Nursery Teaching Guide

Section 1

Method

Page 61

We Learn English Nursery Teaching Guide

Section 3

Method

Page 61

We Learn English Nursery Teaching Guide

Section 1

Method

Page 61

We Learn English Nursery Teaching Guide

Section 2

We Learn English Nursery Teaching Guide

Section 3

Method

Page 61

We Learn English Nursery Teaching Guide

Section 1

Method

Page 61

We Learn English Nursery Teaching Guide

Section 2

We Learn English Nursery Teaching Guide

Section 3

Method

Page 61

We Learn English Nursery Teaching Guide

Section 1

Method

Page 61

We Learn English Nursery Teaching Guide

Section 2
LEARNING OUTCOMES

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

• recognize, read, and write small and capital letter Pp, and use related vocabulary.
• recite poem with actions.
• talk about different occupations.

RESOURCES REQUIRED (TEACHING AIDS)

• Alphabet chart (Appendix A)
• Flash card letter Pp (Appendix B)
• Bag full of objects or pictures of things beginning with letter p

METHOD

Listening, speaking, and reading - Introducing the capital and small letter Pp (Page 67)

• Using a flash card of the letter Pp, ask students to name things that begin with the letter Pp. Responses should be written on the board or flip chart. Circle the letter p in each word.
• Ask students whose names begin with P to stand up and say their name one at a time.
• Read the words beginning with p on page 67 of the book. Ask them to point out to things beginning with p in the classroom.

Letter bags activity

• Ask students to be seated in a circle. Pass around a bag filled with objects/pictures of things beginning with the letter p. As the bag passes around the circle, each student takes out one object from the bag, names it, says the beginning letter p, and one thing about it. The teacher helps students if needed.
• Later, ask students to draw, colour, and write the names of two things beginning with the letter p in their note books.

Writing (Page 68)

• Write the letter Pp on the board by drawing each stroke step by step.
• Ask students to follow by tracing in the air with their fingers. Repeat three to four times. You can ask them to trace the letter using a coloured chalk. Note: First you should only introduce them to the capital letter P and then gradually move to the small letter p.
• Later, students complete the activity on page 68.

Reading - Vocabulary building

• Display some words along with their pictures beginning with letters k and p, and ask students to name them.
• Play the ‘I Spy’ game. Say, ‘I spy something beginning with the letter N.’ Students look around in the class and name the correct object.
آموزش کے نتائج

سیاسی اقتدار کے طور پر قانون بھی چاہے ہے - پس پ ہے مغرب پر پر قانون کر کھم، پاکستان اور عالمی رکنیت ذیلی اقتدار انتباہ کر کھم۔

اخلاقوں کے ساتھ علم پر انسنیت

قبل فصول کے بارے میں باتیں تجربہ کر کھم۔

ورکار بیسکل (اقدامی تدریسی اشیاء)

حرف فیکال کا پہلا (سنی) A

حرف فیکال کا پہلا

ضرورت صرف ہے دلی انسانی احساس سے جبر پہچانا

طریقہ کار

سننہا دہانی اور پرپر - پاکستان P اور پورٹ پنیر (صفحہ 67)

الفاظ کے فیکال کا استعمال کر کھم نو نو ظاہر سے ہی گیا کہ پ ہے فیکال میں صرف ہے پ کے پہلا دوبارہ بنا کھم- ہوگا۔

دری اور زبان ورکار (صفحہ 68)

ترکیبی کے سرگرم

ظاہر کو دراں کے کے فنی عربی عربی جعلی ہے اور پہلا دوبارہ بنا کھم کے کے فیکال پ سے نو نو ظاہر ہوگا۔

فیکال کے پہلا جاڑے، جبر عربی عربی اور پہلا دوبارہ بنا کھم کے کے پس سے نو نو ظاہر ہوگا۔

اس کے بعد ظاہر سے ہی کے پہلا فیکال کے پس سے نو نو ظاہر ہوگا دوبارہ میں تک پ سے نو نو ظاہر ہوگا。

کلماتی (صفحہ 68)

پہلا لازم پر ہر فیکال پ لازم ہے گرچہ پ نہ ہے کہ کئی کہ اس سے نو نو ظاہر ہوگا۔

ظاہر سے ہی کے فیکال کے پس سے نو نو ظاہر ہوگا۔

رضا ہے اور نہ ہے کہ اس سے نو نو ظاہر ہوگا۔

پہلا لازم پر ہر فیکال پ لازم ہے گرچہ پ نہ ہے کہ کئی کہ اس سے نو نو ظاہر ہوگا۔

ابحاذر ظاہر ہے فیکال پر ہر فیکال پ لازم ہے گرچہ پ نہ ہے کہ کئی کہ اس سے نو نو ظاہر ہوگا۔

پہلا لازمی - ذیلی اقتدار بھرا بھاگا

دربار A کے پر ہی نو نو دلی کے ساتھ ذیلی اقتدار احساس ہے اور ظاہر سے ہی کے فیکال کے پس سے نو نو ظاہر ہوگا۔

I Spy
**Listening and speaking - People we meet (Page 69)**

- Ask students to look at page 69 and discuss the different people shown here and what they do, and the importance of their work.
- Ask the students to dress up and role-pay any occupation of their choice. For example, doctor, nurse, pilot, teacher, gardener, fireman, police, baker, cobbler, tailor, etc.
- Invite each student to say a few lines about the occupation they have chosen.

**Writing (Pages 70 and 71)**

- Invite students to practise writing the letters Oo and Pp in the air repeatedly for few minutes with their classmates. A few students can be asked to come and trace the letters on the board.
- Later, students complete the work on pages 70 and 71.
- Use the Alphabet chart to chant and revise the letters and words.
کلاسی (صفحہ 70 اور 71)

- ہیلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔ ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔
- اپنے اپنے کے لیے میں ہے ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔
- کلی کا کر کے لیے میں ہے ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔

بچوں کے لیے کلاسی (صفحہ 70 اور 71)

- ہیلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔ ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔
- اپنے اپنے کے لیے میں ہے ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔
- کلی کا کر کے لیے میں ہے ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔

نیا اور پیمانے - لگنڈ میں سے نہم سے خوف 00 (صفحہ 69)

- ہیلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔ ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔
- اپنے اپنے کے لیے میں ہے ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔
- کلی کا کر کے لیے میں ہے ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔

نیا اور پیمانے - لگنڈ میں سے نہم سے خوف 00 (صفحہ 69)

- ہیلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔ ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔
- اپنے اپنے کے لیے میں ہے ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔
- کلی کا کر کے لیے میں ہے ہنرلی ہوئے کے لیے بالکل معمولی کے راوی کا کر کہدی ہے کہ وہم سے خوف 00 اور Pp ان کے جیکٹ کر کے۔
LESSONS 1 AND 2

OBJECTIVES

• Recognize, read, and write the letter Qq
• Use vocabulary related to this letter
• Ask and answer questions

LEARNING OUTCOMES

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

• recognize, read, and write small and capital letter Qq, and use related vocabulary.
• understand use of question words and answer simple questions.

RESOURCES REQUIRED (TEACHING AIDS)

• Flash card letter Qq (Appendix B)
• Coloured paper (various colours)
• Yellow paper
• Match box
• Glue stick

METHOD

Listening and speaking - Introducing the capital and small letter Qq (Page 72)

• Using a flash card of the letter Qq, ask students to name things that begin with this letter. Responses should be written on the board or flip chart. Circle the letter q in each word.
• Next, say, ‘Q for Quetta, and q for queen or quilt.’ Repeat. Here you can remind students that all given names and names of places begin with a capital letter and the other words begin with small letter.

Writing (Page73)

• Inform students that they will learn to write the letter Qq.
• First write the letter Qq on the board by drawing each stroke step by step.
• Ask students to follow you by tracing in the air with their fingers. Repeat three to four times.

