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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 plans, offering a variety of approaches to learning and teaching.

The Teaching Guides offer:

- Objectives and Learning Outcomes
  These help both teachers and students to focus on 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 variety of whole class, group, pair, and individual tasks which involve reading, writing, speaking, and listening actively are also set.

- Extended activities
  Picture flash cards, vocabulary cards, songs, puzzles, and question and answer sessions cater to a variety of learning styles. Children practise skills and concepts in ways which make learning fun and interactive.

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

Tracing and colouring

LESSON 1

OBJECTIVES

• Practice fine and gross motor skills
• Colour pictures

LEARNING OUTCOMES

By the end of the lesson, the children will be able to:

• draw and colour simple pictures.

RESOURCES REQUIRED (TEACHING AIDS)

• Welcome song (Appendix A)
• Alphabet chart (Appendix B)
• The Alphabet Song (Appendix C)
• Flash cards a-z (Appendix D)
• Play dough
• Colour pencils and crayons

METHOD

Preparation

• Prior to the lesson, display the alphabet chart on the soft board (Appendix B).
• Prepare name cards 3 x 3 inches, and write the name of a child on each card.

Listening and speaking – Introduction

• Begin the lesson by singing the Welcome Song (Appendix A) to welcome the children. 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 letter on the Alphabet chart (Appendix B) 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. Continue until all the children have placed their name cards under the correct letter.
• Next, display The Alphabet Song (Appendix C) on the soft board. Give each child a letter of the alphabet a-z (Appendix D).
• While the alphabet song is being sung, ask the children with the respective letter to come in and line up at the front, as the letters are introduced. Ask them to hold up each letter, so that the children can recognize which letter is being called out. This will help as a reminder. Repeat the song if you like.
باب 1

نقطہ 1: نظم طالبہ اور رہنما بحران

مباحث

- تحریک ورطولی عضلانی حکاکی پر خصوص مافکن کی تعلیم کرنا
- تعلیمی سائٹ میں رہنما بحران

آموزش کے منافع

نقطہ 2: اخلاق پر طالب کو تعلیماندا پیش کرنا کے لیے:
- سادہ اخلاق با کارگر بھرکر
- وکار مسئول (اماندی، تدریسی اشیاء)

- اخلاقیاتی قواعد
- حروف کہا جانے والی
- حروف کہا گئیت
- قدیس کا کور ژمن
- لہ ڈو

- قرائن خاص اور مو орган

طریقہ کار

نظام

نقطہ 3: نظم بھر بھاری پر حروف کہا جانے والی نامائی کئی (شمع)

- (B)

خود ذات

سلما یوائی - تحقیر

- استحصالی کیت (شمع)
- کروش کا کور ژمن
- اخلاقیاتی قواعد

- Bushra اور Ayesha کی

- (پرحاصل)

- (شمع)

- (شمع)

- (شمع)

- (شمع)

- (شمع)

- (شمع)

We Learn English Pre-Nursery Teaching Guide
Pre-writing exercises (Page 1)

- In groups of 4 or 5, provide children with play dough. Ensure that there is sufficient for each child in the group.
- Encourage children to play with the play dough using their hands. Help them to roll the play dough and try to make balls, flowers, and any other shapes. Ask children to talk about what they have made and if they enjoyed doing the activity.
- Later, pour sand on a tray and let the children draw simple designs using a stick. Repeat a few times.
- Next, encourage the students to try to copy the same designs on paper, using a pencil or crayons.
- As an additional activity, discuss the pictures on this page. Point out that the children are making things with pay dough.

Suggestions

- As the students are writing for the first time, provide them ample of opportunities to practise tracing in the sand tray before asking them to draw the design in their books.

Classroom activity – Colouring (Page 2)

- Show the picture of the park to the children. Ask the following questions:
  a. Have you been to a park?
  b. What did you do there?
  c. What things can you see in a park?
- Ask the children to look at page 2 and name all the things they can see in this picture.
- Later, children can colour the picture on this page and then say which colours they have used.

LESSON 2

OBJECTIVES

- Trace different types of lines

LEARNING OUTCOMES

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

- trace and draw straight, vertical, horizontal, zigzag, and wavy lines.
- trace and draw curved lines.

METHOD

Classroom activity – Tracing (Pages 3, 4, 5, and 6)

- Draw a dotted vertical line on the board and then put a dot at the top and an arrow at the bottom of the line, as shown on page 3.
• Introduce the words ‘up’ and ‘down’ and ‘top’ and ‘bottom’. For example: Ask them to look at the dot at the top, and the arrow at the bottom of the dotted line, emphasizing the words ‘up’ and ‘down’ and ‘top’ and ‘bottom’. Explain that the dot indicates the starting point and the arrow is the finish point. Trace over the dotted line on the board. You can ask the students to trace the lines on the board.

• Repeat two or three times. Explain to children that they should start at the red dot and trace along the dotted pattern to complete the lines and finish at the arrow.

• Follow the same plan for pages 4, 5, and 6. For these pages introduce the words – zig zag (page 5), and half a circle, semi-circle (page 6).

• Ask children to follow you by tracing the lines 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 lines in the sand with a stick.

• Note: At first you should only introduce one stroke and then gradually move on to the next, with ample opportunity to practise tracing these lines.

• Later, ask them to complete the activity on pages 3, 4, 5 and 6.
LESSONS 1, 2, AND 3

OBJECTIVES

- Introduce and trace letters a, b and c
- Develop fine and gross motor skills

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

- recognize, read, and write the letters a, b, and c.
- use vocabulary related to the letters a, b, and c.
- draw and colour pictures.

RESOURCES REQUIRED (TEACHING AIDS)

- Alphabet chart (Appendix B)
- The Alphabet Song (Appendix C)
- Flash cards a-z (Appendix D)
- Pictures relating to page 8.

METHOD

Listening and speaking – Introduction

- Begin the class by displaying The Alphabet Song (Appendix C) and the Alphabet chart (Appendix B) on the soft board. Give each child a letter of the alphabet a-z (Appendix D).
- While the alphabet song is being sung, ask the children with the respective letters to come up to the front and line up, as the letters are introduced. Ask them to hold up each letter, so that the children can recognize which letter is being called out. This will help as a reminder. Repeat the song if you like.

Listening and speaking – Introducing the letter ‘a’ (Page 7)

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 ‘a’ first.

- Using the flash cards of the letter ‘a’ (Appendix D), ask children to name a few things they know that begin with the letter ‘a’. Write the children’s responses on the board or flip chart.
باب ٢

مقام کر: a، b، c

1. حروف
   a. حروف کا حرف
   b. حروف کا حرف
   c. حروف کا حرف

2. ذکر_a
   a. ذکر
   b. ذکر
   c. ذکر

3. حروف
   a. حروف
   b. حروف
   c. حروف

4. فعال
   a. فعال
   b. فعال
   c. فعال

5. حروف
   a. حروف
   b. حروف
   c. حروف

6. حروف
   a. حروف
   b. حروف
   c. حروف

7. حروف
   a. حروف
   b. حروف
   c. حروف

8. حروف
   a. حروف
   b. حروف
   c. حروف

9. حروف
   a. حروف
   b. حروف
   c. حروف

10. حروف
    a. حروف
    b. حروف
    c. حروف

11. حروف
    a. حروف
    b. حروف
    c. حروف

12. حروف
    a. حروف
    b. حروف
    c. حروف

13. حروف
    a. حروف
    b. حروف
    c. حروف

14. حروف
    a. حروف
    b. حروف
    c. حروف

15. حروف
    a. حروف
    b. حروف
    c. حروف

16. حروف
    a. حروف
    b. حروف
    c. حروف

17. حروف
    a. حروف
    b. حروف
    c. حروف

18. حروف
    a. حروف
    b. حروف
    c. حروف

19. حروف
    a. حروف
    b. حروف
    c. حروف

20. حروف
    a. حروف
    b. حروف
    c. حروف

21. حروف
    a. حروف
    b. حروف
    c. حروف

22. حروف
    a. حروف
    b. حروف
    c. حروف

23. حروف
    a. حروف
    b. حروف
    c. حروف

24. حروف
    a. حروف
    b. حروف
    c. حروف

25. حروف
    a. حروف
    b. حروف
    c. حروف

26. حروف
    a. حروف
    b. حروف
    c. حروف

27. حروف
    a. حروف
    b. حروف
    c. حروف

28. حروف
    a. حروف
    b. حروف
    c. حروف

29. حروف
    a. حروف
    b. حروف
    c. حروف

30. حروف
    a. حروف
    b. حروف
    c. حروف

31. حروف
    a. حروف
    b. حروف
    c. حروف

32. حروف
    a. حروف
    b. حروف
    c. حروف

33. حروف
    a. حروف
    b. حروف
    c. حروف

34. حروف
    a. حروف
    b. حروف
    c. حروف

35. حروف
    a. حروف
    b. حروف
    c. حروف

36. حروف
    a. حروف
    b. حروف
    c. حروف

37. حروف
    a. حروف
    b. حروف
    c. حروف

38. حروف
    a. حروف
    b. حروف
    c. حروف

39. حروف
    a. حروف
    b. حروف
    c. حروف

40. حروف
    a. حروف
    b. حروف
    c. حروف
• Invite children whose names begin 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 a small letter.

Listening, speaking, and reading – Words beginning with the letter ‘a’ (Page 8)

• Prepare flashcards of the pictures on page 8 or collect pictures from old magazines.
• Divide children into groups of four or five. Provide each group with an envelope. Prior to the class, place few pictures inside each envelope.
• Ask children to identify the pictures and say if they begin with the letter ‘a’.
• Next, ask them to refer to the activity on page 8 and circle the things that begin with the letter ‘a’.
• You can first demonstrate the activity with the class and then ask them to complete the task as a group, ensuring that each student gets an opportunity to do the activity.
• To conclude the activity, randomly ask children to share their work with the whole class.

Writing (Page 9)

• Inform children that they will now practise writing the letter ‘a’.
• First, write the letter ‘a’ on the board, showing the correct movements step by step, as shown on page 7.
• Ask children to follow you by tracing the letter 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 in it.
• Later, children complete the writing and colouring activity on page 9.

Listening and speaking – Introducing the letter ‘b’ (Page 10)

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 each letter first.

• Using the flash cards of the letter ‘b’ (Appendix D), ask children to name a few things they know that begin with the letter ‘b’. Write the children’s responses on the board or flip chart.
• Invite children whose names begin with the letter B 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 a small letter.

Listening, speaking, and reading – Words beginning with the letter ‘b’ (Page 11)

• Ask the children to look at page 11 and name the pictures. Help them to pronounce the words correctly, emphasizing the starting sound ‘b’.
• Next, the children can complete the activity on page 11.
• To conclude the activity, randomly ask children to share their work with the whole class, and name the colours they have used.
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Writing (Page 12)

- Inform children that they will now practise writing the letter ‘b’.
- First, write the letter ‘b’ on the board, showing the correct movements step by step, as shown on page 10.
- Ask children to follow you by tracing the letter 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 in it.
- Later, children complete the writing and colouring activity on this page.

Listening and speaking – Introducing the letter ‘c’ (Page 13)

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 each letter first.

- Using the flash cards of the letter ‘c’ (Appendix D), ask children to name a few things they know that begin with the letter ‘c’. Write the children’s responses on the board or flip chart.
- Invite children whose names begin with the letter C 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 a small letter.

