AFAQ SUN SERIES

Lesson Plans
English
1

Total: SLO = 88

Total: LPs = 210

ASSOCIATION FOR ACADEMIC QUALITY
AFAQ

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 1

Unit Name: -- **Topic:** Orientation **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Introduce themselves to each other.

Resource Materials:

Chalk/marker, white-/blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

After that, welcome students to their new class by using greeting words and polite expressions. Say to them that they will learn a lot of new things and do activities in this class. Tell them that first they will introduce themselves and make new friends. Introduce yourself to them in simple sentences. You may write these sentences on the board. For example:

- I am _____ (your name). I am your English teacher. My favourite colour is red.

Main Activities/Concept Building: (27 min)

Ask students to introduce themselves one by one. Maintain eye contact with students and keep a smile on your face. Make sure that students participate in the activity without hesitation. Encourage them to speak and share more about themselves one by one.

Activity 1:

Tell students that they are going to role-play simple greetings. Share simple rules with them:

- When we greet someone, we should say 'Assalaamu Alaikum', and shake our right hand with them.
- If someone says 'Assalaamu Alaikum' to us, we should say, 'Wa Alaikum Assalaam'.
- During the introduction, you must maintain eye contact with other students and keep a smile on your face.

Role-play Time:

Call students one by one in front of the class and extend your right hand to them. (Make sure they also extend their right hand.) Say to him/her 'Assalaamu Alaikum (their name)', and shake the right hand with them. Wait for the student to say 'Wa Alaikum Assalaam'. After that, ask about their likes. Repeat this until you have greeted every child. Give positive remarks (like 'good', 'well done' and 'excellent') to all students for participating in the activity.

Sum-up: (3 min)

Summarise the concept of greetings to students by saying that it is good to say Assalaamu Alaikum and Wa Alaikum Assalaam while greeting others.

Assessment: (5 min)

What should we say when anyone says Assalaamu Alaikum?

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan: 2**

Unit Name: Let's Recall **Topic:** Pre-reading Questions **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use pre-reading strategies to predict a text by looking at the picture(s).

Resource Materials:

Chalk/marker, white-/blackboard, flash cards, toy, word cards, textbook page 1.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.
Bring a toy animal (cat, duck, elephant, etc.) to the class. Ask students if they like that animal or not. Tell them that it's a very colourful creature of Allah. Ask them:

- Have you ever seen a real _____ cat, duck, elephant, etc.?
- Which colour animal (cat, duck, elephant etc.) do you like the most?

Appreciate them for their responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to start their new unit 'Let's Recall'. It's about revising the KG concepts. Today they will recall different objects with their names.

Activity 1: Guess who I am.

Display a flash card with the animal's picture on the board. Ask students what they can see there. Students must answer 'ant, cat, duck, etc.' Encourage students to participate and answer by looking at the picture on the flash card. Further, ask students to think and tell why they like or dislike the animal. Students should tell different reasons. Relate the responses with the picture. Ask them to tell the initial sound of the picture. Appreciate the answers by giving positive remarks.

Activity 2:

Show them the illustration given on pg. 1 and ask students to talk about what they see there. Encourage them to talk about the picture in the context of different animals like what are the animals are doing in it. Other elements like the setting and visual of the picture should be discussed, in which students should identify that it's a park with different things like an apple tree, mountains, sun, etc. Appreciate the correct answers by giving positive remarks. After that, ask them to look around their surroundings and name any five objects other than the ones in the picture on the board and on the book page.

Sum-up: (3 min)

Quickly review with students what they learned today.

Assessment: (7 min)

Ask students at random to share an object starting with the letter sound you pronounce.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 3

Unit Name: Let's Recall **Topic:** The Alphabet **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Articulate the sounds of the letters of the alphabet in a series. (Small letters).

Resource Materials:

Chalk/marker, white-/blackboard, letter cards, textbook page 2.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing.
Bring a basket with small letter cards to the class. Tell them that they have to pass the basket one by one. As you say 'stop', the student who is having the basket will pick up a card and say the letter sound.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to start their new unit 'Let's Recall'. It's about revising the KG concepts. Today they will recall the alphabet especially the small letters in a series.