Small group activity- Tracing

• In small groups of five, give bits and pieces of glazed paper and glue stick on each table.
• Provide each student with a blank sheet of paper. Ask students to first trace the letter q on their paper. While the teacher writes it on the board, students trace it on their sheets. Later, ask them to stick the bits of glazed paper with glue on top of the traced letter.
• Later, students complete the task on page 73.
Qq, Rr

We Learn English Nursery Teaching Guide

 correctamente

- Qq - Rr

أموشنج كن تاواج

- Qq - Rr

ورق ومسك (ماديمتو ترديبتش اشني)

- Qq - Rr

طريقة قراءة

- Qq - Rr

ئة 9

- Qq - Rr

ائي (صغير 72)

- Qq - Rr

ناحيا (صغير 73)

- Qq - Rr

كيف تقرأ الصغير 74 وصغير 75

- Qq - Rr

صغير 76 وصغير 77

- Qq - Rr

We Learn English Nursery Teaching Guide
Classroom activity - Questions (Page 74)

- Ask students to stand in a circle. Inform students that they are about to play a game called, tossing the question ball; a game of question and answers. You can begin by throwing the ball to one of the students and ask him/her a question. The student answers the question and then throws the ball to another student and asks a related follow-up question. The second student follows in the same way, by answering the question and asking a related question to another student, and throwing the ball at him/her. This game continues until all the students have had a chance to ask and answer a question.

- Explain to them that questions are what you will ask, and answers are the responses. Read page 74 and ask students to follow you.

- Ask students to work in pairs. Before the activity starts, ask each student to draw their favourite fruit and not show it to their classmate. During the activity, student 1 will try to guess the favourite fruit of Student 2 by asking five questions. Then it is the turn of Student 2 to guess the favourite fruit of Student 1 by asking five questions.

Additional activity

Students can make ducks using yellow paper and match boxes. Cut out two pieces of yellow paper in the shape of a big 2. Stick one piece on the front side of the matchbox and the other piece on the back side of the matchbox. Draw eyes with a black colour pencil. Cut two triangles in orange colour and paste it on both sides for the beak. Later, the students can have fun walking around with their ducks saying, ‘quack, quack’.

LESSONS 3 AND 4

OBJECTIVES

- Recognize, read, and write the letter Rr
- Introduce concept of ‘Recycle, Reduce, Reuse’
- Listen to, understand, and discuss a story

LEARNING OUTCOMES

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

- recognize, read, and write small and capital letter Rr, and use related vocabulary.
- listen to and understand simple stories.
- understand concept of saving resources.

RESOURCES REQUIRED (TEACHING AIDS)

- Flash card letter Rr (Appendix B)
- Cut-out of bunny ears (Appendix 9a)
- Some simple things such as empty tins, newspapers, old magazines, glue, safety scissors, and a small piece of rope for each group
We Learn English Nursery Teaching Guide

1. Tossing the question ball

* 3. We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide

1. We Learn English Nursery Teaching Guide

- We learn English Nursery Guide
METHOD

Listening, speaking, and reading - Introducing the capital and small letter Rr (Page 75)

• Using a flash card of the letter Rr, ask students to name things that begin with this letter. Responses should be written on the board or flip chart. Circle the letter r in each word.

• Ask students whose name begins with R to stand up and say their name one at a time. For example, R for Rida, R for Raheel, etc. Write the names on the board and circle the letter R. Remind students that all given names and names of places begin with a capital letter and the other words begin with a small letter.

• Help students to read the words on page 75. Brainstorm with students other words that begin with the letter r.

Writing (Page 76)

• Write the letter Rr on the board by drawing each stroke step by step.

• Ask students to follow by tracing in the air with their fingers. Repeat three to four times. You can ask them to trace the letter using a colour pencil.

• Give blank sheets of paper and ask students to trace the letter R with a red marker crayon, or colour pencil.

• Later, students complete the task on page 76.

Listening and speaking - Recycle, Reduce, Reuse (Page 76)

• Ask students to bring one old item from home, such as an empty tissue box, cereal box, plastic bottle, old newspapers, or magazines.

• Explain to students that REDUCE means to make less garbage. For example, instead of buying juice boxes for lunch, buy a large container of juice and use a bottle or any container to bring the juice to school. REUSE means to use an item more than once. For example, when you get a paper bag from the grocery store put it in your car and use it again the next time you go shopping. RECYCLE means to use an old item and make it into another useful item. For example, scrap paper or old newspapers could be used for collage work or to make paper bags.

• In a large group activity, ask students to brainstorm and share ideas as how they might use the idea of 3 R’s for the items they have brought from home. First, allow them some time to think and discuss with their classmates. Later students share their ideas.

• Write down their ideas under three columns entitled, Reduce, Reuse, and Recycle.

• Provide each group of students with some items such as empty tins, newspapers, old magazines, glue, safety scissors, and a small piece of rope. Ask students to work in groups and make new things from these. Later they share their work with the class.

Listening, speaking, and reading - Storytime: The race (Page 77)

• Have the students seated in a circle. Tell them that today they are going to hear a story entitled, ‘The race’ given on page 77.

• Ask them to look at the pictures and guess what the story is going to be about. Ask the following questions: What do you see in the pictures? What do you think the story is about? etc.
The race, Storytime

• The race
  
The race was short, very short.
  The runner killed a thief.
  The thief was a thief.
  He was not a thief.

77 (صفر) The race, Storytime

• The race
  
The race was short, very short.
  The runner killed a thief.
  The thief was a thief.
  He was not a thief.

77 (صفر) The race, Storytime

• The race
  
The race was short, very short.
  The runner killed a thief.
  The thief was a thief.
  He was not a thief.

77 (صفر) The race, Storytime

• The race
  
The race was short, very short.
  The runner killed a thief.
  The thief was a thief.
  He was not a thief.
• Emphasize that r is for rabbit (pointing to the rabbit) and t for tortoise (pointing to the tortoise). Read the story, stopping a few times to ask them to predict what will happen next. At the end of the story you can ask the children: Which animal was fast? Which animal was slow? What happened to the rabbit? What did he do? Who won the race? Did you enjoy the story? What did you enjoy the most? Why?
• Later, as the students are familiar with the story, you may ask the students to role-play the story in groups.
• You can make bunny ears out of chart paper and attach it to a hair band (Appendix 9a). Ask the students to wear it and hop around the classroom like rabbits.

Writing (Pages 78 and 79)
• Invite students to practise writing the letters Qq and Rr in the air repeatedly for few minutes with their classmates. A few students can be asked to come and trace the letters on the board.
• Later, students complete the work on pages 78 and 79.
We Learn English Nursery Teaching Guide

- A rabbit (tortoise ke jagab) ke taraf ka koel (rabbit ke taraf waqo ke koel ke jagab)
- We Learn English Nursery Teaching Guide
LESSONS 1 AND 2

OBJECTIVES

• Recognize, read, and write the letter Ss
• Use vocabulary related to this letter
• Name things and identify beginning sounds

LEARNING OUTCOMES

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

• recognize, read, and write small and capital letter Ss, and use related vocabulary.
• give the beginning sound of familiar things.

RESOURCES REQUIRED (TEACHING AIDS)

• Flash card letter Ss (Appendix B)
• Items and/or picture of some objects such as Sun, star, ship, swing, snake, sunflower, scissors, sheep, shoes, strawberries, socks, etc.
• Plain sheets of paper

METHOD

Listening and speaking - Introducing the capital and small letter Ss (Page 80)

• Using the flash card of the letter Ss, say, ‘Ess for Saima, Sana, Sahir, Shakeel, and s for snake, star, sunflower’. Get them to repeat after you.