Listening, speaking, and reading – A birthday party (Page 14)

- Ask the children to look at page 14 and name the things they can see in the picture. Ask them to identify those beginning with c.
- The things beginning with ‘c’ are – curtain, car, cake, crown, candle, cushion.
- Ask them to colour the things beginning with c.

Writing (Page 15)

- Inform children that they will now practise writing the letter ‘c’.
- First, write the letter ‘c’ on the board showing the correct movements as shown on page 13.
- Ask the children to follow you by tracing the letter 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 in it.
- Later, children complete the writing and colouring activity on this page.

LESSON 4

OBJECTIVES

- Teach the students to and recognize the letters a, b, and c
- Encourage enjoyment in reciting a poem
A birthday party.

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LEARNING OUTCOMES

By the end of the lesson, children will be able to:

- name things and identify beginning sounds/letters.
- recite poem with actions.
- use the terms black and white correctly.
- name common things in the classroom.

METHOD

Listening and speaking – Poem, *Baa, baa black sheep* (Page 16)

- Display the poem, *Baa, baa black sheep* from page 16. Recite the poem line by line with actions and ask the children to repeat after you.

Classroom activity – Opposites, black and white (Page 16)

- Show the picture on page 16 and explain that Roly and Poly are two girls. They are friends, and they will help the children to learn simple opposites. Explain that opposites are words whose meanings are completely different from each other and don't share similar qualities, e.g. black and white, up and down, fat and thin, rich and poor, etc.
- Ask children to point to things in the classroom that are black or white. List these on the board.
- Read the sentences and ask the students to repeat them after you.

Reading – Let’s practise (Page 17)

- Show pictures of an apple, airplane, ball, bat, cat, and cap if available or show them these pictures in their books. Ask the children to name the pictures and identify the beginning sound/letter of each word. List their responses on the board and circle the beginning letters.
- Later, ask children to complete the activity on page 17.
- You can also ask the children to bring an object or a picture of an object beginning with ‘a’, ‘b’, or ‘c’. Ask the students to name the object and describe it.

Classroom activity – Things in the classroom (Page 18)

- In a large group, ask the children to name a few things they can see in their classroom. List the responses on the board. Later, ask them to say the beginning letter of each thing.
- Help the children to read the words on page 18.
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Baa, baa black sheep

white, down, rich, thin, up, black

Let's practise

apple
LESSONS 1, 2, AND 3

Note: Read the plans outlined for Lessons 1, 2, and 3 in Unit 2. Follow the same pattern or adapt the plans according to the requirements and level of your class.

The plans given below are generic plans to introduce the letters with related vocabulary and to teach correct movements to trace and write the letters.

OBJECTIVES

• Introduce and trace the letters d, e, and f
• Introduce vocabulary related to letters d, e, and f
• Develop fine motor skills (colouring)

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

• recognize, read, and write the letters d, e, and f.
• use vocabulary related to these letters.
• colour pictures.

RESOURCES REQUIRED (TEACHING AIDS)

• Flash card of the letters d, e, and f (Appendix D)

METHOD

Listening and speaking – Introducing the letters ‘d, e, and f’ (Pages 19, 22, and 25)

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 names and sounds of letters ‘d, e, and f’ respectively.

• Using the flash cards of the letters ‘d, e, and f’ (Appendix D), ask children to name a few things that begin with these letters ‘d, e, and f’. Write the children’s responses on the board or flip chart.

• You can also give them a few objects and pictures of things beginning with the letters ‘d, e, and f’. Make sure each child has at least one picture or object. Ask the children to name and identify these things. Children name the object/picture and say the beginning letter of the word. The other children can repeat after them.

• Now, trace the letters ‘d, e, and f’ step by step on the board as shown on pages 19, 22, and 25. Ask student to follow by tracing in the air with their fingers. Repeat three or four times.
باب 3

کہنچ 2، اور 3

kusht: باب 2 اور 3 کے لئے دیکھیں ضموم، بندی کا ہماک پایا جاتا ہے۔ ایسے پہلے کہیں یا جگری زبان کی معنویات کے مطالبہ ضموم
بنا ہے۔ میں ہیلی ضموم، اس قسم میں کہ نہیں پہلے کہ معنویات زبان کے مطلب ضموم کے ساتھ ضموم کے مطلب کا اہم
کہنچ کر گیا ہے۔ حکمت مطلب جا کہ ہے۔

مٹھاء غیر

• حروف e, d کے ضموم کے مطلب کرتا
• حروف e, d کے ضموم کے مطلب کرتا
• حروف e, d کے ضموم کے مطلب کرتا

آموزش کے ذرائع

• ایسے کہاں ضموم کے مطلب جا کہ ہے۔
• حروف e, d کے ضموم کے مطلب کرتا
• حروف e, d کے ضموم کے مطلب کرتا

دوکار وسکل ( انسانی تدبری اسی)

• حروف e, d کے ضموم کے مطلب کرتا

طریقہ کار

شنا پر ایوان- حروف e, d کے ضموم کے مطلب کرتا

kusht: باب 2 اور 3 کے لئے دیکھیں ضموم، بندی کا ہماک پایا جاتا ہے۔ ایسے پہلے کہیں یا جگری زبان کی معنویات کے مطالبہ ضموم
بنا ہے۔ میں ہیلی ضموم، اس قسم میں کہ نہیں پہلے کہ معنویات زبان کے مطلب ضموم کے ساتھ ضموم کے مطلب کا اہم
کہنچ کر گیا ہے۔ حکمت مطلب جا کہ ہے۔

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• Later, help the children to read the words on these pages, emphasizing on the beginning sound.

Classroom activity – Colouring (Pages 20, 23, and 26)
• Talk about the pictures on pages 20, 23, and 26. You can ask the following questions:
  a. What do you see on this page? Name it.
  b. What is the beginning sound/letter of this word?
  c. Have you see a duck/an elephant/a fish?
  d. Where did you see it? What did it look like?

Writing (Pages 21, 24, and 27)
• Inform children that they will now practise writing the letters ‘d, e, and f’.
• Write the letters ‘d, e, and then f’ on the board by drawing each stroke step by step as shown on pages 19, 22, and 25.
• Ask the children to follow you by tracing the letters 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 letters in it.
• Later, children complete the writing and colouring activity on these pages.

LESSONS 4 AND 5

OBJECTIVES
• Teach children to recite poems
• Teach the opposites full and empty
• Teach the students to read and write the letters d, e, and f.
• Introduce vocabulary related to letters d, e, and f

LEARNING OUTCOMES
By the end of the lesson, children will be able to:
• recite a poem with actions.
• use the terms full and empty correctly.
• name things and identify beginning sounds/letters d, e, and f.
• name common things in their homes.

RESOURCES REQUIRED (TEACHING AIDS)
• Pictures of fish
• Toys or pictures of an airplane, ball, candle, drum, egg, and fish
کتاب "We Learn English Pre-Nursery Teaching Guide"

19
METHOD

Listening and speaking – Poem, *I love the fish* (Page 28)

- Display the poem, *I love the fish* given on page 28. You can ask these questions:
  a. Where do fishes live?
  b. What can fishes do?
  c. Do you like to eat fish?
- In a large group, teach the children to recite the poem with actions. Repeat.
- Ask children to draw and colour a fish of their choice. Display their work in the classroom.

Classroom activity – Opposites, full and empty (Page 28)

- Remind the children what they had learned on page 16. Repeat that Roly and Poly are two girls. They are friends, and they will help the children to learn simple opposites. Explain again, that opposites are words that have completely different meanings from each other, e.g. black and white, up and down, fat and thin, rich and poor, full and empty, etc.
- Tell them that they would learn the words full and empty. You can demonstrate with examples by showing a full and empty box/glass/cup, etc. Ask children to draw two things and show one as full and one as empty.

Reading – Match (Page 29)

- Show pictures (or toys) of an airplane, ball, candle, drum, egg, and fish as shown on page 29. Ask children to name them and then identify the beginning sound/letter of each. Write the words on the board and circle the beginning letters.
- Later, ask children to complete the activity on page 29.
- **Classroom activity** - Children can be asked to bring pictures of things beginning with d, e, and f and talk about them.

Things in my room (Page 30)

- In a large group, ask the children to name a few things they have in their room. List all the answers on the board.
- Now, show them the picture of the room on page 30 and help them to read the words.
- Later, ask the children to draw two things that they have in their rooms. Students can talk about their work and share it with the whole class.
We Learn English Pre-Nursery Teaching Guide
LESSONS 1, 2, AND 3

OBJECTIVES
• Introduce and trace letters g, h, and i

LEARNING OUTCOMES
By the end of the lesson, children will be able to:
• recognize, read, and write the letters g, h, and i.
• use vocabulary related to these letters.
• colour pictures.

RESOURCES REQUIRED (TEACHING AIDS)
• Flash cards of letters g, h, and i (Appendix D)

METHOD

Listening and Speaking - Introducing the letter ‘g’ (Page 31)
• Using the flash card of the letter ‘g’ (Appendix D), ask children whose names begin with this letter to stand up. Write their names on the board and circle the beginning letter.
• Write the letter ‘g’ on the board showing the correct formation step by step on the board as shown on page 31. Help the children to read the words on this page.
• Tell the children that letter G is a special letter because it can make two sounds: soft g and the hard g sound and ask them to repeat the sounds after you.
• Now, ask children to name things/words that use the hard sound and the soft sound of the letter ‘g’. For example, gate, guava, girl, germs, giant, giraffe etc. Write children’s responses on the board or flip chart.

Classroom Activity (Page 32)
• Ask the children to look at the picture on page 32.
• You can ask the following questions:
  a. What can you see in this picture?
  b. What are the boys doing?
  c. What is the girl doing?
  d. Which insect can you see?
g, h, i

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• List the responses on the board. Circle all the words beginning with the letter ‘g’.
• Read the words on page 32 and ask the children to repeat them two or three times.
• Now, ask the children to circle all the ‘g’ words using a colour pencil.

Writing (Page 33)
• Inform children that they will now practise writing the letter ‘g’.
• First, write the letter ‘g’ on the board, showing the correct movements step by step, as shown on page 31.
• Ask children to follow you by tracing the letter 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 in it.
• Later, children complete the writing and colouring activity on page 33.

Listening and Speaking – Introducing the letter ‘h’ (Page 34)
• Using the flash card of the letter h (Appendix D), ask children whose names begin with this letter to stand up. Write their names on the board and circle the beginning letter.
• Write the letter h on the board, showing the correct formation step by step as shown on page 34. Help the children to read the words on this page.

Classroom activity – Colouring (Page 35)
• Talk about the picture on page 35. Ask them to name the things they see on this page and identify the beginning sounds of the words. Help them to identify the ‘h’ words.
• Later, children can complete the activity by colouring the things beginning with the letter ‘h’ – hill, house, horse.

Writing (Page 36)
• Inform children that they will now practise writing the letter ‘h’.
• First, write the letter ‘h’ on the board, showing the correct movements step by step, as shown on page 34.
• Ask children to follow you by tracing the letter 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 in it.
• Later, children complete the writing and colouring activity on this page.