Activity:

Ask them to open the textbook at page 2. Read the letters of the alphabet in a series with the correct pronunciation. Ask students to repeat them after you. Now show them small letter cards in sequence one by one and ask them to guess the sounds. Tell them that these are small letters. Tell them that all the 26 letters of the English language are collectively called the alphabet.

Sum-up: (3 min)

Quickly review the alphabet with students.

Assessment: (5 min)

Write random small letters on the black-/whiteboard and ask students to tell if they are small letters.

Homework: (2 min)

Ask students to write the small letters of the alphabet in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan: 4**

Unit Name: Let's Recall **Topic:** The Alphabet **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Articulate the sounds of the letters of the alphabet in a series. (Capital letters).

Resource Materials:

Chalk/marker, white-/blackboard, letter cards, textbook page 2.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Recite Bismillah and encourage students to do the same. Try engaging them by asking them how they're doing.
Bring a basket with capital letter cards to the class. Tell them that they have to pass the basket one by one. As you say 'stop', the student who is having the basket will pick up a card and say the letter sound.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to start their new unit 'Let's Recall'. It's about revising the KG concepts. Today they will recall the alphabet, especially capital letters in a series.

Activity:

Ask them to open the textbook at page 2. Read the letters of the alphabet in a series with the correct pronunciation. Ask students to repeat them after you. Now show them capital letter cards in sequence one by one and ask them to guess the sound. Tell them that these are capital letters. Tell them that all the 26 letters of the English language are collectively called the alphabet.

Sum-up: (3 min)

Quickly review the alphabet with students.

Assessment: (5 min)

Write random capital letters on the black-/whiteboard and ask students to tell if they are capital letters.

Homework: (2 min)

Ask students to write the capital letters of the alphabet in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 5

Unit Name: Let's Recall **Topic:** The Alphabet **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Articulate the sounds of the letters of the alphabet in random order.

Resource Materials:

Chalk/marker, white-/blackboard, sticky notes, textbook page 3, flash cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Start with 'Bismillah' and tell them to recite it before starting any work.
Write individual letters on sticky notes and then paste them on the board. Point to any letter and ask students one by one to say its sound. Encourage them to say the sounds with the correct pronunciation. Praise them for their responses.

Main Activities/Concept Building: (27 min)

Ask students to open the textbook at page 3. Pronounce the given letter sounds and encourage students to pronounce the sounds themselves. Have them follow you for correct pronunciation. Show random letters cards to them and ask them to say the sounds. Correct them if need be.

Activity 1:

Place the flashcards of all letters on the table in random order. Ask students to recognise the sounds individually. Draw any object, on the board e.g. nest, quilt, watch, etc. Call one student and ask him/her to pick up the card of that initial letter related to that object. Appreciate them for their correct responses.

Sum-up: (3 min)

Quickly review the alphabet with students.

Assessment: (5 min)

Write random letters on the black-/whiteboard and ask students to say their sounds correctly.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 6

Unit Name: Let's Recall **Topic:** Pre-writing Strategies **Date**:

Objective(s):

At the end of this period, the students will be able to:

- Practise holding a pencil correctly.
- Trace and draw vertical, horizontal, slanted, curved lines forwards and backwards.
- Trace and draw circles, curves and strokes.
- Colour within ones and create simple patterns.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 4, sand tray, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Start with 'Bismillah' and tell them to recite it before starting any work.
Have students sit in a circle. Place a sand tray in the middle. Model different lines (horizontal, vertical, slanted, circle, curves, etc.) using the sand tray. Now, ask them to draw similar lines one by one in their own sand trays.

Main Activities/Concept Building: (25 min)

Inform students that today's class would mostly be about practising different lines. Draw different lines as on textbook page 4 on the board. Now trace them one by one and ask students to observe you. Help them understand your instructions. Model how to grip a pencil properly.