• Invite one or two students to point to the letter Ss on the alphabet chart. You can also invite students whose name begins with the letter S to stand up and say their name.

• Begin the class, by informing students that they are going to play a game called treasure hunt. Prior to the class, hide Items and/or picture of things beginning with the letter s, in the classroom.

• Ask the children to find one object and once they have found it they should return to their seats.

• Then, ask students to name the objects/ picture card, and the letter it begins with, and discuss one thing about that object. Write their responses on the board.

• Help them to read the s words.
Ss, Tt

Section 1 (6)

Introduction

- Trace Ss, Tt
- Trace the letters S and T
- Trace of the name of a shape
- Trace of a picture

Activities

- Write Ss, Tt
- Write the name of a shape
- Write the name of a picture

Workbook (Activity Booklet)

- Trace Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz
- Trace the names of shapes
- Trace the names of pictures

Preparation

- Trace Ss, Tt
- Trace the name of a shape
- Trace the name of a picture

Section 1 (6)

Try to draw

Ss, Tt

Try to write

Ss, Tt

Workbook (Activity Booklet)

- Trace Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz
- Trace the names of shapes
- Trace the names of pictures

Preparation

- Trace Ss, Tt
- Trace the name of a shape
- Trace the name of a picture
Writing (Page 81)

• First write the letter Ss on the board using the correct movement.
• Ask students to follow you by tracing in the air with their fingers. Repeat three to four times.

Small group activity - Tracing

• Make groups of five students. Give old newspapers and thick crayons to each group.
• Ask students to trace the letter Ss on the sheet of newspaper using the crayon. While the teacher writes it on the board, students trace it on their paper. (Note: First introduce them to the Capital S and then gradually move to the small letter s.)
• Later, students can complete the tracing on page 81.

Classroom activity - Counting stars (Page 81)

• Recite the poem, Twinkle, Twinkle little star given on page 60.
• Revise numbers 1-10 and then ask students to count and circle the correct number of stars in the picture.

Listening, speaking, and writing - At the park (Page 82)

• Ask the students to sit in a large circle and look at the picture of the park on page 82. You can ask them the following questions: What do you see in the picture? Have you been to a park? When did you go (time of the day)? What did you see there? What did you do there? Did you enjoy going to the park? Discuss the answers.
• Later, ask them to name the things they can see in this picture. List the responses on the board, emphasizing on the beginning sound of each word. Next, ask students to complete the task on page 82.

LESSON 3

OBJECTIVES

• Recognize, read, and write the letter Tt
• Use vocabulary related to this letter
• Recite poem with actions

LEARNING OUTCOMES

By the end of the lesson, students should be able to:
• recognize, read, and write small and capital letter Tt, and use related vocabulary.
• recite poem with actions.

RESOURCES REQUIRED (TEACHING AIDS)

• Flash card letter Tt (Appendix B)
We Learn English Nursery Teaching Guide
METHOD

Listening and speaking - Introducing the capital and small letter Tt (Page 83)

• Ask students whose name begins with the letter T to stand and say their name. Write their names on the board. Circle the letter T and introduce them the letter Tt.

• Using the flash card of the letter Tt, say, ‘T for Tania, Taimur, Tokyo and t for tomato, train, and truck.’ Remind students that all given names and names of places begin with a capital letter and the other things begin with a small letter.

• Read the words on page 83 and ask students to repeat.

Writing (Page 84)

• Write the letter T and t on the board showing the correct movements.

• Ask students to trace the letter in the air or sand tray with their fingers. Repeat. Then ask students to complete the tracing and colouring task on page 84.

Classroom activity - The magic train! (Page 85)

• Ask students to stand in a line and tell them that they are going on a journey around the school by train and the teacher would be the engine. Take them around the school. On returning to the classroom, ask them if they enjoyed the ride and what are the things they saw while on their journey. Write the responses on the board and circle the words that begin with the letter t.

• Ask students to look at the picture on page 85 and discuss the things they can see in the picture. Next, ask them to circle all the words that begin with the letter t.

• Recite the poem ‘I am a little teapot’ given on page 85, with actions. Ask students to repeat after you.

Writing (Pages 86 and 87)

• Invite students to practise writing the letters Ss and Tt in the air repeatedly for few minutes with their classmates. A few students can be asked to come and trace the letters on the board.

• Later, students complete the work on pages 86 and 87.
The magic train!

- A little teapot

- A cat and a dog

- A dog and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rabbit and a cat

- A cat and a rabbit

- A rab
LESSONS 1 AND 2

OBJECTIVES

• Recognize, read, and write the letter Uu
• Use vocabulary related to this letter
• Learn directional language up, down, under, on, in etc.
• Recite poems with actions

LEARNING OUTCOMES

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

• recognize, read, and write small and capital letter Uu, and use related vocabulary.
• use simple words, in, on, under, etc. to show position of things.
• recite poem with actions.

RESOURCES REQUIRED (TEACHING AIDS)

• Flash card letter Uu (Appendix B)
• Preposition cards (Appendix 11a)

METHOD

Listening and speaking - Introducing the capital and small letter Uu (Page 90)

• Ask students whose name begins with the letter U to come to the front of the class. Write their names on the board and circle the letter U.
• Using the flash card of the letter Uu, say, ‘U for Usman, Uzma, United States of America and u for umbrella or uniform’. Repeat. Here you can remind students that all given names and names of places begin with a capital letter and the other things begin with small letters.
• Help students to read the words and then ask students to give other words that begin with the letter u.

Writing (Page 91)

• Inform students that they are going to learn to write the letter Uu. First write the letter Uu on the board and then ask students to follow by tracing in the air with their fingers. Repeat three to four times.
• Later, students complete the task on page 91
Uu, Vv

Section 11

1. Context

- Practice the sound of the letter U.
- Practice the sound of the letter V.
- Practice sentences with the words in, on, under, down-up.

2. Examples

- Practice writing the letters U and V.
- Use the letters U and V in sentences.

3. Activities

- Create sentences with the words in, on, under, down-up.

4. Exercises

- Write sentences using the letters U and V.
- Practice writing the words in, on, under, down-up.

5. Dictionary

- U: umbrella, uniform, under
- V: verb, vowel, vocabulary

6. Pronunciation

- Practice saying the letters U and V.

7. Cultural Note

- In English, the letter U is often used to make the word "juice."
Classroom activity - Preposition (Page 92)

- Ask students to look at the picture on page 92. Show them the preposition cards - on, in, under, behind, and in front of. Help students to read these words (Appendix 11a).
- Introduce prepositions by asking the following questions: What can you see in the picture? Where is the cat? Who is standing in front of mother? Who is standing behind mother? Where is the picture frame?

Small group activity

- Divide the class into groups of 4 students. Play the following two activities.
- Activity 1 - Give each group one preposition card and one object, e.g. book, key, ball, etc. Ask students to read that word, place their object anywhere in the class accordingly, and say a sentence. For example, for the preposition ‘on’ and object key, students can place the key on the table and say: The key is on the table.
- Activity 2 – Show any picture. For example, a picture of a cat under a table. Then ask students to show you the related preposition card, which will be ‘under’.
- Blank cards can be given, and on these cards, the children can draw or write other sentences using any preposition.

LESSONS 3 AND 4

OBJECTIVES

- Recognize, read, and write the letter Vv
- Use vocabulary related to this letter, vegetables, and plants
- Recite poem with actions
- Name a few vegetables

LEARNING OUTCOMES

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

- recognize, read, and write small and capital letter Vv, and use related vocabulary.
- recognize and name some common vegetables.
- recite poem with actions.

RESOURCES REQUIRED (TEACHING AIDS)

- Flash card letter Vv (Appendix B)
- Crayons or colour paints
- Picture of a plant showing the following parts - roots, stem, leaves, flower, and seed
We Learn English Nursery Teaching Guide

The key is on the table.