Listening and Speaking – Introducing the letter ‘i’ (Page 37)
• Using the flash card of the letter ‘i’ (Appendix D), ask children whose names begin with this letter to stand up. Write their names on the board and circle the beginning letter.
• Write the letter ‘i’ on the board, showing the correct formation as shown on page 37. Help the children to read the words on this page.
سندہ اور پاکستان- حرف H متعارف کرنا (صفحہ 34)

حرف H کے لفظی کوئی (ضمیر D) جس کے کیا پڑھا جاتا ہے، چاہے سے کوئی کوئی کہتا ہے اس کی جملہ کا نام ان کے حرف سے شروع ہوتا ہے دو فہرستیں ہوتی ہیں۔ ان کے

نام پڑھ دیں گے۔ حرف h کے لفظی کوئی (ضمیر D) جس کے کیا پڑھا جاتا ہے، چاہے سے کوئی کوئی کہتا ہے اس کی جملہ کا نام ان کے حرف سے شروع ہوتا ہے دو فہرستیں ہوتی ہیں۔ ان کے

کرکے جنابات کی سرگرمی- رگہ خیرنا (صفحہ 35)

صفر 35 پر دو گھنی کی تصور کریں گھنی کی انسانیت سے فی کی کہا کہ اس کی اس سے پہلے نہ چیزیں نظر آ رہی تھیں ان کے نام تاثیر کی اور اس کے ابتدائی ایک گھنی اوڈر کی گھنی کی سب سے اہم اس کی سمجھی۔

فی کی کہا کہ اس کے نام تاثیر کی اور اس کے ابتدائی ایک گھنی اوڈر کی گھنی کی سب سے اہم اس کی سمجھی۔

نام پڑھ دیں گے۔ حرف h کے لفظی کوئی (ضمیر D) جس کے کیا پڑھا جاتا ہے، چاہے سے کوئی کوئی کہتا ہے اس کی جملہ کا نام ان کے حرف سے شروع ہوتا ہے دو فہرستیں ہوتی ہیں۔ ان کے

کلุม (صفحہ 36)

صفر 36 پر دو گھنی کی تصور کریں گے۔

فی کی کہا کہ اس کے نام تاثیر کی اور اس کے ابتدائی ایک گھنی اوڈر کی گھنی کی سب سے اہم اس کی سمجھی۔

نام پڑھ دیں گے۔ حرف h کے لفظی کوئی (ضمیر D) جس کے کیا پڑھا جاتا ہے، چاہے سے کوئی کوئی کہتا ہے اس کی جملہ کا نام ان کے حرف سے شروع ہوتا ہے دو فہرستیں ہوتی ہیں۔ ان کے

سندہ اور پاکستان- حرف F متعارف کرنا (صفحہ 37)

حرف F کے لفظی کوئی (ضمیر D) جس کے کیا پڑھا جاتا ہے، چاہے سے کوئی کوئی کہتا ہے اس کی جملہ کا نام ان کے حرف سے شروع ہوتا ہے دو فہرستیں ہوتی ہیں۔ ان کے

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Classroom activity (Page 38)

- Talk about the picture on page 38, by asking the children to name the things they see on this page. Ask them to identify the beginning sounds of the words and help them to identify the ‘i’ words – ice, igloo, ice bear.
- Give glue sticks and cotton wool to the students and ask them to paste the wool on the igloo.

Writing (Page 39)

- Inform children that they will now practise writing the letter ‘i’.
- First, write the letter ‘i’ on the board, showing the correct movements step by step, as shown on page 37.
- Ask children to follow you by tracing the letter 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 in it.

Listening, speaking, and reading – Words beginning with the letter ‘i’ (Page 39)

- Prepare flashcards of the pictures on page 39.
- Divide children into groups of 4 or 5. Provide each group with an envelope. Prior to the class, place these pictures inside each of the envelopes. Ask them to select one picture, name the object, and show it to others. If the word begins with ‘i’ the group gets 1 point. You can first demonstrate the activity and then ask them to continue in groups. Ensure that each student gets an opportunity to do the activity.
- Ask children to identify the words that begin with the letter ‘i’ on page 39 and complete the activity.

LESSON 4

OBJECTIVES

- Teach a poem with actions
- Teach opposites big and small
- Teach names of colours

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

- recite poem with actions.
- use the terms big and small correctly.
- recognize and name colours.

RESOURCES REQUIRED (TEACHING AIDS)

- Some big and small objects
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METHOD

Listening and speaking – Poem, I am an Inuit (Page 40)

- Show children a picture of an Inuit and an igloo. Talk to them about it.
- Later, help the students to read the poem, I am an Inuit on page 40.
- In a large group, children recite the poem with actions. Repeat.
- Ask children to draw and colour an igloo and display their drawings in the classroom.

Classroom activity – Opposites, big and small (Page 40)

- Revise what are opposites. Explain the opposites big and small, with the help of objects in the classroom. For example, show them big and small books, tables, chairs, boards, etc. Ask them to point at the big things, and then at the small things.
- Ask the children to name and draw things that are big or small. Display the children’s work in the classroom.

Reading – Identify the correct letter (Page 41)

- Show pictures of an insect, grape, hat, ice cream, house, and guitar as shown on page 41. Ask children to identify the beginning sound/letter of the word. List all responses on the board and circle the beginning letter for each picture.
- Divide children into groups of 4 or 5. Provide each group with an envelope containing pictures given on page 41. Each member of the group will be asked to name one picture and circle the beginning letter. Go around the class to facilitate and encourage students.
- To conclude the activity, randomly ask children to share their work with the whole class.

Colours I see (Page 42)

- Display the picture of a rainbow. Help the children to name the different colours in the rainbow. List all the colours in order on the board – violet, indigo, blue, green, yellow, orange, and red. Using crayons/markers/colour pencils show them these colours of the rainbow.
- Next, help the children to read the words on page 42. Help them to look around in the classroom and name different objects and their colours.
- Later, ask the children to draw two things that are in their room, colour them, and share their work with the whole class.
I am an Inuit

I am an Inuit. I live in the north. I am cold. I wear warm clothes.

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I have a guitar. I have a house. I have a bicycle. I have a hat. I have a grape. I have an insect. I have a ice cream. I have a house. I have a guitar. I have a bicycle. I have a hat. I have a grape. I have an insect.

Colours I see

I see red, blue, green, yellow, orange, pink. I see a red car, a blue car, a green car, a yellow car, an orange car, a pink car.

I have a dog. I have a cat. I have a bird. I have a fish. I have a horse. I have a cow. I have a monkey. I have a bear. I have a lion. I have a tiger. I have a zebra. I have a giraffe. I have a kangaroo. I have a elephant.

I have a book. I have a pencil. I have a ruler. I have a pen. I have a notebook. I have a computer. I have a phone. I have a mobile phone. I have a tablet. I have a smartphone.

I have a house. I have a garden. I have a tree. I have a flower. I have a plant. I have a bush. I have a grass. I have a soil.

I have a dog. I have a cat. I have a bird. I have a fish. I have a horse. I have a cow. I have a monkey. I have a bear. I have a lion. I have a tiger. I have a zebra. I have a giraffe. I have a elephant.
LESSONS 1, 2, AND 3

OBJECTIVES

- Introduce and trace the letters j, k, and l
- Introduce vocabulary related to letter j, k, and l

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

- recognize, read, and write the letters j, k, and l.
- use vocabulary related to these letters.
- colour pictures.

RESOURCES REQUIRED (TEACHING AIDS)

- Flash card letters j, k, l (Appendix D)

METHOD

Listening and speaking – Introducing the letter ‘j’ (Page 43)

- Using the flash card of the letter ‘j’ (Appendix D), ask children to name a few things they know that begin with the letter ‘j’. Write the children’s responses on the board or flip chart.
- Invite children whose names begin with the letter J 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 a small letter.
- Help them to read the words on this page.
- Now, in group time, children are seated 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 is passed around, each child takes out one object from the bag, names the item and says the beginning letter ‘j’ and one thing about it. The teacher can help the children if needed.

Reading (Page 44)

- Talk about the pictures on this page and ask them to identify what they can see. List the responses on the board.
- Then, help them to read the words. Repeat.
- Ask them to colour the things beginning with ‘j’. To conclude the activity, randomly ask students to share their work with the whole class.
j, k, l

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"باب 5"
Writing (Page 45)

- Inform children that they will now practise writing the letter ‘j’.
- First, write the letter ‘j’ on the board, showing the correct movements step by step, as shown on page 43.
- Ask children to follow you by tracing the letter 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 in it.
- Later, children complete the writing and colouring activity on this page. Before they start, ask the children if they have seen a joker, and what a joker does.

Listening and speaking – Introducing the letter ‘k’ (Page 46)

- Using the flash card of the letter ‘k’ (Appendix D), ask children to name a few things they know that begin with the letter ‘k’. Write the children’s responses on the board or flip chart.
- Invite children whose names begin with the letter K 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 a small letter.

Listening, speaking, and reading – Words beginning with the letter ‘k’ (Page 47)

- Ask the children to look at page 47 and describe what they see on this page. Help them to name the pictures and emphasize the starting sound ‘k’.
- Next, the children can complete the activity on page 47.
- To conclude the activity, randomly ask children to share their work with the whole class, and name the colours they have used.

Writing (Page 48)

- Inform children that they will now practise writing the letter ‘k’.
- First, write the letter ‘k’ on the board, showing the correct movements step by step, as shown on page 46.
- Ask children to follow you by tracing the letter 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 in it.
- Later, children complete the writing and colouring activity on this page.

Listening and speaking – Introducing the letter ‘l’ (Page 49)

- Using the flash card of the letter ‘l’ (Appendix D), ask children to name a few things they know that begin with the letter ‘l’. Write the children’s responses on the board or flip chart.
- Invite children whose names begin with the letter L to come to the front of the class. Remind them that all given names begin with a capital letter and the other items begin with a small letter.
کلکتہ (صفحہ 45)

ظاہرا کہ ہمارہ کا ایک ہر حرف ز کتبہ کی مسائل کر کے ہے۔

• پہلی بوزہ پڑھنے اس حرف کو انہوں نے مکمل رکھا ہے۔ آپ کہ کہ کہ کہ کسی ہو سکتا ہے؟ گھوڑا ہو گھوڑا ہو سکتا ہے۔

• ظاہرا سے کہ کیا انہوں نے حروف کی دوبارہ نقل کریں؟ آپ کہ کہ ہم ماں کہ ماں کہ نقل کریں؟

• دو جماعت بوزہ پڑھنے اس حرف کے پہلے کا کچھ کا جواب ہے۔

• اس حرف کے پہلے کی جواب نقل کریں۔

• جواب کی بوزہ پڑھنے اس حرف کے پہلے کی جواب نقل کریں۔

• اس حرف کے پہلے کی جواب نقل کریں۔

• اس حرف کے پہلے کی جواب نقل کریں۔

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• اس حرف کے پہلے کی جواب نقل کریں۔

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Classroom activity – Things beginning with the letter ‘l’ (Page 50)

• Ask the children to look at the picture on page 50. Talk to them about the picture.
• Ask children to name the things they can see in the picture. List the responses on the board. Circle the words beginning with the letter ‘l’.
• Read the words on page 50 and ask the children to repeat them two or three times.
• Then, ask the children to find and colour the pictures beginning with the letter ‘l’.