Activity 1:

Ask students to open the textbook at page 4. Read the statement. Ask them to trace and colour the given picture. Guide them to hold their pencils correctly. Help them in tracing and colouring if need be. Encourage them to colour within the designated space. Share with them the names of different lines (straight, curved, etc.) to help them recognise. Encourage them to trace properly the dots and lines. Help them to hold the pencil correctly.

Sum-up: (3 min)

Draw all the lines on the board once again to make them familiar with pre-writing strategies.

Assessment: (5 min)

Draw different lines on the board and ask students at random to name those lines.

Homework: (2 min)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Trace and colour the picture.

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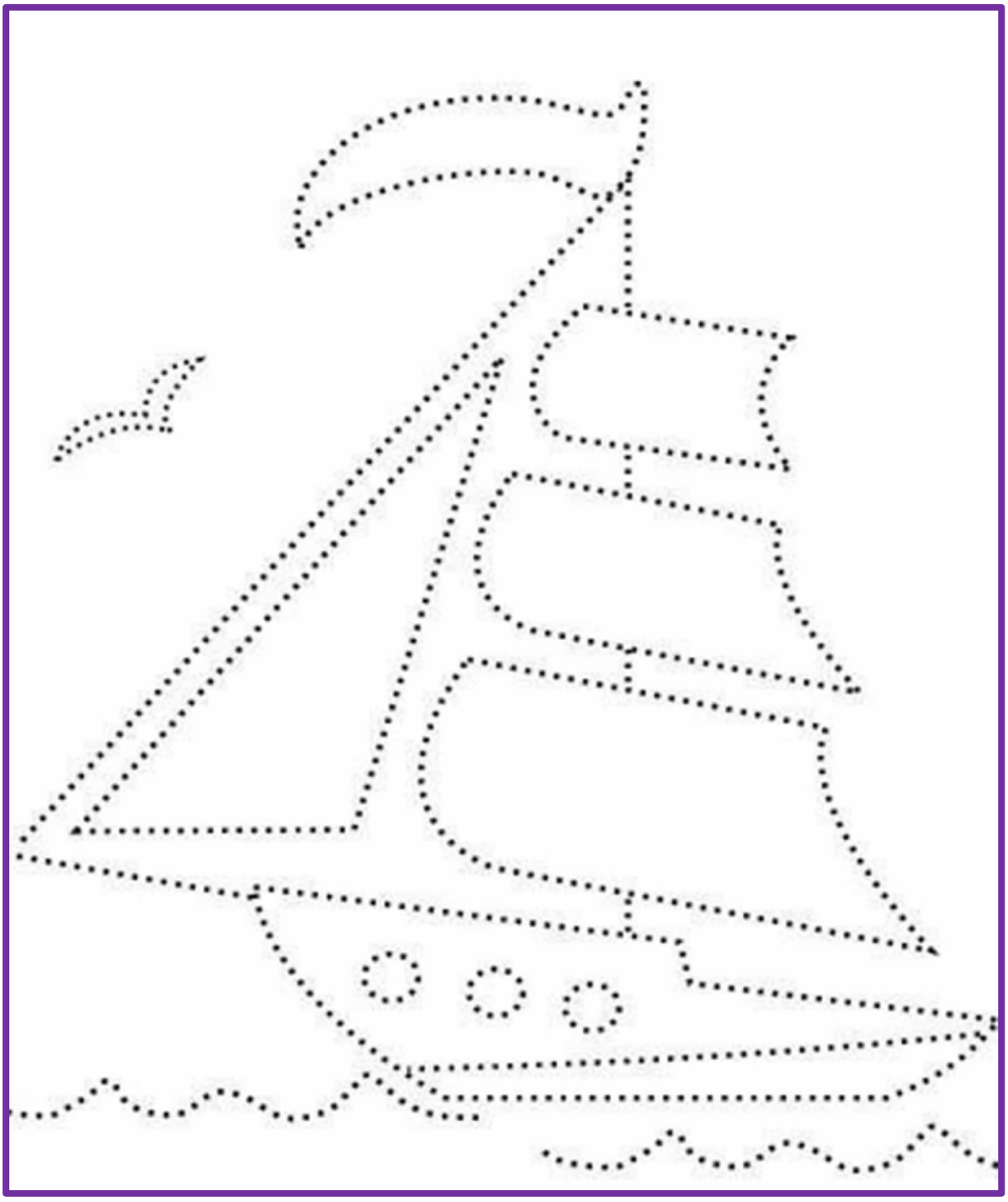
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min



Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 7

Unit Name: Let's Recall **Topic:** The Alphabet **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

- Recognise that English is written from left to right.
- Trace small letters blowing appropriate writing models of regular shape and size.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 5, letter cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Start with 'Bismillah' and tell them to recite it before starting any work.
Have them sit in a circle. Show different letter cards to them and ask them to guess the letter sounds. Encourage them to tell the name of any object beginning with each letter sound. Praise them for correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to recall small letters of the alphabet.
Ask them to open the textbook at page 5. Say the letters of the alphabet and ask them to follow you. Focus on letter sounds. Repeat this two to three times. Explain to them that English is written from left to right.

Activity 1:

Ask students to open the textbook at page 5. Read the statement. Ask them to trace the small letters of the alphabet. Help them understand and follow your instructions. Share the correct pencil holding posture. Guide them on how to trace the dots. Encourage them to trace the dots and lines properly.

Sum-up: (3 min)

Pronounce the letter sounds of all alphabet correctly and ask them to say with you.

Assessment: (5 min)

Ask students to say the sound of the letters with the correct pronunciation.

Homework: (2 min)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Trace the small letters.

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 1

Unit Name: Lets Recall **Topic: The Alphabet** **Date:**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Objective(s):

At the end of this period, the students will be able to:

- Trace capital letters blowing appropriate writing models of regular shape and size.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6, Letter cards (Capital letters)

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring letter cards to the class. Have students sit in a circle. Show different letter cards to them and ask them to guess the letter sounds. Encourage them to tell the name of any object beginning with each letter sound. Praise them for correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall capital letters of the alphabet.

Ask them to open the textbooks at page 6. Say the letters of the alphabet and ask them to follow you. Focus on letter sounds. Repeat this two to three times. Explain to them that English is written from left to right.

Activity 1:

Ask students to open the textbooks at page 6. Read the statement. Ask them to trace the capital letters of the alphabet. Help them understand and follow your instructions. Share the correct pencil holding posture. Guide them on how to trace. Encourage them to trace properly.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to say the sounds of the letters with the correct pronunciation.