The door is closed.

The door is closed.

The key is on the table.
METHOD

Listening, speaking, and reading - Introducing the capital and small letter Vv (Page 93)

• Using a flash card of the letter Vv, ask students to name things that begin with this letter. Responses should be written on the board or flip chart. Circle the letter v in each word. Remind students that all given names and names of places begin with a capital letter and the other words begin with small letter.

• Help students to read the words on page 93.

Writing (Page 94)

• Write the letter Vv on the board showing the correct movement. Students follow by tracing in the air with their fingers. Repeat three to four times.

• Provide each student with a blank sheet of paper and paints or crayons. Ask students to trace the letter v on their sheets. (Note: First you should only introduce them to the capital letter V and then gradually move on to the small letter v).

• Later, students complete the activity on page 94.

Classroom activity - Parts of a plant (Page 94)

• Display a picture of the plant and point to and name the roots, stem, leaves, flower, and seed. Ask students to repeat after you. You can ask individual students to come and point at any part of the plant and name it.

• Next, discuss the factors that help the plant to grow, i.e. air, water, and sunlight.

Classroom activity - Vegetables (Page 95)

• Help students to read the names of the vegetables given on page 95.

• If possible bring some vegetables or show pictures, e.g. turnip, spinach, cauliflower, onion, potatoes, peas, okra. Show one at a time and say, e.g. ‘This is a carrot. It is orange.’ Then pass the other vegetables around the class. Ask each student to name the vegetable and say one sentence about it.

• Discuss the importance of eating fresh vegetables.

• Recite the poem, ‘My vegetable garden’ with actions and ask students to repeat after you.

• Ask students to draw and colour their favourite vegetables on page 97.

Writing (Pages 96 and 97)

• Invite students to practise writing the letters Uu and Vv in the air repeatedly for few minutes with their classmates. A few students can be asked to come and trace the letters on the board.

• Later, students complete the work on pages 96 and 97.
کلامی (صفحہ 94)

کلام کی سرگرمی - پوپے کے عطر (صفحہ 94)

کلام کی سرگرمی - چیپس (صفحہ 95)

کلام کی سرگرمی - بیماری (صفحہ 96 اور 97)
LESSONS 1 AND 2

OBJECTIVES
• Recognize, read, and write the letter Ww
• Use vocabulary related to this letter and seasons

LEARNING OUTCOMES
By the end of the lesson, students should be able to:
• recognize, read, and write small and capital letter Ww, and use related vocabulary.
• talk about different seasons.

RESOURCES REQUIRED (TEACHING AIDS)
• Flash card letter Ww (Appendix B)

METHOD

Listening and speaking - Introducing the capital and small letter Ww (Page 98)
• Using the flash card of the letter Ww, say, ‘W for Waqas, Wasim, Washington, and w for watch, water, and window.’ Repeat. Remind students that all given names and names of places begin with a capital letter and the other things begin with a small letter.
• Help students to read the words and brainstorm for other words that begin with w.

Writing (Page 99)
• Inform students that they are going to learn to write the letter Ww. Write the letter W, showing the correct movement. Ask students to follow you by tracing in the air with their fingers. Repeat three to four times.
• Next, students complete the work on page 99.

Listening, speaking, reading - The winter season (Page 100)
• Discuss the picture on page 100. Write these words on the board - snowman, snow, ice, gloves, cap, and winter.
• Introduce the winter season to students by asking the following questions: What can you see in the picture? What are the children doing? When does it snow? Have you seen snow?
• Next, write these words on the board – spring, summer, autumn, winter. Discuss the four seasons, and ask the children which season they like best and why.
Ww, Xx

Section 12

Objectives
- Read and write Ww
- Read and write Xx

Activities
1. Write Ww as in the picture shown.
2. Write Xx as in the picture shown.

Dr. Wahid Usmani (Chairman, Agha Siraj shrine, Rawalpindi)

Try It Out

Section I: A part of a window - Write Ww

Section II: A part of a watch - Write Ww

Section III: A part of a window - Write Ww

Section IV: A part of a watch - Write Ww

Section V: A part of a window - Write Ww

Section VI: A part of a watch - Write Ww

Section VII: A part of a window - Write Ww

Section VIII: A part of a watch - Write Ww

Section IX: A part of a window - Write Ww

Section X: A part of a watch - Write Ww

Section XI: A part of a window - Write Ww

Section XII: A part of a watch - Write Ww

We Learn English Nursery Teaching Guide
Small group activity - Guess the season

- Divide the class into groups of four. Give each group a picture card of any one of the four seasons: winter, spring, summer, or autumn. Ask each group to look at the picture and act out the season for the other students to guess. The group that guesses is the winner. Later, students can draw and colour their favourite season and complete the task on page 100.

LESSON 3

OBJECTIVES
- Recognize, read, and write the letter Xx
- Use vocabulary related to this letter

LEARNING OUTCOMES
By the end of the lesson, students should be able to:
- recognize, read, and write small and capital letter Xx, and use related vocabulary.

RESOURCES REQUIRED (TEACHING AIDS)
- Flash card letter Xx (Appendix B)
- Making words (Appendix 12a)

METHOD

Listening, speaking, and reading - Introducing the capital and small letter Xx (Page 101)
- Using a flash card of the letter Xx, ask students to name things that begin with this letter. Responses should be written on the board or flip chart. Circle the letter x.
- Read the words beginning with letter x on page 101 and ask students to repeat.

Writing (Page 102)
- Write the letter Xx on the board showing the correct movement.
- Students follow by tracing in the air. Repeat three to four times.
- Provide each student with a blank sheet of paper and paints. Ask students to dip their fingers into any colour paint of their choice and trace the letter Xx. Later, students complete the activity given on page 102.
سیکل 3

مکاتبه

حروف

حرف $X$ کی فاٹی کے بعد $X$ اور کسی اور حروف اس حرف سے متعلق زیریں اغافات اشتیاق کرنے

آموش کے مواقع

سیکل کے اعمال پر نظر کیے جائے گے

بعد $X$ اور $X$ کے بعد کے $X$ کی قابلیت کے بعد، پہلا حرف اس حرف سے متعلق زیریں اغافات اشتیاق کرنے کے قابلیت بہاواب دی جا سکتی ہے.

ورکار وسائل (اہمیتی وسیعی اشیاء)

حرف $X$ کی اغافات کار

اغافات باہم (شمار 12)

طریقہ کار

سنن، اہم اور پہلی اور $X$ اور $X$ مخالف کرنا (سیوز 101)

حرف $X$ کے لئے اغافات کہا کا استعمال کرتے ہوئے ظاہر سے سے کہیا کہ اس حرف سے شروع کرنا دوبارہ خود کے کام نہ ہوگی۔ دوسرے باتیاں نہیں کہا پر دوسرے کیا پر

حرف $X$ کے لئے اغافات کار

صفح 101 پر دیکھیں $X$ سے شروع کرنا دوبارہ ظاہر سے ظاہر کرنا دوبارہ کی بدی کرنا

کمائمی (صفح 102)

حرف $X$ کے لئے اغافات کہا کا استعمال ظاہر کرنا جو اس پر دیکھیں پر دیکھیں کرنا

ظاہر کی اعلی کرنا جو اس پر دیکھیں پر دیکھیں کرنا

پر دیکھیں کہا کا استعمال ظاہر کرنا جو اس پر دیکھیں پر دیکھیں کرنا

ظاہر $X$ کی اعلی کرنا جو اس پر دیکھیں پر دیکھیں کرنا

ظاہر $X$ کی اعلی کرنا جو اس پر دیکھیں پر دیکھیں کرنا

ظاہر $X$ کی اعلی کرنا جو اس پر دیکھیں پر دیکھیں کرنا
**Reading - Vocabulary building (Page 102)**

- Explain to the students that they will be making small words that have the letter x in it e.g. box, fox, fax, fix, tax, wax, mix, six, axe, x-ray, taxi. Tell the students that you will be supporting them as they work (Appendix 12a).
- In a large group, demonstrate the activity. First take out the word card, read it, and then take out the letters that make that word. Put up that word on the board.
- Show the children how to make words from this set with the help of the picture cards. For example, if the set has a picture of the word ‘box’, hold up the picture and find the letters b-o-x to make the word box; place the completed word next to the picture.
- This activity can be done in small groups. Ensure you have enough word and letter cards for each group.
- Blank cards can be included in the envelope. On these blank cards, the children can write their own words that has the letter x.
- Later, they complete the activity on page 102 and read the words.