Writing (Page 51)

• Inform children that they will now practise writing the letter ‘l’.
• First, write the letter ‘l’ on the board, as shown on page 13.
• Ask the children to follow you by tracing the letter 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 in it.
• Later, children complete the writing and colouring activity on this page.

LESSONS 4 AND 5

OBJECTIVES

• Teach a poem
• Teach opposites happy and sad
• Introduce names of some common fruits

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

• recite poem with actions.
• name things and identify beginning sounds/letters.
• use the terms happy and sad correctly.
• recognize and name some fruits.

RESOURCES REQUIRED (TEACHING AIDS)

• Pictures of fruits and a lion
• Fruits (optional activity)
کورہ عامیت کی سرگرمی - حرف 1 سے شروع ہوئے دو اشیاء (صحفہ 50)

- ظاہرہ سے کھپروس 50 پر گھٹی۔
- ان سے ان کے پہچان اور تجویزوں کی مثال کی۔
- ظاہرہ سے کھپروس یہ دو اشیاء دو حصوں میں کھپروس ہوئے۔
- جمیع پر گھٹی پر درج کی۔
- حرف 1 سے شروع ہوئے دو اشیاء کے نام کی۔

دائرہ پڑھائی

- صحیرہ پر گھٹی۔
- دو اشیاء کے نام کی۔
- اعدادہ نظر کریں جہاں 1 سے شروع ہوئے دو اشیاء کے نام کی۔
- اور گھٹی کرے۔

صحیرہ (صحیفہ 51)

- ظاہرہ سے کھپروس 1 کھپروس کی شکل کریں۔
- پہلے پر گھٹی پر کھپروس 1 کھپروس کی شکل کریں۔
- ظاہرہ سے کھپروس اور ان سے دو حصوں میں کھپروس ہوئے آپ کے ان کھپروس کے نام کی۔
- ظاہرہ سے کھپروس اور ان سے دو حصوں میں کھپروس ہوئے۔

- اعدادہ نظر کریں جہاں 1 سے شروع ہوئے دو اشیاء کے نام کی۔
- اور گھٹی کرے۔

سکیٹ 4 اور 5

متنیں

اطمین پڑھائی

- sad
- happy

میکروسکوپ کے نام

آموزش کے مندرجات

سکیٹ 4 اور 5 کے اعدادہ متن کے اشیاء میں دو اشیاء پڑھائی ہوئے کی۔

- اشیاء کے نام آموزش کے متن پر لکھی ہوئی۔
- بھی جو کہ نام کھپروس ہوئے۔
- اور پڑھائی ہوئے۔

- اعدادہ نظر کریں جہاں 1 سے شروع ہوئے دو اشیاء کے نام کی۔

- وکار ڈینل (آموزش کے متن پر لکھی ہوئی)
METHOD

Listening and speaking – Poem, *Leo the lion* (Page 52)

- Show children a picture of a lion and talk to them about it.
- Later, display the poem, *Leo the lion* given on page 40.
- In a large group, children recite the poem with actions. Repeat.

Classroom activity – Opposites, happy and sad (Page 52)

- Explain the opposites happy and sad. Ask the children what are the things that make them happy and what makes them sad. Divide the board into two columns and write the headings happy and sad. List their responses accordingly.
- Ask children to name and draw two things that make them happy and one thing that makes them sad. Randomly ask children to share their pictures and display their work in the classroom.

Reading – Let’s practise (Pages 53)

- Divide children into groups of four or five. Provide each group with an envelope. Prior to the lesson, place inside each of the envelopes small cards of the pictures and letters j, k, and l as shown on page 53. Then ask each group to name each picture and circle the beginning letter. You can first demonstrate the activity with the class and then ask them to complete the task as a group, ensuring that each student gets an opportunity to do the activity. Move around the class to facilitate and encourage children.
- To conclude the activity, randomly ask children to share their work with the whole class.
- Later, children can complete the activity on page 53.

Classroom activity – Fruits (Page 54)

- In a large group, pass around the classroom a basket with toy fruits or picture of fruits. Ask each child to pick up one fruit, name it, and say one thing about that fruit.
- Ensure that all the children get a chance to do this activity. You can also discuss more about the fruits, e.g. name, number of seeds, colour, taste, shape, etc.
- Now, help the children to read page 54. Later, ask the children to draw and colour their favourite fruit and then they can talk about their work with the help of the teacher.
- As an optional activity, you can cut up a few fruits and make a fruit salad and share it with the children.
We Learn English Pre-Nursery Teaching Guide
LESSONS 1, 2, AND 3

OBJECTIVES
- Introduce and trace the letters m, n, and o
- Introduce vocabulary related to letters m, n, and o

LEARNING OUTCOMES
By the end of the lesson, children will be able to:
- recognize, read, and write the letters m, n, and o.
- use vocabulary related to these letters.
- colour pictures.
- talk about everyday activities.

RESOURCES REQUIRED (TEACHING AIDS)
- Flash card letters m, n, o (Appendix D)
- Days of the week flash cards (Appendix E)
- Word cards and glue sticks (optional activity)

METHOD
Listening and speaking – Introducing the letter ‘m’ (Page 55)
- Using the flash card of the letter ‘m’ (Appendix D), ask children to name a few things they know that begin with the letter ‘m’. Write the children’s responses on the board or flip chart.
- Invite children whose names begin with the letter M 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 a small letter.

Classroom activity (Page 56)
- Talk about the picture on page 56 and ask the following questions:
  a. What can you see in the picture?
  b. What sounds do the cows and monkeys make?
  c. What do cows eat?
  d. What do monkeys eat?
  e. Name the fruit on the trees. Etc.
باپ 6

سبتی 2، اور 3

معاصر

• حروف m، n، و o کا اندازہ اور فرض
• سختی اور نرمی افکار کا انتہائی اعادہ

آموزش کے متعلق

سبتی انتظام: پر طالبہ کا قلم بھوے جا کے کہے کہ:
• حروف m، n، و o کا اندازہ اور فرض
• ان حروف سے سختی اور نرمی افکار کا انتہائی اعادہ
• تصاویں کے رنگ کرکے
• روشنی سرگرمی پر افکار دیکھ کے کہے:

دورکار نساجی (ابتدائی تدریسی اشیا)

• حروف m، n، و o کے لیے قلم کردن (پھیپر)
• ایام بندے کے لیے قلم کردن (پھیپر)
• اختیار کار اور دفتر کردن (اختیاری سرگرمی)
• طریقہ کار

سبتی اور پلوتا - حرف m، n، و o کا اندازہ اور فرض

• قلم کے لیے قلم کردن (پھیپر)
• ایام بندے کے لیے قلم کردن (پھیپر)
• خان گا کے لیے فرض سے شروع کرنا
• اور پلوتا کے لیے قلم کردن (پھیپر)

کوری اسکول کا مدرس (ساحر 56)

• سحر 56 پر دیگر قلم کردن کو زیر حکم یا اور مدرس کے ذریعہ

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Optional activity – Divide children in groups of four or five. Provide each group with glue sticks and word cards – trees, mangoes, mountains, moon, cow, mat, monkey, clouds. Ask the children to paste the words and label the picture on this page. You can first do the activity with the whole class and then ask them to complete the task individually.

To conclude the activity, ask students to share their work with the whole class.

**Writing (Page 57)**

- Inform children that they will now practise writing the letter ‘m’.
- First, write the letter ‘m’ on the board, showing the correct movements step by step, as shown on page 55.
- Ask children to follow you by tracing the letter 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 in it.
- Later, children complete the writing activity.
- Talk to children about the map of Pakistan by asking these questions:
  a. What do you see in this picture?
  b. What is a map?
  c. Which country’s map is it?
  d. Which city do you live in?
  e. What do the blue lines on the map show?
- Ask them to colour the map.

**Listening and speaking – Introducing the letter ‘n’ (Page 58)**

- Using the flash card of the letter ‘n’ (Appendix D), ask children to name a few things they know that begin with the letter ‘n’. Write the children’s responses on the board or flip chart.
- Invite children whose names begin with the letter N 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 a small letter.
- Help the children to read the words given on this page and discuss them.

**My news (Page 59)**

- Display the days of the week on the class board (Appendix E). Talk to children about their daily/weekly routines.
- Provide children with a blank piece of paper and ask them to draw one thing they did on the previous day.
- Children then share their news with the whole class.
- Next, tell the children that in the same manner they will draw or paste pictures to show what they did on these days last week.
• Give them time to discuss and draw what they did. They can draw things they did at home or in school.

• Explain that this is their news for last week and they have drawn their newspaper. Have a class discussion on their news,

Writing (Page 60)

• Inform children that they will now practise writing the letter ‘n’.

• First, write the letter ‘n’ on the board, showing the correct movements step by step, as shown on page 58.

• Ask the children to follow you by tracing the letter 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 in it.

• Tell them they are going to play a game. Show pictures of the things shown on page 60. Ask the children to name each picture, its colour, and say something about it. For example, this is a mango, it is yellow, and mangoes are sweet. You can list these words on the board, and then randomly ask a few students to come up and circle the words beginning with the letter ‘n’.

• Next, ask them to give more words that begin with the letter ‘n’ and then, complete the activity on page 60.

Listening and speaking – Introducing the letter ‘o’ (Page 61)

• Using the flash card of the letter ‘o’ (Appendix D), ask children to name a few things they know that begin with the letter ‘o’. Write the children’s responses on the board or flip chart.

• Invite children whose names begin with the letter O 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 a small letter.

Classroom activity (Page 62)

• Talk about the picture on page 62 and ask the following questions:
  a. Which animals do you see in the picture? Describe them.
  b. Where do they live?
  c. Name the fruit on the trees. Etc.

• Ask them to colour the picture. To conclude the activity, ask students to share their work with the whole class.
- "Hue" in the scene.

- "Red" in the scene.

- "Blue" in the scene.

- "Green" in the scene.

- "Yellow" in the scene.

- "Purple" in the scene.

- "Orange" in the scene.

- "Pink" in the scene.

- "Black" in the scene.

- "White" in the scene.

- "Brown" in the scene.

- "Gray" in the scene.

- "Silver" in the scene.

- "Gold" in the scene.
Writing (Page 63)

- Inform children that they will now practise writing the letter ‘o’.
- First, write the letter ‘o’ on the board, showing the correct movements as shown on page 61.
- Ask the children to follow you by tracing the letter 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 in it.
- Later, children complete the writing and colouring activity on this page.

LESSONS 4 AND 5

OBJECTIVES

- Teach a poem
- Teach opposites new and old
- Introduce vocabulary related to letters m, n, and o

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

- recite poem with actions.
- use the terms new and old correctly.
- name things and identify beginning sounds/letters.
- recognize and name things in the environment.

METHOD

Listening and speaking – Poem, Baby, Baby (Page 64)

- Recite the poem with actions and then ask the children to repeat after you.
- You can divide the class in two groups and then ask each group to recite one line in turns.
- In a large group, children recite the poem with actions. Repeat.

Classroom activity – Opposites, new and old (Page 64)

- Explain the opposites new and old. Ask them to look around in the classroom and name a few things that are old and some that are new.
- Ask children to bring a few old and new things. Children can show and talk about their old and new things, first with their peers and then with the whole class.
- Read the sentences and ask the children to repeat after you.
Reading – Let’s practise (Pages 65)

- Ask the children to look at page 65 and name the pictures. Talk to children about the each picture and its beginning sound/letter.