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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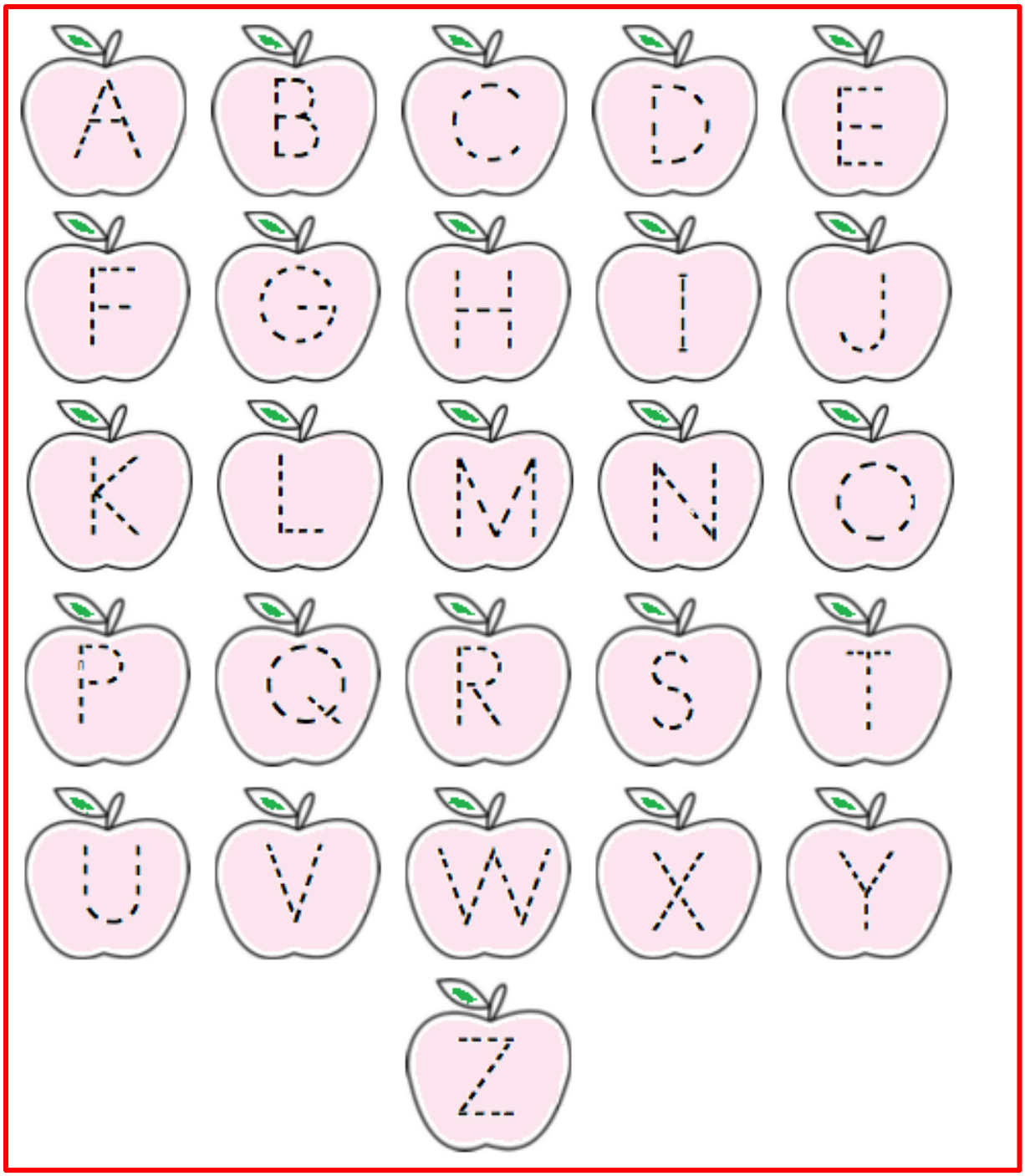
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Trace the capital letters.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 2

Unit Name: Lets Recall **Topic: The Alphabet** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Write small letters in a series.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 7, letter cards, basket, flashcards of animals

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Mix all letter cards in a basket. Tell them that they have to pick up a card from the basket and say the letter sound. Ask them to tell which letter comes after this letter. Appreciate them by clapping.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to write small letters of the alphabet in a series.
Ask students to open the textbooks at page 7. Read the statement. Ask them to fill in the missing small letters of the alphabet. Ask them to read the given letters in a series and find the way. Help them understand and follow your instructions. Share the correct pencil holding posture. Explain to them that English is written from left to right.

Activity 1:

Hold some flashcards of animals without showing them to students. Then tell them that you will give 3 hints to them so they can guess the animal. Ask them to listen carefully. Give them the hints, for example 1. I am brown. 2. I have a long neck. 3. I am the tallest animal. Who am I? Well, they will answer a giraffe. Appreciate them for their correct responses. You can ask different questions and give different clues to guess the animal.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to say the sounds of the letters with the correct pronunciation.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 3

Unit Name: Lets Recall **Topic: The Alphabet** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Write capital letters in a series.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 8, letter cards, flashcard of different objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Paste letter cards on the board but miss some of them for the students to guess. Ask them to look at the board and read the letters of the alphabet in a series. Encourage them to guess the missing letters. Also, tell the name of any object beginning with that letter. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to write capital letters of the alphabet in a series.

Ask students to open the textbooks at page 8. Read the statement. Ask them to fill in the missing capital letters of the alphabet. Ask them to read the given letters in a series and fill them properly. Help them understand and follow your instructions. Share the correct pencil holding posture. Explain to them that English is written from left to right.