**Writing (Pages 103 and 104)**

- Invite students to practise writing the letters Ww and Xx in the air repeatedly for few minutes with their classmates. A few students can be asked to come and trace the letters on the board.
- Later, students complete the work on pages 103 and 104.
We Learn English Nursery Teaching Guide
LESSONS 1 AND 2

OBJECTIVES

• Recognize, read, and write the letter Yy
• Use vocabulary related to this letter, food and recipes
• Recite poems with actions

LEARNING OUTCOMES

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

• recognize, read, and write small and capital letter Yy, and use related vocabulary.
• recite poem with actions.
• read simple words.

RESOURCES REQUIRED (TEACHING AIDS)

• Flash card letter Yy (Appendix B)

METHOD

Listening and speaking - Introducing the capital and small letter Yy (Page 105)

• Ask students whose name begins with the letter Yy to come up in front of the class. Write their names on the board and circle the letter Y. (If you do not have any students in your class whose name begins with the letter Y, you can move on to the next activity).
• Help students to read the words on page 105. Ask them to name the picture and ask them to tell you what the word begins with. Later, show them the flash card of the letter Yy and ask them to give words that begin with this letter. You can remind students that all given names and names of places begin with a capital letter and the other items begin with small letter.

Writing (Page 106)

• Write the letter Yy on the board by drawing each stroke step by step. Ask students to follow by tracing in the air with their fingers. Repeat three to four times. You can ask them to trace the letter using a colour pencil.
• Read the poem with actions and ask students to repeat.
• Later, students complete the task on page 106.
Yy, Zz