- Divide children into groups of four or five, and ask them to discuss the task on this page. Ask each group to name the pictures and find the beginning letter corresponding to it. You can first demonstrate the activity with the class and then ask them to complete the task as a group, ensuring that each student gets an opportunity to do the activity. Move around the class to facilitate and encourage children.

- To conclude the activity, randomly ask children to share their work with the whole class.

Classroom activity – Things in the sky (Page 66)

- Take children out into the school compound and ask them to name the things they can see in the sky. Discuss all the things.

- On returning to the class discuss the things we see in the sky during the day and at night.

- Now, help them to read the words on page 66.

- Next, ask the children to draw and colour one thing they see in the sky during the day and one thing they can see at night. Randomly a few children are asked to share their work with the whole class.
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LENISSONS 1, 2, AND 3

OBJECTIVES
- Introduce and trace the letters p, q, and r
- Introduce vocabulary related to letters p, q, and r

LEARNING OUTCOMES
By the end of the lesson, children will be able to:
- recognize, read, and write the letters p, q, and r.
- use vocabulary related to these letters.
- colour pictures.

RESOURCES REQUIRED (TEACHING AIDS)
- Flash card letters p, q, r (Appendix D)
- Flag of Pakistan
- Pictures of quilts
- Coloured paper or pieces of cloth (optional activity)

METHOD

Listening and speaking – Introducing the letter ‘p’ (Page 67)
- Using the flash card of the letter ‘p’ (Appendix D), ask children to name a few things they know that begin with the letter ‘p’. Write the children’s responses on the board or flip chart.
- Invite children whose names begin with the letter P 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 a small letter.
- Read the words emphasizing on the beginning sound and ask the children to repeat after you.
- Then, ask children to think of other words that begin with the letter ‘p’. List these on the board. Ask children to draw and colour one thing beginning with the letter ‘p’.

Classroom activity (Page 68)
- Talk about the picture on page 68 and ask the following questions:
  a. What do you see in the picture?
  b. What is the policeman doing? Why?
- Ask the students to colour the pictures beginning with ‘p’ and then share their work with the class.
بِاب 7

جُہل 1، اور3

مُتارِد

حرف p، q اور r مختصر کراما اور فراغ کرانا

حرف p اور r سے مختصر دِیگِر الفاظ مختصر کراما

آموزش کے متعلق

سیرتِ اخلاق پر فلسفہ کو انسان دِیگِر کی جعلیہ کیے ہیں:

حرف p، q اور r کی حفظ کریں، پہلے اور آخر کریں۔

ان حروف سے مختصر دِیگِر الفاظ احتمال کریں۔

القیسیون میں نگر کریں۔

درکار وسایل (اداکی تدبری اشیاء)

حرف p، q اور r کے فلش کاڈ بارز (ضیمان D)

پاکستان کا پریمیم

لفافِ پر وُجِد اور وقائع کی کلام

گہری تیزی یا پَتی کے کریں (اختیاری سرگرمی)

طریقہ کار

سیرتِ اخلاق حرف p مختصر کراما (صفحۂ 67)

حرف p کے فلش کاڈ بارز (ضیمان D) کا استعمال کریں تھوڑے طلاب سے کے کیہ کے بچوں کے کام لینے۔ جو ایسٰی حروف سے شروع ہوئے تھے کے ان کے

حرف p اور q کے فلش کاڈ بارز میں

پاکستان کا پریمیم

لفافِ پر وُجِد اور وقائع کی کلام

گہری تیزی یا پَتی کے کریں (اختیاری سرگرمی)

طُریقہ کار

سیرتِ اخلاق حرف p مختصر کراما (صفحۂ 68)

حرف 68 پر وقی کی تحویل کو نکلنے کا لباسی اور مہم درجہ کی سوالات پرپیچھہ:

القیسیون میں نقش کا کی کی فکر آرے؟

پہلے ان کا پریمیم کا راحٹ کی؟

طلاب سے کھیکی کے سے شروع ہوئے دام تحصیل میں نگر کریں اور اپنے تحقیق ہی نہیں کریں کوئی کیہ

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Writing (Page 69)

- Inform children that they will now practise writing the letter ‘p’.
- First, write the letter ‘p’ on the board, showing the correct movements step by step, as shown on page 67.
- Ask children to follow you by tracing the letter 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 in it.
- Later, children complete the writing activity.
- Shown them a flag of Pakistan, and discuss the shape, colour, etc. by asking these questions:
  a. What is this?
  b. Which country’s flag is this?
- Ask them to colour the flag.

Listening and speaking – Introducing the letter ‘q’ (Page 70)

- Using the flash card of the letter ‘q’ (Appendix D), ask children to name a few things they know that begin with the letter ‘q’. Write the children’s responses on the board or flip chart.
- Invite children whose names begin with the letter Q 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 a small letter.
- Help the children to read the words given on this page and discuss them.

Classroom activity – Design your own quilt (Page 71)

- Show some pictures of quilts and ask the children if they use quilts at home. Ask them to colour the picture and then draw their own quilt.
- As an optional activity you can provide children with small pieces of coloured paper from old magazines or pieces of cloth and glue. They can paste these on a square piece of paper to design their own quilt. Display their work in the classroom.

Writing (Page 72)

- Inform children that they will now practise writing the letter ‘q’.
- First, write the letter ‘q’ on the board, showing the correct movements step by step, as shown on page 70.
- Ask the children to follow you by tracing the letter 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 in it.
- Next, ask them to name and colour the pictures on this page.
Listening and speaking – Introducing the letter ‘r’ (Page 73)

- Using the flash card of the letter ‘r’ (Appendix D), ask children to name a few things they know that begin with the letter ‘r’.
- Write the children’s responses on the board or flip chart. Help them to name the pictures on this page.
- Invite children whose names begin with the letter R 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 a small letter.

Classroom activity (Page 74)

- Talk about the picture on page 74 and ask them to name the things they can see in the picture.
- Draw their attention to the fact that some objects are not coloured. Ask them to name and colour these pictures. To conclude the activity, ask students to share their work with the whole class.

Writing (Page 75)

- Inform children that they will now practise writing the letter ‘r’.
- First, write the letter ‘r’ on the board, showing the correct movements as shown on page 73.
- Ask the children to follow you by tracing the letter 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 in it.
- Later, children complete the writing and colouring activity on this page.

LESSONS 4 AND 5

OBJECTIVES

- Teach a poem
- Teach opposites up and down

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

- recite poem with actions.
- use the terms up and down correctly.
- name things and identify beginning sounds/letters.

RESOURCES REQUIRED (TEACHING AIDS)

- Empty cardboard tubes, card paper, paint, and glue
- Picture of any park
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Lesson 4: Counting and Numbers

1. ZERO (0)

- Write the number 0 on the board.
- Ask the children to repeat it.
- Count objects from 1 to 0.

2. ONE (1)

- Write the number 1 on the board.
- Ask the children to repeat it.
- Count objects from 2 to 1.

3. TWO (2)

- Write the number 2 on the board.
- Ask the children to repeat it.
- Count objects from 3 to 2.

Activities:

- Sing a song about numbers.
- Play a number matching game.
- Use objects to show counting.

Assessment:

- Ask the children to count from 1 to 3.

References:

- Oxford University Press

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METHOD

Listening and speaking – Poem, *A rocket* (Page 76)

- Show them some pictures of an astronaut and a rocket. Talk to children about these and say that these travel in space.
- Next, recite the poem with actions and ask the children to repeat after you.
- As an additional activity you can help the children to make a rocket using cardboard tubes, card paper, paint, and glue.

Classroom activity – Opposites, up and down (Page 76)

- Explain the opposites up and down. Ask them to name things that can go up or down, e.g. lift, escalator, kite, etc.
- Ask children to draw two things that go up and down. First ask them to talk to their peers about them and then randomly ask children to share their work in class.

Listening, speaking, and reading – Circle the things beginning with the letters p, q, and r (Page 77)

- In large group, tell them they are going to play a game. Show pictures of the things on page 77. Ask the children to name the picture and say the beginning letter. Write their responses on the board.
- Now, ask them to name other words that begin with the letters p, q, and r.
- Divide children into groups of 4 or 5. Provide each group with an envelope containing small pictures and corresponding letters as given on this page. Each group will be asked to name each picture and find the beginning letter corresponding to it. You can first demonstrate the activity with the class and then ask them to complete the task as a group, ensuring that each student gets an opportunity to do the activity. Move around the class to facilitate and encourage children.
- To conclude the activity, randomly ask children to share their work with the whole class.
- Later, children can complete the activity on page 77.

Classroom activity – Things in the park (Page 78)

- Start the lesson by asking the following questions:
  a. Have you been to a park?
  b. With whom did you go?
  c. What did you like to do there?
  d. What did you see there?
- Display the picture of a park and talk about it. Ask them to name the things they can see in the picture.
- Now, help them to read the words on page 78.
- You can give them some sheets of paper and ask them to draw and colour a picture of a park.
- Display their work in the classroom.
A rocket

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LESSONS 1, 2, AND 3

OBJECTIVES
• Introduce and trace the letters s, t, and u
• Introduce vocabulary related to letters s, t, and u

LEARNING OUTCOMES
By the end of the lesson, children will be able to:
• recognize, read, and write the letters s, t, and u.
• use vocabulary related to these letters.
• colour pictures.

RESOURCES REQUIRED (TEACHING AIDS)
• Flash card letters s, t, u (Appendix D)
• Pictures of different objects

METHOD
Listening and speaking – Introducing the letter ‘s’ (Page 79)
• Using the flash card of the letter ‘s’ (Appendix D), ask children to name a few things they know that begin with the letter ‘s’. Write the children’s responses on the board or flip chart.
• Invite children whose names begin with the letter S 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 a small letter.
• Read the words emphasizing on the beginning sound and ask the children to repeat after you.
• Then, ask children to think of other words that begin with the letter ‘s’. List these on the board. Ask children to draw and colour one thing beginning with the letter ‘s’.

Classroom activity (Page 80)
• Prepare flashcards of the pictures on pages 80 or collect pictures from old magazines.
• Divide children into groups of four or five. Provide each group with an envelope. Prior to the class, place a few pictures inside each envelope.
• Ask children to identify the pictures and say if they begin with the letter ‘s’.
• Next, ask them to refer to the activity on page 80 and circle the things that begin with the letter ‘s’.
بـب 8

s, t, u

کتیہ، 2 اور 3

متنوئر:
- حروف s، t، u کے حروف کرائے اور ترتیب کریں۔
- حروف s، t، u کے متنوع ذخیرہ افتتاح کریں۔
- حروف s، t، u کے متنوع ذخیرہ افتتاح کریں۔
- حروف s، t، u کے متنوع ذخیرہ افتتاح کریں۔
- حروف s، t، u کے متنوع ذخیرہ افتتاح کریں۔
- حروف s، t، u کے متنوع ذخیرہ افتتاح کریں。

دوکار وسکل (اِمادِکی نَدَرِیْنِ ایالیا)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)

سِیِمَت اوَلَانِیْ حرف s متنوع کِرَائے (صفر 79)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)

کِرتِه بِجاْعَتِ کی سَرگری (صفر 80)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)
- حروف s، t، u کے متنوع کَرائے (پیشر گری)

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• You can first demonstrate the activity with the class and then ask them to complete the task as a group, ensuring that each student gets an opportunity to do the activity.
• To conclude the activity, randomly ask children to share their work with the whole class.