Activity 1:

Make pairs of students. Select any pair and invite them in front of the class. Now show one student the flashcard of any object or whisper its name into his/her ear. He/She will draw the picture on the board and the other student will guess the name of that object. Involve all the students in the activity. Appreciate them by clapping.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Say any letter and ask students to try to guess the object with that letter, for example you say the letter 'd' and the student will answer (e.g. "door or drum").

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 4

Unit Name: Lets Recall **Topic: The Alphabet** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Write capital letters blowing appropriate writing models of regular shape and size.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 9, letter cards, plastic letters, bowl, blindfold ribbon

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Paste all the letter cards on the board. Ask students to read the given letter of the alphabet with the correct pronunciation. Now say any random letter by looking at the board and ask students to tell the name of two objects starting with that letter. Encourage all students to take part in the activity. Pay special attention to the weak students.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write capital letters of the alphabet.

Ask students to open the textbooks at page 9. Read the statement. Ask them to write the capital letters of the alphabet. Help them understand and follow your instructions. Ask them to write within the designated space. Encourage them to write neatly and not use the eraser again and again. Share the correct pencil holding posture. Explain to them that English is written from left to right.

Activity 1:

Put all the plastic letters in a bowl and put them on the table. Invite students one by one and put blindfold ribbon on. Ask them to put their hands in the bowl and take one letter from it. Now ask them to try to guess that letter.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Say any letter and ask students to try to guess the object with that letter, for example you say the letter 'l' and the student will answer (e.g. "lamp or lemon").

Homework: (2 mins)

Write the alphabet in small and capital letters in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 5

Unit Name: Lets Recall **Topic: The Alphabet** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Write small and capital letters in random order.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 10, letter cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Show different letter cards to them and ask them to guess which letter comes before or after that. Praise them for correct responses.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to write the letters that come before or after the given letters. Ask them to open the textbooks at page 10. Read statement (ix). Ask them to write the letters that come before the given letters. Now read statement (x). Ask them to write the letters that come after the given letters. Help them understand and follow your instructions. Ask them to write within the designated space. Encourage them to write neatly and not use the eraser again and again. Share the correct pencil holding posture. Explain to them that English is written from left to right.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to solve the given worksheet.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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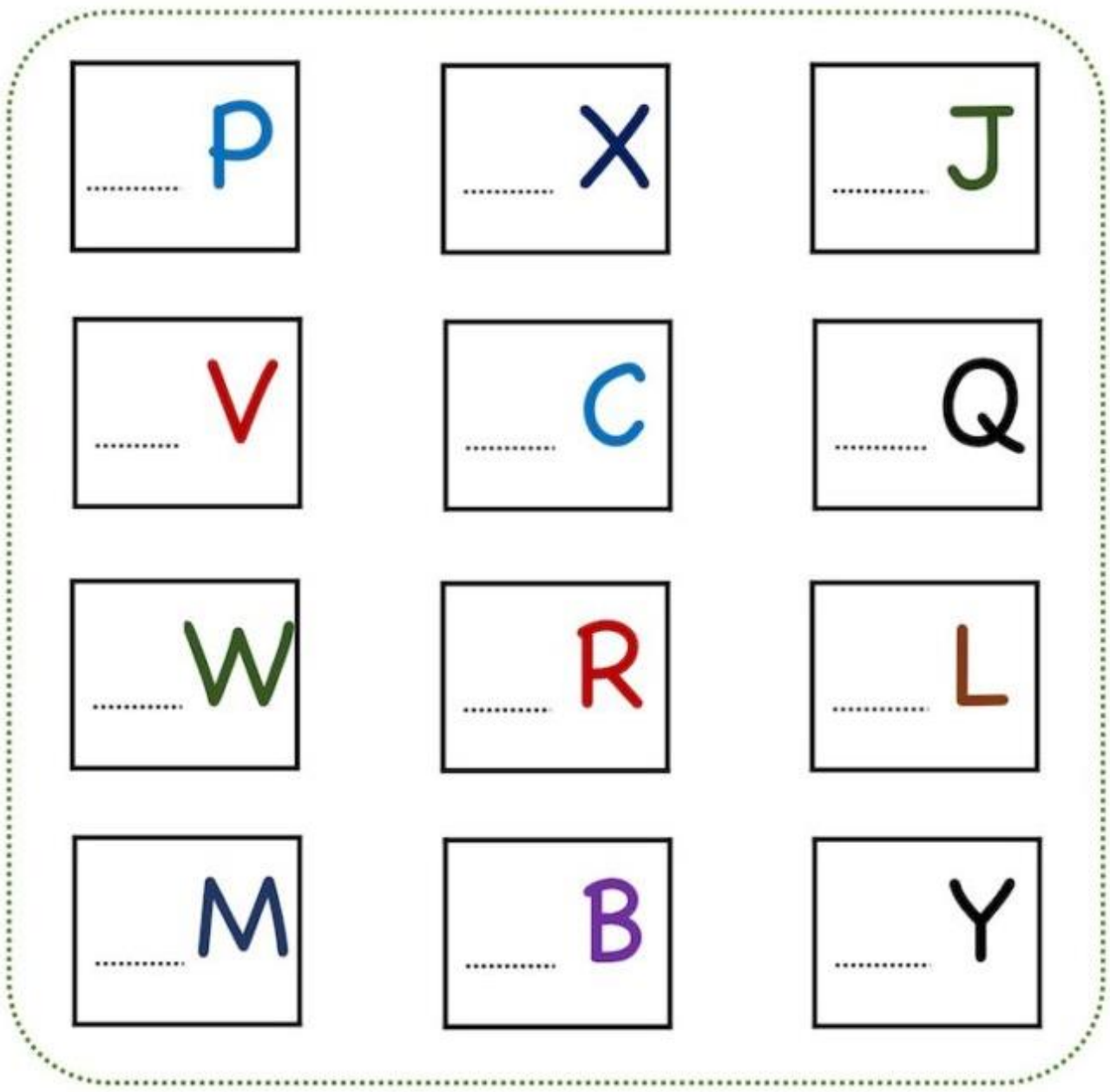
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Write the letters that come before the given letters.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 6