Sentence 1: We learn English Nursery Teaching Guide

1

Sentence 2: We learn English Nursery Teaching Guide

13

Sentence 3: We learn English Nursery Teaching Guide

بَاب ١٣

3

Sentence 4: We learn English Nursery Teaching Guide

4

Sentence 5: We learn English Nursery Teaching Guide

5

Sentence 6: We learn English Nursery Teaching Guide

6

Sentence 7: We learn English Nursery Teaching Guide

7

Sentence 8: We learn English Nursery Teaching Guide

8

Sentence 9: We learn English Nursery Teaching Guide

9

Sentence 10: We learn English Nursery Teaching Guide

10

Sentence 11: We learn English Nursery Teaching Guide

11

Sentence 12: We learn English Nursery Teaching Guide

12

Sentence 13: We learn English Nursery Teaching Guide

13

Sentence 14: We learn English Nursery Teaching Guide

14

Sentence 15: We learn English Nursery Teaching Guide

15

Sentence 16: We learn English Nursery Teaching Guide

16

Sentence 17: We learn English Nursery Teaching Guide

17

Sentence 18: We learn English Nursery Teaching Guide

18

Sentence 19: We learn English Nursery Teaching Guide

19

Sentence 20: We learn English Nursery Teaching Guide

20

Sentence 21: We learn English Nursery Teaching Guide

21

Sentence 22: We learn English Nursery Teaching Guide

22

Sentence 23: We learn English Nursery Teaching Guide

23

Sentence 24: We learn English Nursery Teaching Guide

24

Sentence 25: We learn English Nursery Teaching Guide

25

Sentence 26: We learn English Nursery Teaching Guide

26

Sentence 27: We learn English Nursery Teaching Guide

27

Sentence 28: We learn English Nursery Teaching Guide

28

Sentence 29: We learn English Nursery Teaching Guide

29

Sentence 30: We learn English Nursery Teaching Guide

30

Sentence 31: We learn English Nursery Teaching Guide

31

Sentence 32: We learn English Nursery Teaching Guide

32

Sentence 33: We learn English Nursery Teaching Guide

33

Sentence 34: We learn English Nursery Teaching Guide

34

Sentence 35: We learn English Nursery Teaching Guide

35

Sentence 36: We learn English Nursery Teaching Guide

36

Sentence 37: We learn English Nursery Teaching Guide

37

Sentence 38: We learn English Nursery Teaching Guide

38

Sentence 39: We learn English Nursery Teaching Guide

39

Sentence 40: We learn English Nursery Teaching Guide

40

Sentence 41: We learn English Nursery Teaching Guide

41

Sentence 42: We learn English Nursery Teaching Guide

42

Sentence 43: We learn English Nursery Teaching Guide

43

Sentence 44: We learn English Nursery Teaching Guide

44

Sentence 45: We learn English Nursery Teaching Guide

45

Sentence 46: We learn English Nursery Teaching Guide

46

Sentence 47: We learn English Nursery Teaching Guide

47

Sentence 48: We learn English Nursery Teaching Guide

48

Sentence 49: We learn English Nursery Teaching Guide

49

Sentence 50: We learn English Nursery Teaching Guide

50

Sentence 51: We learn English Nursery Teaching Guide

51

Sentence 52: We learn English Nursery Teaching Guide

52

Sentence 53: We learn English Nursery Teaching Guide

53

Sentence 54: We learn English Nursery Teaching Guide

54

Sentence 55: We learn English Nursery Teaching Guide

55

Sentence 56: We learn English Nursery Teaching Guide

56

Sentence 57: We learn English Nursery Teaching Guide

57

Sentence 58: We learn English Nursery Teaching Guide

58

Sentence 59: We learn English Nursery Teaching Guide

59

Sentence 60: We learn English Nursery Teaching Guide

60

Sentence 61: We learn English Nursery Teaching Guide

61

Sentence 62: We learn English Nursery Teaching Guide

62

Sentence 63: We learn English Nursery Teaching Guide

63

Sentence 64: We learn English Nursery Teaching Guide

64

Sentence 65: We learn English Nursery Teaching Guide

65

Sentence 66: We learn English Nursery Teaching Guide

66

Sentence 67: We learn English Nursery Teaching Guide

67

Sentence 68: We learn English Nursery Teaching Guide

68

Sentence 69: We learn English Nursery Teaching Guide

69

Sentence 70: We learn English Nursery Teaching Guide

70

Sentence 71: We learn English Nursery Teaching Guide

71

Sentence 72: We learn English Nursery Teaching Guide

72

Sentence 73: We learn English Nursery Teaching Guide

73

Sentence 74: We learn English Nursery Teaching Guide

74

Sentence 75: We learn English Nursery Teaching Guide

75

Sentence 76: We learn English Nursery Teaching Guide

76

Sentence 77: We learn English Nursery Teaching Guide

77

Sentence 78: We learn English Nursery Teaching Guide

78

Sentence 79: We learn English Nursery Teaching Guide

79

Sentence 80: We learn English Nursery Teaching Guide

80

Sentence 81: We learn English Nursery Teaching Guide

81

Sentence 82: We learn English Nursery Teaching Guide

82

Sentence 83: We learn English Nursery Teaching Guide

83

Sentence 84: We learn English Nursery Teaching Guide

84

Sentence 85: We learn English Nursery Teaching Guide

85

Sentence 86: We learn English Nursery Teaching Guide

86

Sentence 87: We learn English Nursery Teaching Guide

87

Sentence 88: We learn English Nursery Teaching Guide

88

Sentence 89: We learn English Nursery Teaching Guide

89

Sentence 90: We learn English Nursery Teaching Guide

90

Sentence 91: We learn English Nursery Teaching Guide

91

Sentence 92: We learn English Nursery Teaching Guide

92

Sentence 93: We learn English Nursery Teaching Guide

93

Sentence 94: We learn English Nursery Teaching Guide

94

Sentence 95: We learn English Nursery Teaching Guide

95

Sentence 96: We learn English Nursery Teaching Guide

96

Sentence 97: We learn English Nursery Teaching Guide

97

Sentence 98: We learn English Nursery Teaching Guide

98

Sentence 99: We learn English Nursery Teaching Guide

99

Sentence 100: We learn English Nursery Teaching Guide

100

Sentence 101: We learn English Nursery Teaching Guide

101

Sentence 102: We learn English Nursery Teaching Guide

102
Classroom activity - Yummy food (Page 107)

- Ask students to name the food on page 107 (pizza, jelly, sandwich, biryani, chicken, and pudding). Ask students what is their favourite food. Repeat word 'yummy' before saying each of the food items such as yummy pizza, yummy jelly, etc.
- Later you can ask students to circle the yummy food of their choice.
- Plan a yellow day at school. Ask students to wear yellow clothes or bring yellow things to class, e.g. yellow hat, fabric, buttons, yarn, ribbon, etc.

Classroom activity - Fruit salad recipe (Page 107)

- As an optional activity you can plan a fruit salad making activity.
- At the end of the activity, you can ask them to eat the fruit salad they have made. While they are enjoying each spoonful of their fruit salad encourage them to say, 'yyyy-yummy'. Emphasize on the y sound.

LESSONS 3 AND 4

OBJECTIVES

- Recognize, read, and write the letter Zz
- Use vocabulary related to this letter and animals in the jungle
- Recite poem with actions

LEARNING OUTCOMES

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

- recognize, read, and write Zz, and use related vocabulary.
- use vocabulary related to animals.
- recite poem with actions.

RESOURCES REQUIRED (TEACHING AIDS)

- Flash card letter Zz (Appendix B)

METHOD

Listening and speaking - Introducing the capital and small letter Zz (Page 108)

- Using a flash card of the letter Zz, ask students to name things that begin with this letter. Write the words on the board and circle the letter z in each word.
- Ask students whose name begins with Z to stand up and say their name one at a time. For example, Zeeshan, Zulfiqar, Zahra, Zainab, etc. Write the names on the board and circle the letter Z. Remind students that all given names and names of places begin with a capital letter and the other words begin with small letter.
- Help students to read the words on page 108.
We Learn English Nursery Teaching Guide
Writing (Page 109)

• Write the letter Zz on the board using the correct movement.

• Ask students to follow by tracing in the air with their fingers. Repeat three to four times. You can ask them to trace the letter using a colour pencil.

• Give blank sheets of paper and ask students to trace the letter Z with a red marker, crayon, or colour pencil.

• Later, students complete the task on page 109.

Classroom activity - Animals at the zoo (Page 110)

• Ask students if they have visited a zoo and what animals they saw there.

• As an optional activity, teacher can prepare face masks of the various wild animals such as bear, lion, monkey, elephant, snake, etc. for the students. Ask students to choose an animal mask of their choice. Tell them to wear the mask and come forward when the name of their animal is called out. For example, the students wearing the mask of a bear will come forward and act as a bear when the verse on the bear is recited.

• Continue reciting the poem given on page 110 in the same manner.

Writing (Pages 111 and 112)

• Invite students to practise writing the letters Yy and Zz in the air repeatedly for few minutes. A few students can be asked to come and trace the letters on the board.

• Later, students complete the work on pages 111 and 112.

• Ask students to locate and circle the letter y in the grid on page 111, and circle the zeros on page 112.

LESSON 5

OBJECTIVES

• Read simple words and sentences with the help of pictures.

LEARNING OUTCOMES

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

• read simple words and sentences with help of pictures.

RESOURCES REQUIRED (TEACHING AIDS)

• Word wall (Appendix 13a)
• Making sentences (Appendix 13b)
• Envelopes containing letters (Appendix 13c)
We Learn English Nursery Teaching Guide

97
METHOD

Reading - Let us read (Page 113)

• Display the word wall on the board (Appendix 13a). Help students to read these words. Next, read the sentences on page 113. Ask students to repeat after you.

• Small group activity - Divide students into groups of 4. Provide each group with an envelope. Each envelope will consist of one complete sentence and cut-outs of words that make up the sentence (Appendix 13b). For example, ‘The fox is on the box.’ (complete sentence) and The - fox-is – on – the – box (separate words). Students will read the complete sentence and look for the words in the envelope to put together the complete sentence in the correct order. Demonstrate one example for the class.

• Once the group puts together the complete sentence in the correct order, they shout out BINGO! Students read out their complete sentence.

Reading - Vocabulary building (Page 114)

• Explain to the students that they will be making simple three-letter words (-et, -ot, -it, -at, and –ut words) and that you will be supporting them as they work.

• In a large group, demonstrate the activity by taking out the three-letter word building set—complete words and individual letters—from the envelope. Ensure you have one envelope for each student. (Appendix 13c)

• Show the children how to make words from this set with the help of the picture cards. For example, if the set has a picture of ‘bat’, hold up the picture and find the letters b-a-t to make the word bat; place the completed word next to the picture of the bat.

• Distribute to each student an envelope containing the three-letter word building set with the corresponding picture cards. Invite children to make the words with the help of the picture card.

• Help students to read the words on page 114.

• Provide ample time and opportunities to the students to read. Reading practice helps children to develop fluency that will help them to read with increasing enjoyment and understanding.

Suggestion - Please note all teaching and learning materials should be developed from low cost and reusable materials, such as old tissue, cereal, and tea boxes, etc.
We Learn English Nursery Teaching Guide
LESSON 1

OBJECTIVES

• Identify vowels and consonants

LEARNING OUTCOMES

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

• recognize vowels and consonants.

RESOURCES REQUIRED (TEACHING AIDS)

• Flash cards Aa to Zz (Appendix B)

METHOD

Listening, speaking, and writing - Introducing vowels and consonants (Page 115)

• Begin the lesson by singing the Alphabet song.
• Ask students if they know about vowels and consonants.
• Draw two columns on the board and write these headings: Vowels, Consonants. Ask each student to look at the Alphabet chart and say a letter. If a student says a vowel, clap your hands and write the letter under the vowels column. If a student says a consonant, stamp your feet and write it under the consonants section. Continue until all the letters of the alphabet are on the board.
• Now pointing at the letters under the vowel heading, students read out the vowels. Tell the students that these letters are called vowels. Do the same for the consonants. Tell students that the other letters are called consonants.
• Later, ask students to give words that begin with each vowel. Write the words on the board.
• Student write and chant the vowels and consonants, and then complete task given on page 115.

Classroom activity- Identifying vowels and consonants (Page 116)

• Ask students to open to page 116, and circle the vowels and colour the consonants.
• When students complete the activity, ask them to check their answers with their classmates to make sure they have circled the vowels and coloured the consonants. Provide help where needed.
• Conclude the activity by asking students to say the alphabet, and when a vowel is called they can either stand up or clap.
A یا an?

1. Objectives

- Consonants (vowels)
- This is an example to teach vowels.

2. Activity

- Write the words "cat", "mat", "bat", and "rat" on the board.
- Ask the children to find the missing letters in these words.
- Write the words "cap" and "map" on the board.
- Ask the children to find the missing letters in these words.

3. Discussion

- Discuss the importance of vowels in English.
- Explain that vowels are the sounds we make when we say "a", "e", "i", "o", and "u".