Writing (Page 81)
• Inform children that they will now practise writing the letter ‘s’.
• First, write the letter ‘s’ on the board, showing the correct movements step by step, as shown on page 67.
• Ask children to follow you by tracing the letter 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 in it.
• Later, children complete the writing activity.
• Next, ask them to colour the strawberries.

Listening and speaking – Introducing the letter ‘t’ (Page 82)
• Using the flash card of the letter ‘t’ (Appendix D), ask children to name a few things they know that begin with the letter ‘t’. Write the children’s responses on the board or flip chart.
• Invite children whose names begin with the letter T 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 a small letter.
• Help the children to read the words given on this page and discuss them.

Classroom activity (Page 83)
• Help the children to name the pictures and read the labels. Ask them to colour these pictures.
• Ask them to name more things beginning with the letter ‘t’.

Writing (Page 84)
• Inform children that they will now practise writing the letter ‘t’.
• First, write the letter ‘t’ on the board, showing the correct movements step by step, as shown on page 82.
• Ask the children to follow you by tracing the letter 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 in it.
• Next, ask them to colour the trees on this page.

Listening and speaking – Introducing the letter ‘u’ (Page 85)
• Using the flash card of the letter ‘u’ (Appendix D), ask children to name a few things they know that begin with the letter ‘u’.
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• Write the children’s responses on the board or flip chart. Help them to name the pictures on this page.

• Invite children whose names begin with the letter U 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 a small letter.

Classroom activity (Page 86)

• Talk to children about the picture on page 86 and ask them to read the letters they can see in the picture. Ask them to find and colour the parts with the letter ‘u’, and name the picture that they get.

• Ask them to colour the urns. To conclude the activity, randomly ask students to share their work with the whole class.

Writing (Page 87)

• Inform children that they will now practise writing the letter ‘u’.

• First, write the letter ‘u’ on the board, showing the correct movements as shown on page 85.

• Ask the children to follow you by tracing the letter 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 in it.

• Later, children complete the writing and colouring activity on this page. You can discuss the uniform they wear to school.

LESSON 4

OBJECTIVES

• Teach vocabulary related to letters s, t, and u
• Teach opposites short and tall
• Teach the names of some common shapes

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

• recite poem with actions.
• use the terms short and tall correctly.
• name things and identify beginning sounds/letters.
• recognize and name some common shapes.

RESOURCES REQUIRED (TEACHING AIDS)

• Pictures of different objects
• Shapes such as circle, square, triangle, oval, and rectangle
• Sheets of paper
ظرف "تھا" کے کام خراب ہو گیا ہے۔ اس کے لئے ہم اپنا خیال کرنا چاہتے ہیں۔

ظرف "تھا" کے کام خراب ہو گیا ہے - اس کے لئے ہم اپنا خیال کرنا چاہتے ہیں۔

ظرف "تھا" کے کام میں بھی ہماروں کا خوشی کا سبب ہے - اس کے لئے ہم اپنا خیال کرنا چاہتے ہیں۔

ظرف "تھا" کے کام خراب ہو گیا ہے - اس کے لئے ہم اپنا خیال کرنا چاہتے ہیں۔

ظرف "تھا" کے کام خراب ہو گیا ہے - اس کے لئے ہم اپنا خیال کرنا چاہتے ہیں۔

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ظرف "تھا" کے کام خراب ہو گیا ہے - اس کے لئے ہم اپنا خیال کرنا چاہتے ہیں۔
METHOD

Listening and speaking – Poem, *Sammy the snake* (Page 88)

- Read the poem, *Sammy the snake* with actions and ask the children to repeat after you.
- Later, you can ask them to read the poem again and circle all the words beginning with the letter ‘s’.

Classroom activity – Opposites, short and tall (Page 88)

- Explain the opposites short and tall. Ask them to name things that are short or tall. For example, a tall vase or a short vase.
- Ask children to draw two things that are short and tall. First ask them to talk to their peers about it and then randomly ask children to share their work with the class.
- Display their work on the class board.
- As an additional activity ask students to sit in pairs. Give each pair 10 to 15 blocks. Ask them to build a tall tower and a short tower and then compare the sizes of the towers.

Listening, speaking, and reading – (Page 89)

- Tell the children that they are going to play a game. Show picture cards of the things given on page 89 and ask them to name the picture and the beginning letter. Write the responses on the board.
- Now, ask them to name other words that begin with the letters s, t, and u.
- Divide children into groups of 4 or 5. Provide each group with an envelope containing small pictures and corresponding letters as given on page 89. Each group will be asked to name each picture and find the beginning letter corresponding to it. You can first demonstrate the activity with the class and then ask them to complete the task as a group, ensuring that each student gets an opportunity to do the activity. Move around the class to facilitate and encourage children.
- Later, children can complete the activity on page 89.

Classroom activity – Shapes (Page 90)

- Show some shapes and ask the children to name them. Help them if they face difficulty in recognizing them. Then ask them to look at the shapes given on page 90. Ask children to look for these shapes in the classroom. For example, the soft board is a rectangle, a window can be a square or rectangle, etc. List the responses on the board.
- Give them sheets of paper and ask them to cut it into different shapes. Using the different shapes, children can stick them together to make something of their choice. For example, a house, a window, car etc.
- Display children’s work in the classroom.
- Then ask them to draw and colour any two shapes.
Sammy the snake

• Sammy the snake
• tall
• short

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LESSONS 1, 2, AND 3

OBJECTIVES

- Introduce and trace the letters v, w, and x
- Introduce vocabulary related to letter v, w, and x
- Teach names of vegetables
- Teach a poem

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

- recognize, read, and write the letters v, w, and x.
- use vocabulary related to these letters.
- colour pictures.
- recognize and name some vegetables.
- talk about self and family members.
- recite poem with actions.

RESOURCES REQUIRED (TEACHING AIDS)

- Flash card letters v, w, and x (Appendix D)
- Plastic vegetables or picture cards of vegetables
- Pictures of different vehicles
- Vegetables (optional activity)
- Sheets of paper

METHOD

Listening and speaking – Introducing the letter ‘v’ (Page 91)

- Using the flash card of the letter ‘v’ (Appendix D), ask children to name a few things they know that begin with the letter ‘v’. Write the children’s responses on the board or flip chart.
- Read the words emphasizing on the beginning sound and ask the children to repeat after you.
- Then, ask children to think of other words that begin with the letter ‘v’. List these on the board. Ask children to draw and colour one thing beginning with the letter ‘v’.
باب 9

مقدمة

- حروف الـ w, v, x المرتبة على طرفي الكلمة
- حروف الـ w, v, x في البداية من الكلمة
- نظم هجاء الكلمة

البيانات

- في البداية من الكلمة
- نظم هجاء الكلمة

آخر قسم

- طريقة الـ v, w, x
- ابتداء الـ v, w, x في الكلمة

نهاية الـ v, w, x

قائمة ابتداءات الـ v, w, x

- حروف الـ v, w, x في البداية من الكلمة
- حروف الـ v, w, x في الكلمة
- حروف الـ v, w, x في البداية من الكلمة

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Classroom activity – Vegetables (Page 92)

- Ask the children to sit in a circle. Pass around a basket containing plastic vegetables or picture cards of vegetables that are shown on page 92. Ask each child to pick up one vegetable, name the vegetable, and its colour. The teacher can assist if needed.
- Then pick up each vegetable, name it, and give some more information about it. For example, its colour, it grows above/below the soil, the season it is grown in, etc.
- You can ask the children to repeat the names after you.
- Now, help the children to read the words on page 92 and then ask them to draw and colour one vegetable of their choice. Randomly, a few children can be asked to share their work with the whole class.
- You can cut a few vegetables and make some salad to share with the children.

Writing (Page 93)

- Inform children that they will now practise writing the letter ‘v’.
- First, write the letter ‘v’ on the board, showing the correct movements step by step, as shown on page 91.
- Ask children to follow you by tracing the letter 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 in it.
- Later, children complete the writing activity.
- Next, ask them to name and colour the pictures.

Listening and speaking – Introducing the letter ‘w’ (Page 94)

- Using the flash card of the letter ‘w’ (Appendix D), ask children to name a few things they know that begin with the letter ‘w’. Write the children’s responses on the board or flip chart.
- Invite children whose names begin with the letter W 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 a small letter.
- Help the children to read the words given on this page and discuss them.

Reading (Page 95)

- Talk to the children about the pictures on this page. Then help them to read the words.
- Ask them to name more things beginning with the letter ‘w’, e.g. wall, water, wallet, window, woman, web, wagon, etc.
- Later, ask children to colour the pictures.
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Grammar Notes:

- A cat (کیت) is a type of animal.
- A cat has four legs (چار چپ) and a tail (نیم).
- A cat can be white (سفید), black (سود), or brown (برناب).
- A cat lives in a house (ئہم) or a barn (بئر).
- A cat eats fish (پر) and milk (مکا).

Vocabulary:

- A giraffe (سَلَمَ) is a very tall animal.
- A giraffe has a long neck (نَم) and a short tail (نیم).
- A giraffe eats leaves (فِبَ) from trees (ئیون).
- A giraffe sleeps (سَلَم) during the day and is active at night (صَلَم).

Phrases:

- The cat is sitting in the barn.
- The giraffe is eating leaves.
- The cat is sleeping in the house.
- The giraffe is running in the field.

Practice:

- Write a sentence about a cat and a giraffe.
- Draw a picture of a cat and a giraffe.

Worksheet:

- Matching game: pictures of animals with their names.
- Fill in the blanks with the correct words: "The cat is ..."
Writing (Page 96)

- Inform the children that they will now practise writing the letter ‘w’.
- First, write the letter ‘w’ on the board, showing the correct movements step by step, as shown on page 94.
- Ask the children to follow you by tracing the letter 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 in it.

Listening and Speaking – Self and family members (Page 96)

- In a large group, talk to children about themselves and their family by asking the following:
  a. What is your name?
  b. What are the names of your mother and father?
  c. How many siblings do you have? What are their name/s, ages?
  d. What activities do you all like doing as a family? etc.
- Ensure that every child is given a chance to speak.
- Then give them sheets of paper and ask them to draw and colour their family. Display the work on the board.
- After that, ask them to write their own and their parent’s names on the wall drawn on page 96.

Classroom activity – Colouring (Page 97)

- Ask the children how they come to school. List the responses on the board.
- Show them pictures of different vehicles and ask them the following questions:
  a. What is the name of the vehicle?
  b. How many wheels does it have?
  c. Have you sat in this vehicle? Etc.
- Help the students to name these vehicles and discuss how many wheels each vehicle has. Later, children can complete the activity on page 97.

Listening and speaking – Introducing the letter ‘x’ (Page 98)

- Using the flash cards of the letter ‘x’ (Appendix D), help the children to pronounce this letter.
- Then, help them to name the pictures on this page. You can ask them to circle the letter ‘x’ in each word.

Classroom activity (Page 99)

- Ask the children if they have seen a xylophone. If they say yes, ask them to describe it, or show a picture of a xylophone. Then, ask them to colour the xylophone.
کلیتی (صفحه 96)

- طلابی کو بھی کراب دو حرف و مکمل کو ملین گر سے
- پہلی دو حرف پر کراب سے اس حرف کو لنکا دی رہے ہیں کہ یہاں سے پہلی جعلی حروف 94 پر دکھائی گئے ہیں۔
- طلاب سے بھی کراب ایک گروپ سے سوہا میں پیچھے کرکے ہوتے ہیں اپنی کل اقلیت کریں۔ اس میں یہ چار بار بیٹل دیوار ہوئی۔ یہ باضابطہ کر کے میں ہر دو جمع کے میں بیٹہ لینے کی بادات کرکے ہیں۔

سنن اور پیمانے سے اوپر میں ایک خاکہ (صفحہ 96)

- ایک ہرے گروپ کو نکلتے ہوئے کرأ کے چار فارش ہوئے ان کے پارے میں اور کرنے کے مکمل کر نکلتے ہیں۔
- ایک قلم پر پنچھی کے بٹھے سے پہلے اپنی مثال نوٹ کو ہوئے ان کے پارے میں اور کرنے کے مکمل کر نکلتے ہیں۔
- ایک قلم پر پنچھی کے بٹھے سے پہلے اپنی مثال نوٹ کو ہوئے ان کے پارے میں اور کرنے کے مکمل کر نکلتے ہیں۔
- ایک قلم پر پنچھی کے بٹھے سے پہلے اپنی مثال نوٹ کو ہوئے ان کے پارے میں اور کرنے کے مکمل کر نکلتے ہیں۔

کمربو بجا آتی ہے (صفحہ 97)

- طلاب سے پنچھی کو دو حرف کے ہے اس کے سبھی؟ خرابیات نہ پڑنے تک ہوئے کر کے۔
- ایک قلم پر پنچھی کے بٹھے سے پہلے اپنی مثال نوٹ کو ہوئے ان کے پارے میں اور کرنے کے مکمل کر نکلتے ہیں۔
- ایک قلم پر پنچھی کے بٹھے سے پہلے اپنی مثال نوٹ کو ہوئے ان کے پارے میں اور کرنے کے مکمل کر نکلتے ہیں۔

سنن اور پیمانے سے اوپر میں سبھی اور 49 پر موہوں مکمل کر (صفحہ 98)

- کروب کی بجا آتی ہے (صفحہ 99)

- طلاب سے پنچھی کو دو حرف کے ہے اس کے سبھی؟ خرابیات نہ پڑنے تک ہوئے کر کے۔
- ایک قلم پر پنچھی کے بٹھے سے پہلے اپنی مثال نوٹ کو ہوئے ان کے پارے میں اور کرنے کے مکمل کر نکلتے ہیں۔
- ایک قلم پر پنچھی کے بٹھے سے پہلے اپنی مثال نوٹ کو ہوئے ان کے پارے میں اور کرنے کے مکمل کر نکلتے ہیں۔

کروب کی بجا آتی ہے (صفحہ 99)

- طلاب سے پنچھی کو دو حرف کے ہے اس کے سبھی؟ خرابیات نہ پڑنے تک ہوئے کر کے۔
- ایک قلم پر پنچھی کے بٹھے سے پہلے اپنی مثال نوٹ کو ہوئے ان کے پارے میں اور کرنے کے مکمل کر نکلتے ہیں۔
- ایک قلم پر پنچھی کے بٹھے سے پہلے اپنی مثال نوٹ کو ہوئے ان کے پارے میں اور کرنے کے مکمل کر نکلتے ہیں۔
After that, ask them to read all the letters given in the squares. Help them if needed and ask them to colour all the squares marked with ‘x’.

Writing (Page 100)

- Inform children that they will now practise writing the letter ‘x’.
- First, write the letter ‘x’ on the board, showing the correct movements as shown on page 98.
- Ask the children to follow you by tracing the letter 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 in it. Later, children complete the writing activity on this page.

Listening and speaking – Poem, Foxes in a box (Page 100)

- Show a picture of a fox and give some information about foxes, e.g. where they live, what they look like, what they eat, etc.
- Help the children to recite the poem with actions. Repeat.
- Ask them to circle all the words that have an ‘x’ in them.

LESSON 4

OBJECTIVES

- Teach vocabulary related to letters v, w, and x
- Teach opposites fat and thin
- Teach about people who help us

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

- name things and identify beginning sounds/letters.
- use the terms fat and thin correctly.
- talk about people and their jobs.

METHOD

Listening, speaking, and reading – Matching the letter to the correct picture (Page 101)

- Tell the children that they are going to play a game. Show pictures of a water melon, x-ray, and a violin and ask them to name each picture and the beginning letter. Write the responses on the board.
- Later, children complete the activity on page 101.
We Learn English Pre-Nursery Teaching Guide
Classroom activity – Opposites, fat and thin (Page 101)

- Explain the opposites fat and thin.
- Read the sentences on this page and ask the children to repeat after you.

Classroom activity – People who help us (Page 102)

- Ask children what they would like to be when they grow up and why? List the responses on the board and talk to them about their ideas.
- Ask them to look at the pictures on page 102 and name these people and talk about the work they do. You can ask these questions:
  a. Who they are these people?
  b. Where do they work?
  c. What work do they do?
  d. How do these people help us? Have you met any of these people? etc.
- Later, children share who they would like to be and why?
کورہ بمبیع کی سرگرمی کے منظور اقتناز (صفحہ 101)

منظور اقتناز کی وضاحت کیکہ

ان صفحہ پر دیے گئے مطلب اور اظہار سے کیا آپ کا ساتھ سنا ہے؟ اور کا کیا آپ کا ساتھ سنا ہے؟

کورہ بمبیع کی سرگرمی - ناباری اور کے ویلے لوگ (صفحہ 102)

ظلمے سے پہچنی کہ چاپہ تھا ہوا ہی کا ہاں اکثر کیا کا ویلے لوگ؟ جعلی روٹے ہوئے اور اظہار سے ان کے علاقوں پر آنے کے نظرات یا آنے اور پہچنی کیکہ

ان سے کیکہ صفحہ 102 پر موجود تصور کے پہچانوں، ان لوگوں کے تام بنا کے اور ان کے کام کے کام کے اظہار تعلقات کی ہے۔ آپ مند جنگی

سوالات پہچان کے تین:

اول - پہچان لوگ کیا ہے؟

بہ - پہچان کیا کا کر گئے تین؟

ثنی - پہچان کیا کا کر گئے تین?

د - پہچان سب سے ہند کی کا کر گئے تین؟ کیا آپ ان لوگوں سے سے کسی سے تین سے پہچان ہیں؟ پہچان سے پہچان ہیں؟

اعداز، پہچان کیا کہ وہاں سے ایک اور لوگ ہے؟

We Learn English Pre-Nursery Teaching Guide
LESSONS 1 AND 2

OBJECTIVES
- Introduce and trace the letters y and z
- Introduce vocabulary related to letters y and z
- Teach numbers 1–10

LEARNING OUTCOMES
By the end of the lesson, children will be able to:
- recognize, read, and write the letters y and z.
- use vocabulary related to these letters.
- Use numbers 1–10.

RESOURCES REQUIRED (TEACHING AIDS)
- Flash card letters y and z (Appendix D)
- Number cards 1–10 (Appendix F)
- Number counters

METHOD
Listening and speaking – Introducing the letter ‘y’ (Page 103)
- Using the flash card of the letter ‘y’ (Appendix D), ask children to name a few things they know that begin with the letter ‘y’. Write the children’s responses on the board or flip chart.
- Read the words, emphasizing on the beginning sound and ask the children to repeat after you.
- Then, ask children to think of other words that begin with the letter ‘y’. List these on the board. Ask children to draw and colour one thing beginning with the letter ‘y’.

Classroom activity – Colouring (Pages 104)
- Display the picture of a yacht on pages 104 and talk to them about it.
- Later, children can complete the tracing, colouring, and drawing activities on page 104.

Writing (Page 105)
- Inform children that they will now practise writing the letter ‘y’.
- First, write the letter ‘y’ on the board, showing the correct movements step by step, as shown on page 103.
بی بیکر

آموزش کے متعلق

سیل کے افغان کا اہم کاپی ہو گیا ہے:
- حروف اور ز کی تعلیم کر کے۔ پہلے اور ز کی تعلیم کر کے۔
- حروف اور ز کی ایکو کر کے۔ بہت اور ز کی تعلیم کر کے۔
- حروف اور ز کی ایکو کر کے۔ بہت اور ز کی تعلیم کر کے۔
- حروف اور ز کی ایکو کر کے۔ بہت اور ز کی تعلیم کر کے۔

ورکار دیسکل (امدادی تعلیمی اشیاء)

1. حروف اور ز کی تعلیم کر کے۔ پہلے اور ز کی تعلیم کر کے۔
2. حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔
3. حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔
4. حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔

طرز کی کار

سیل اور پاچا - حروف اور ز متعلق کرائے (صفحہ 103)

- حروف اور ز کی تعلیم کر کے۔ پہلے اور ز کی تعلیم کر کے۔
- حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔
- حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔
- حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔

کرکر سجاوت کی سرگرمی - زیگ جیز (صفحہ 104)

- صفحہ 104 سے آپ کا ہر ایک کی تعلیم ہو گی اور اور ز کے سلاسل سے پہلے اور ز کا کر کے۔
- حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔
- حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔
- حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔

کرکر سجاوت کی سرگرمی - زیگ جیز (صفحہ 105)

- حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔
- حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔
- حروف اور ز کی تعلیم کر کے۔ بہت اور ز کی تعلیم کر کے۔
• Ask children to follow you by tracing the letter 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 in it.
• Later, children complete the writing activity.
• Next, ask them to circle all the yellow balloons.

Classroom activity – Counting the yo-yos (Page 106)

• In a large group, use the number counters (beads, bottle tops, leaves, etc.) and number cards 1–10 (Appendix F) to explain that each number counted corresponds to one counter.
• Place several number counters and count them slowly, and for each group of objects place a number flash card near it. For example, count 6 beads and place card number 6 beside it.
• Do this once, and then ask the children to count along with you as you do it. You can even ask some children (who seem to understand this concept well) come and count the objects and place the correct number card beside them.
• Then, ask children to complete the activity on page 106.

Listening and speaking – Introducing the letter ‘z’ (Page 107)

• Using the flash card of the letter ‘z’ (Appendix D), ask children to name a few things they know that begin with the letter ‘z’. Write the children’s responses on the board or flip chart.
• Read the words emphasizing on the beginning sound and ask the children to repeat after you.

Listening, speaking, and reading – In the zoo (Page 108)

• Ask the children to look at the picture of the zoo on page 107. Ask the following questions:
  a. Have you been to a zoo?
  b. Which animals did you see there? Etc.
• Help the children to name these animals shown on page 108 - hippopotamus, giraffe, lion, tortoise, bear, monkey, and elephant. Discuss these animals and then ask them to complete the colouring activity.