4. Practice

- Give the children practice worksheets with missing vowels.
- Encourage them to fill in the missing vowels and check their work with a partner.

5. Assessment

- Give a quiz to assess the children's understanding of vowels.
- Grade the quiz and provide feedback to the children.
Listening, speaking, and writing - a or an? (Pages 117, 118, and 119)

• Inform students that they will be learning about the use of ‘a’ and ‘an’. Tell students that ‘an’ is used before a singular word that begins with a vowel, for example, an apple, an envelope, an orange, etc. While, ‘a’ is used before a singular word that begins with a consonant, for example, a train, a monkey, a bench, a cat, etc.

• Write the words given on page 117 on the board. Ask students to tell you if ‘a’ or ‘an’ will be used before these words. Then help them to read page 117 and discuss it.

• Ask students to complete activity on page 118 by writing ‘a’ or ‘an’ before each word.

• Later, students share their work with their classmates to make sure they have the same responses. Their responses can be discussed in the classroom.

• Next, help students to read the words and sentences on page 119 and complete the work.
We Learn English Nursery Teaching Guide - این ہے تعلیم - تعلیم کا مہربانی کر کے ایک کرہ وہ an کا استعمال کیسے گے۔ ایک بنیادی کیسے کر an اس لفظ ہوا ہے جب قلم استعمال کیا جاتا ہے تو یہ شروع ہوا ہے۔

- vowel
- consonant
- an orange, an envelope, an apple
- a cat, a bench, a monkey, train

Short a before a vowel or a non-final a, e.g. "an orange", "an envelope", "an apple".

- an at the end of a word is pronounced as a long vowel, e.g. "an apple".
- an before a vowel or a non-final a, e.g. "an orange", "an envelope", "an apple".

- a cat, a bench, a monkey, train

Page 103 of 118 (119, 119)
### Appendix A

#### Alphabet chart

<table>
<thead>
<tr>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="apple.png" alt="Apple" /></td>
<td><img src="bat.png" alt="Bat" /></td>
<td><img src="cat.png" alt="Cat" /></td>
<td><img src="dog.png" alt="Dog" /></td>
</tr>
<tr>
<td>apple</td>
<td>bat</td>
<td>cat</td>
<td>dog</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ee</th>
<th>Ff</th>
<th>Gg</th>
<th>Hh</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="egg.png" alt="Egg" /></td>
<td><img src="fish.png" alt="Fish" /></td>
<td><img src="gate.png" alt="Gate" /></td>
<td><img src="house.png" alt="House" /></td>
</tr>
<tr>
<td>egg</td>
<td>fish</td>
<td>gate</td>
<td>house</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ii</th>
<th>Jj</th>
<th>Kk</th>
<th>Ll</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="igloo.png" alt="Igloo" /></td>
<td><img src="jug.png" alt="Jug" /></td>
<td><img src="kite.png" alt="Kite" /></td>
<td><img src="lamp.png" alt="Lamp" /></td>
</tr>
<tr>
<td>igloo</td>
<td>jug</td>
<td>kite</td>
<td>lamp</td>
</tr>
</tbody>
</table>

(Teachers can enlarge and use this chart or make one similar to this one.)
<table>
<thead>
<tr>
<th>Mm</th>
<th>Nn</th>
<th>Oo</th>
<th>Pp</th>
</tr>
</thead>
<tbody>
<tr>
<td>mat</td>
<td>nurse</td>
<td>orange</td>
<td>pen</td>
</tr>
<tr>
<td>Qq</td>
<td>Rr</td>
<td>Ss</td>
<td>Tt</td>
</tr>
<tr>
<td>quilt</td>
<td>rat</td>
<td>sun</td>
<td>tap</td>
</tr>
<tr>
<td>Uu</td>
<td>Vv</td>
<td>Ww</td>
<td>Xx</td>
</tr>
<tr>
<td>umbrella</td>
<td>vase</td>
<td>watch</td>
<td>xylophone</td>
</tr>
<tr>
<td>Yy</td>
<td>Zz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yo-yo</td>
<td>zebra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Flash cards Aa fi Zz

<table>
<thead>
<tr>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ee</td>
<td>Ff</td>
<td>Gg</td>
<td>Hh</td>
</tr>
<tr>
<td>Ii</td>
<td>Jj</td>
<td>Kk</td>
<td>Ll</td>
</tr>
<tr>
<td>Mm</td>
<td>Nn</td>
<td>Oo</td>
<td>Pp</td>
</tr>
<tr>
<td>Qq</td>
<td>Rr</td>
<td>Ss</td>
<td>Tt</td>
</tr>
<tr>
<td>Uu</td>
<td>Vv</td>
<td>Ww</td>
<td></td>
</tr>
<tr>
<td>Xx</td>
<td>Yy</td>
<td></td>
<td>Zz</td>
</tr>
</tbody>
</table>

(These can be enlarged and cut out separately, if needed.)
Appendix Unit 1a

Welcome Song
As salam o alaikum, Wa alaikum as salam
How are you?
How are you?
How are you today?
How are you (name of student)?
How are you (name of student)?
How are you today?
As salam o alaikum, Wa alaikum as salam
Kaisay hain, kaisay hain?
Kaisay hain aaj aap?
As salam o alaikum (name of student)
As salam o alaikum (name of student)
Kaisay hain, kaisay hai,
Kaisay hain aaj aap?

Note: Make sure to call each student’s name in alphabetical order during greeting time.

Appendix Unit 1b

Aa-Zz chart

Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh
Ii  Jj  Kk  Li  Mm  Nn  Oo  Pp
Qq  Rr  Ss  Tt  Uu  Vv  Ww  Xx
Yy  Zz

(Make a similar chart. There should be enough space between each line, so that students can place their name card under each letter.)
Appendix Unit 1c

The Alphabet Song
Come dear children, come to me.
I will teach you A, B, C.

Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh
Ii  Jj  Kk  Ll  Mm  Nn  Oo  Pp
Qq  Rr  Ss  Tt  Uu  Vv  Ww  Xx
Yy  Zz
Now you know you A, B, C.
Next time won’t you sing with me?

Appendix Unit 1d

Pictures of things beginning with the letter b

- ball
- bag
- butterfly
- boat
- bench
- bird
- boy
- balloon
### Appendix Unit 1e

#### Matching activity

<table>
<thead>
<tr>
<th>bat</th>
<th>bee</th>
</tr>
</thead>
<tbody>
<tr>
<td>balloon</td>
<td>bag</td>
</tr>
<tr>
<td>bird</td>
<td>bus</td>
</tr>
<tr>
<td>ball</td>
<td>banana</td>
</tr>
</tbody>
</table>

(You can photocopy and cut out each picture and word separately, and place in an envelope.)