Writing (Page 109)

• Inform children that they will now practise writing the letter ‘z’.
• First, write the letter ‘z’ on the board, showing the correct movements step by step, as shown on page 107.
• Ask children to follow you by tracing the letter 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 in it.
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- yoyo-yoos of the nursery (Sentence 106)

- We learn English Pre-Nursery Teaching Guide (Sentence 107)

- We learn English Pre-Nursery Teaching Guide (Sentence 108)

- We learn English Pre-Nursery Teaching Guide (Sentence 109)
LESSON 3

OBJECTIVES

• Teach vocabulary related to letters y and z
• Teach a poem
• Teach opposites hot and cold

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

• recite poem with actions.
• name things and identify beginning sounds/letters.
• use the terms hot and cold correctly.

METHOD

Listening, speaking, and reading – Poem, *Going to the zoo* (Page 110)

• Recite the poem on page 110 in a sing-song manner. Ask the children to repeat after you.

Classroom activity – Opposites, hot and cold (Page 110)

• Explain the opposites, hot and cold. Ask them to name things that we eat or drink that are hot or cold. For example, we like to have hot soup and coffee and cold ice cream and juices.

• Ask children to draw one thing each that is hot or cold. First ask them to share their work with their peers and then with the class.

Listening, speaking, and reading – Matching the letter to the picture (Page 111)

• Ask them to look at page 111 and name the pictures and the beginning letter for each word. Write the responses on the board.

• Divide children into groups of 4 or 5. Provide each group with an envelope containing small cards of the pictures and flash cards of letters y and z. Ask each group to match each picture with the corresponding beginning letter. You can first demonstrate the activity with the class and then ask them to complete the task as a group, ensuring that each student gets an opportunity to do the activity. Move around the class to facilitate and encourage children.

• To conclude the activity, randomly ask children to share their work with the whole class.

• Later, children can complete the activity on page 111.
We Learn English Pre-Nursery Teaching Guide
LESSON 1

OBJECTIVES

- Introduce some animals and their babies and their homes
- Introduce some sounds that animals make.

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

- talk about some animals and name their young ones.
- talk about animals and their homes.
- talk about the sounds animals make.

RESOURCES REQUIRED (TEACHING AIDS)

- Picture cards – Young ones (Appendix G)
- Worksheet – Animals and their homes (Appendix H)
- Pictures of animals

METHOD

Listening, speaking, and reading – Animals and their babies (Page 112)

- In a large group, pass around the classroom a basket containing pictures of different animals. Ask each child to pick up one picture and name the animal. Ensure that you have enough pictures of animals for each child.
- In the next round ask the children to name the animal and the beginning letter. The teacher can assist if needed.
- Tell children that animals take care of their babies just like parents take care of their children. Ask the children to look at page 112 and talk to them about the animals and their babies.

Small group activity

- Divide children into groups of four or five. Provide each group with an envelope containing the pictures of animals and their young ones. You will need one envelope with pictures for each group. (Appendix G)
- Ask children to match the picture of the adult animal with the baby animal. For example, the picture of a cat will be matched with the picture of a kitten. You can first demonstrate the activity and then ask them to complete the task as a group. Ensure that each student gets a chance to do the activity.
Do you know?
• To conclude, randomly ask students to name some animals and their young ones.

Listening, speaking, and reading – Animals and their homes (Page 113)

• Ask the children to look at page 113 and talk to them about the animals and their homes.

Tell the children where each animal lives and how they make their homes.

• Provide each child with a worksheet to match the animal to its home (Appendix H). You can first demonstrate the activity and then ask them to complete the task individually.

Listening, speaking, and reading – Animals and the sounds they make (Page 114)

• Begin by making the sound, ‘moo moo’. Ask the children to listen to the animal sound and identify which animal makes that sound. If they need a hint, tell them it is an animal that begins with the letter ‘c’. After someone guesses the animal, make the next animal sound, and then continue this way until you have taught a few animal sounds.

• Next, ask the children to look at page 114 and name the animals. Ask them if they can say what sounds these animals make. You can further brainstorm by asking them to name other animals and the sounds they make.

Classroom activity

Collect pictures of animals and place them in a bag or envelope. Have children seated in a large circle and tell them they are going to play a game called, Passing the bag. Tell them that they have to pass the bag/envelope around in a circle, while you are either singing a nursery rhyme or clapping. Inform the children that when you stop singing/clapping, the child holding the bag is, will take out a picture. The child will then name the animal and make the sound that animal makes. Pass the bag around until all the children have had a turn. Let the children have fun making the animal sounds.

LESSONS 2 AND 3

OBJECTIVES

• Introduce the names of parts of the body
• Teach about different work that people do
• Introduce the names of different seasons

LEARNING OUTCOMES

By the end of the lesson, children will be able to:

• name some parts of the body.
• talk about different people and the work they do.
• talk about different seasons.
• trace and write the letters a-z.
لا يمكنني قراءة النص العربي في الصورة.
RESOURCES REQUIRED (TEACHING AIDS)

- Word cards – Parts of the body (Appendix I)
- Word cards – Seasons (Appendix J)
- A doll or a picture of a boy or girl
- Pictures of different professionals and labels

METHOD

Listening and Speaking – Parts of the body (Page 115)

- For this activity you can use a doll or any picture of a boy or girl. Point to each part of the body and ask the children to name the parts and what that part does. Later, talk about each part of the body and what we can do with it. For example, We can see with our eyes. We hear with our ears. We smell with our nose. etc.
- Help the children to read the labels on page 115.
- Now, ask children to a draw a picture of themselves on a piece of paper. Provide each child with labels of the parts of the body (Appendix I). With the help of the teacher children can stick the labels onto their picture. You can display their work on the class board.

Listening, speaking, and reading – Jobs people do (Page 116)

- Ask children what they would like to be when they grow up and why. List responses on the board and talk about them. You can also ask them what their father or mother does.
- Ask them to look at page 116 and name these people and the work they do. Discuss this by asking these questions:
  a. Who are these people?
  b. Where do they work?
  c. What work do they do?
  d. How do these people help us?
  e. Have you met any of these people? etc.

Optional activity

- Collect pictures of different professionals and also prepare labels. You can prepare a set for each group of children. Ask the children to match the pictures with the labels. For example, a baker (picture) will be matched with the word ‘baker’. Once all the groups complete the activity, the responses can be shared with the class.
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Classroom activity – Seasons (Page 117)

- Show word cards (Appendix J) to introduce the concept of seasons. Discuss the seasons spring, summer, autumn, and winter by asking simple questions such as which season they like best and why.
- Next, students can draw and colour their favourite season.
- Display their work in the classroom.

Writing – Tracing the letters a-z (Pages 118-121)

- Use these pages to reinforce tracing and writing the letters using the correct movements.
- You can assess individual students and prepare extra practice pages for particular letters.
کرکہ جماعت کی سرگرمی - مجموعہ (صفحہ 117)

- اقتباس کاڈر (ضمنہ 1) کہتے ہوئے موہون کا ت委员 شمار کر سکیے۔ بیاڑ، گمری، نریال اور سری تو مجموعہ کے مجموعہ کو آسان سوالات پوچھنے جوں ہوں۔
- زیریں کلاس کے لیے جماعت طاہر کم سرمایہ کا نسب سے زیادہ اپنے افکاری سے اور کیتا۔
- اعدادوں کے لیے بچے پندرہو کے موہون کا ت委员 شمار خاک کتا ہوا رہنے کے بعد سمجھے تھے۔
- ان کے کام کی کرکہ جماعت دوبارہ کیتی۔

آئینہ - حروف A تا Z ترتیب کرنا (صفحہ 118تا121)

- ظاہر کرو کہ فنکی کرسے اور وزنت طریقہ سے کل کے کئی باندھے کے کئی اساتذہ سے ملدے۔
- آئینہ ظاہر کر دئیے فنکی کرے جا پسندیدہ کوئی مخصوص حروف کے متعلق کے لیے اضافی سوالات تیار کر کے بنیں۔
# Appendix A

**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 B
#### Alphabet chart

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>Bb</td>
<td>Cc</td>
<td>Dd</td>
</tr>
<tr>
<td>apple</td>
<td>bat</td>
<td>cat</td>
<td>dog</td>
</tr>
<tr>
<td>Ee</td>
<td>Ff</td>
<td>Gg</td>
<td>Hh</td>
</tr>
<tr>
<td>egg</td>
<td>fish</td>
<td>gate</td>
<td>house</td>
</tr>
<tr>
<td>li</td>
<td>Jj</td>
<td>Kk</td>
<td>Ll</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></td>
<td>Zz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>yo-yo</td>
<td></td>
<td>zebra</td>
</tr>
</tbody>
</table>
Appendix C

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  Ji  Kk  Li  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 D

Flash cards a – z

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
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<td>j</td>
<td>k</td>
<td>l</td>
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<td>m</td>
<td>n</td>
<td>o</td>
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<td>r</td>
<td>s</td>
<td>t</td>
</tr>
<tr>
<td>u</td>
<td>v</td>
<td>w</td>
<td>x</td>
</tr>
<tr>
<td>y</td>
<td>z</td>
<td></td>
<td></td>
</tr>
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(These can be enlarged and cut out separately, if needed.)
### Appendix E

**Days of the week**

<table>
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<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
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</table>

(These can be enlarged and cut out separately, if needed.)

### Appendix F

**Number cards 1–10**

<table>
<thead>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

(These can be enlarged and cut out separately, if needed.)
## Appendix G

### Animals and their babies

<table>
<thead>
<tr>
<th>Cat</th>
<th>Kitten</th>
<th>Duck</th>
<th>Duckling</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Cat Image]</td>
<td>![Kitten Image]</td>
<td>![Duck Image]</td>
<td>![Duckling Image]</td>
</tr>
<tr>
<td><strong>cat</strong></td>
<td><strong>kitten</strong></td>
<td><strong>duck</strong></td>
<td><strong>duckling</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lion</th>
<th>Cub</th>
<th>Dog</th>
<th>Puppy</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Lion Image]</td>
<td>![Cub Image]</td>
<td>![Dog Image]</td>
<td>![Puppy Image]</td>
</tr>
<tr>
<td><strong>lion</strong></td>
<td><strong>cub</strong></td>
<td><strong>dog</strong></td>
<td><strong>puppy</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Horse</th>
<th>Foal</th>
<th>Cow</th>
<th>Calf</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Horse Image]</td>
<td>![Foal Image]</td>
<td>![Cow Image]</td>
<td>![Calf Image]</td>
</tr>
<tr>
<td><strong>horse</strong></td>
<td><strong>foal</strong></td>
<td><strong>cow</strong></td>
<td><strong>calf</strong></td>
</tr>
</tbody>
</table>

(These can be enlarged and cut out separately, if needed.)
<table>
<thead>
<tr>
<th>horse</th>
<th>stable</th>
<th>dog</th>
<th>kennel</th>
</tr>
</thead>
<tbody>
<tr>
<td>lion</td>
<td>den</td>
<td>bird</td>
<td>nest</td>
</tr>
<tr>
<td>Hen</td>
<td>coop</td>
<td>bee</td>
<td>hive</td>
</tr>
</tbody>
</table>

(These can be enlarged and cut out separately, if needed.)
Appendix I

Parts of the body

- hair
- ears
- face
- nose
- cheek
- teeth
- lips

(These can be enlarged and cut out separately, if needed.)
Appendix I

Parts of the body

(These can be enlarged and cut out separately, if needed.)
Appendix J

winter

spring

summer

autumn

(These can be enlarged and cut out separately, if needed.)