### Appendix Unit 2a

#### Matching activity

- drum
- doll
(You can photocopy and cut out each picture and word separately, and place in an envelope.)
Appendix Unit 3a
Word building set and picture cards

(i) Picture cards

- fox
- fork
- fish
- frog
- lag

(ii) Word building sets

<table>
<thead>
<tr>
<th>f</th>
<th>o</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>o</td>
<td>r</td>
</tr>
<tr>
<td>f</td>
<td>i</td>
<td>s</td>
</tr>
<tr>
<td>f</td>
<td>r</td>
<td>o</td>
</tr>
<tr>
<td>f</td>
<td>l</td>
<td>a</td>
</tr>
</tbody>
</table>

(You can photocopy and cut out each picture and letter separately.)
### Appendix Unit 4a

**Matching activity - Young ones**

<table>
<thead>
<tr>
<th>boy</th>
<th>man</th>
<th>girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman</td>
<td>caterpillar</td>
<td>butterfly</td>
</tr>
<tr>
<td>chick</td>
<td>hen</td>
<td>kitten</td>
</tr>
<tr>
<td>cat</td>
<td>puppy</td>
<td>dog</td>
</tr>
<tr>
<td>calf</td>
<td>cow</td>
<td></td>
</tr>
</tbody>
</table>

(You can photocopy and cut out each card separately.)
Appendix Unit 4b
Things in my house

<table>
<thead>
<tr>
<th>Clock</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fan</td>
<td>Bed</td>
</tr>
<tr>
<td>Jug</td>
<td>Sofa</td>
</tr>
<tr>
<td>Table</td>
<td>Television</td>
</tr>
</tbody>
</table>

(You can photocopy and cut out each card separately.)
### Appendix Unit 5a

#### Matching activity

<table>
<thead>
<tr>
<th>iron</th>
<th><img src="image" alt="Iron" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>ink</td>
<td><img src="image" alt="Ink" /></td>
</tr>
<tr>
<td>igloo</td>
<td><img src="image" alt="Igloo" /></td>
</tr>
<tr>
<td>insect</td>
<td><img src="image" alt="Insect" /></td>
</tr>
<tr>
<td>ice cream</td>
<td><img src="image" alt="Ice Cream" /></td>
</tr>
</tbody>
</table>

(You can photocopy and cut out each picture and word separately.)
Appendix Unit 5b

Picture Cards

(You can photocopy and cut out each picture separately.)

Appendix Unit 5c

Name the picture and circle the beginning letter.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>c a i</td>
</tr>
<tr>
<td></td>
<td>b i d</td>
</tr>
<tr>
<td></td>
<td>e g i</td>
</tr>
<tr>
<td></td>
<td>c g i</td>
</tr>
<tr>
<td></td>
<td>f h i</td>
</tr>
</tbody>
</table>
Appendix Unit 5d
Wild animals

lion

monkey

bear

giraffe

elephant
tiger

cheetah

zebra

(You can photocopy and cut out each picture separately.)
Appendix Unit 5e
Three-letter word building set (ab, ad, and ag words)

<table>
<thead>
<tr>
<th>cab</th>
<th>dab</th>
<th>fab</th>
<th>lab</th>
<th>nab</th>
<th>tab</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>dad</td>
<td>sad</td>
<td>had</td>
<td>lad</td>
<td>mad</td>
</tr>
<tr>
<td>bag</td>
<td>hag</td>
<td>mag</td>
<td>nag</td>
<td>rag</td>
<td>sag</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c</th>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>f</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>l</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>n</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>t</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>b</td>
<td>a</td>
<td>d</td>
</tr>
<tr>
<td>d</td>
<td>a</td>
<td>d</td>
</tr>
<tr>
<td>s</td>
<td>a</td>
<td>d</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>h</th>
<th>a</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>a</td>
<td>d</td>
</tr>
<tr>
<td>m</td>
<td>a</td>
<td>d</td>
</tr>
<tr>
<td>b</td>
<td>a</td>
<td>g</td>
</tr>
<tr>
<td>h</td>
<td>a</td>
<td>g</td>
</tr>
<tr>
<td>m</td>
<td>a</td>
<td>g</td>
</tr>
<tr>
<td>n</td>
<td>a</td>
<td>g</td>
</tr>
<tr>
<td>r</td>
<td>a</td>
<td>g</td>
</tr>
<tr>
<td>s</td>
<td>a</td>
<td>g</td>
</tr>
</tbody>
</table>

(You can photocopy and cut out each word and letter card separately.)
Appendix Unit 7a
Making sentences

The cat has a bat.
The rat has a tin.
The man has a hat.
This is a red mat.

(You can photocopy and cut out each word separately.)

Appendix Unit 9a
Rabbit ears
Appendix Unit 11a
Preposition cards

<table>
<thead>
<tr>
<th>under</th>
<th>in</th>
<th>on</th>
<th>in front of</th>
<th>behind</th>
</tr>
</thead>
</table>

(You can photocopy and cut out each word separately.)

Appendix Unit 12a
Making words with the letter ,x,\

<table>
<thead>
<tr>
<th>box</th>
<th>fox</th>
<th>fax</th>
<th>ïx</th>
<th>tax</th>
<th>wax</th>
</tr>
</thead>
<tbody>
<tr>
<td>mix</td>
<td>six</td>
<td>axe</td>
<td>x-ray</td>
<td>taxi</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b</th>
<th>o</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>o</td>
<td>x</td>
</tr>
<tr>
<td>f</td>
<td>a</td>
<td>x</td>
</tr>
<tr>
<td>f</td>
<td>i</td>
<td>x</td>
</tr>
<tr>
<td>t</td>
<td>a</td>
<td>x</td>
</tr>
<tr>
<td>x</td>
<td>r</td>
<td>a</td>
</tr>
<tr>
<td>t</td>
<td>a</td>
<td>x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>w</th>
<th>a</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>i</td>
<td>x</td>
</tr>
<tr>
<td>s</td>
<td>i</td>
<td>x</td>
</tr>
<tr>
<td>a</td>
<td>x</td>
<td>e</td>
</tr>
</tbody>
</table>

(You can photocopy and cut out each word and letter separately.)
## Appendix Unit 13a

### Word wall

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Pen" /></td>
<td><img src="image" alt="Pin" /></td>
</tr>
<tr>
<td>pen</td>
<td>pin</td>
</tr>
<tr>
<td><img src="image" alt="Fox" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td>fox</td>
<td>box</td>
</tr>
<tr>
<td><img src="image" alt="Mop" /></td>
<td><img src="image" alt="Mat" /></td>
</tr>
<tr>
<td>mop</td>
<td>mat</td>
</tr>
<tr>
<td><img src="image" alt="Rat" /></td>
<td><img src="image" alt="Cat" /></td>
</tr>
<tr>
<td>rat</td>
<td>cat</td>
</tr>
</tbody>
</table>
### Appendix Unit 13b

**Making sentences**

<table>
<thead>
<tr>
<th>The</th>
<th>fox</th>
<th>is</th>
<th>on</th>
<th>the</th>
<th>box.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The</td>
<td>man</td>
<td>has</td>
<td>a</td>
<td>mop.</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>a</td>
<td>fat</td>
<td>cat.</td>
<td></td>
</tr>
<tr>
<td>The</td>
<td>fat</td>
<td>cat</td>
<td>is</td>
<td>on</td>
<td>the</td>
</tr>
</tbody>
</table>

(You can photocopy and cut out each sentence and word separately.)
### Appendix Unit 13c

Three letter word building set (-et, -ot, -it, -at and -ut words)

<table>
<thead>
<tr>
<th>bet</th>
<th>get</th>
<th>jet</th>
<th>let</th>
<th>met</th>
<th>net</th>
</tr>
</thead>
<tbody>
<tr>
<td>pet</td>
<td>vet</td>
<td>wet</td>
<td>yet</td>
<td>cot</td>
<td>dot</td>
</tr>
<tr>
<td>got</td>
<td>hot</td>
<td>jot</td>
<td>lot</td>
<td>not</td>
<td>pot</td>
</tr>
<tr>
<td>rot</td>
<td>tot</td>
<td>bit</td>
<td>ã‘t</td>
<td>hit</td>
<td>kit</td>
</tr>
<tr>
<td>lit</td>
<td>pit</td>
<td>sit</td>
<td>bat</td>
<td>cat</td>
<td>fat</td>
</tr>
<tr>
<td>hat</td>
<td>mat</td>
<td>pat</td>
<td>rat</td>
<td>sat</td>
<td>but</td>
</tr>
<tr>
<td>cut</td>
<td>gut</td>
<td>hut</td>
<td>jut</td>
<td>nut</td>
<td>rut</td>
</tr>
</tbody>
</table>

(You can photocopy and cut out each word and letter separately.)