Unit Name: Lets Recall **Topic: The Alphabet** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Write small and capital letters in random order.
- Take dictation of the alphabet.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 11, letter cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Show different letter cards to them and ask them to guess which letter comes between the given letters. Praise them for correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write the letters that come between the given letters.
Ask them to open the textbooks at page 11. Read statement (xi). Ask them to write the letters that come between the given letters. Make sure they write correctly. Help them understand and follow your instructions. Ask them to write within the designated space. Encourage them to write neatly and not use the eraser again and again. Share the correct pencil holding posture. Explain to them that English is written from left to right.
Now ask them to get ready for the dictation of the alphabet. Say different letters one by one and ask them to write them down in their textbooks. Praise them who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call some students to the board, say a letter and ask them to write on the board.

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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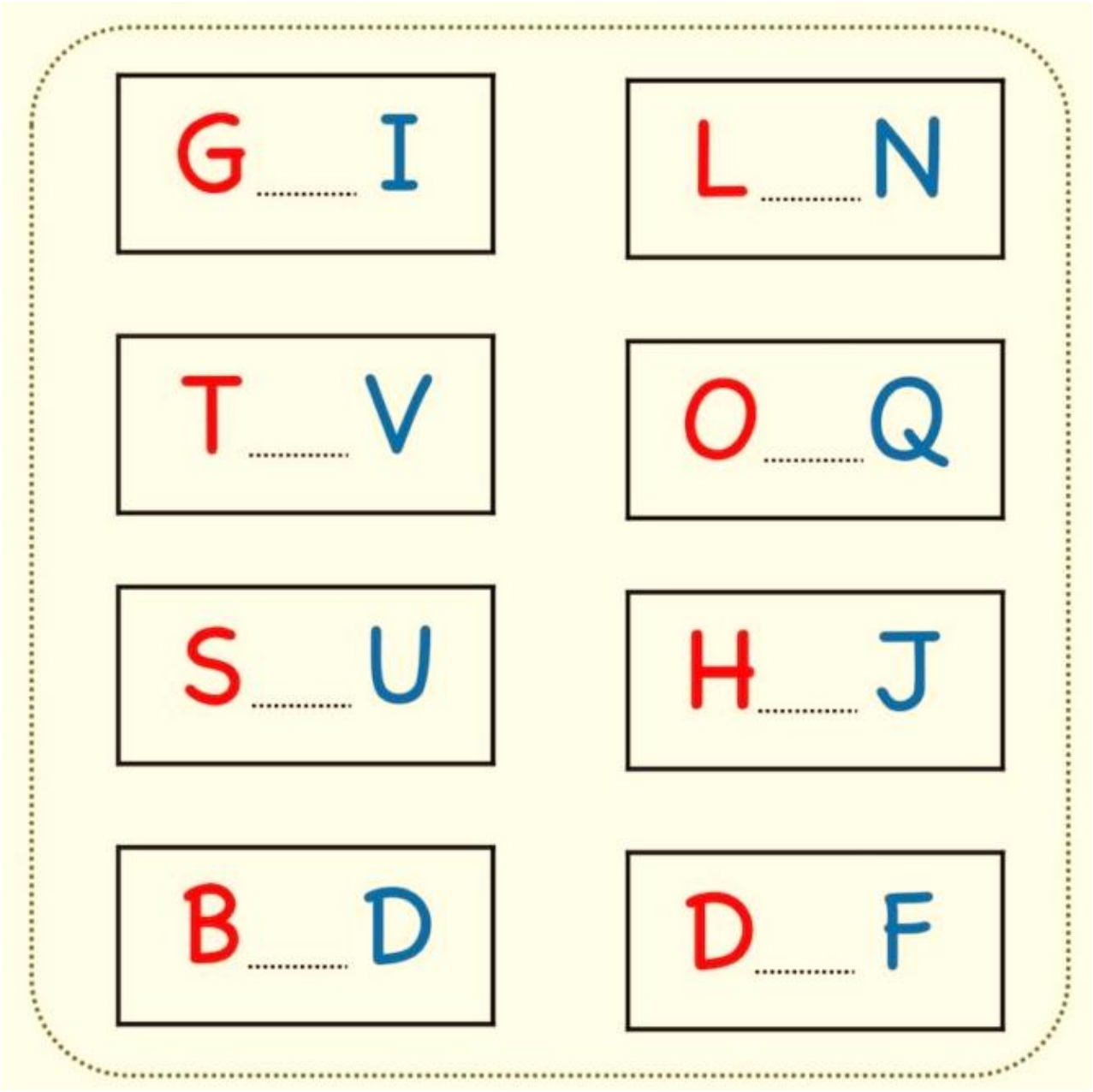
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Write the letters that come between the given letters.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 7

Unit Name: Lets Recall **Topic: The Alphabet** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Write (Join) capital letters in a series.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 12, poster, chart paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Prepare a chart paper as given in the poster and bring it to the class. Paste it on the board. Now ask students to read the given letters of the alphabet in a series. Encourage them to tell is there any mistake while reading it. Cross the letter that is not alphabetically arranged. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do some fun activities and play with colours.
Ask them to open the textbooks at page 12. Read statement (xii). Encourage them to join the letters in alphabetical order. Then ask them to colour the given picture. Encourage them to tell the name of the object. Make sure they join correctly in a series. Help them understand and follow your instructions. Ask them to join within the designated space. Encourage them to join the letters neatly and not use the eraser again and again. Share the correct pencil holding posture. Explain to them that English is written from left to right.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to say the letter of the alphabet with the correct pronunciation.

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Poster

A	B	C	D	M	E
F	G	K	H	I	J
Q	K	L	A	M	N
O	P	E	Q	R	S
T	G	U	V	W	F
X	B	Y	Z		

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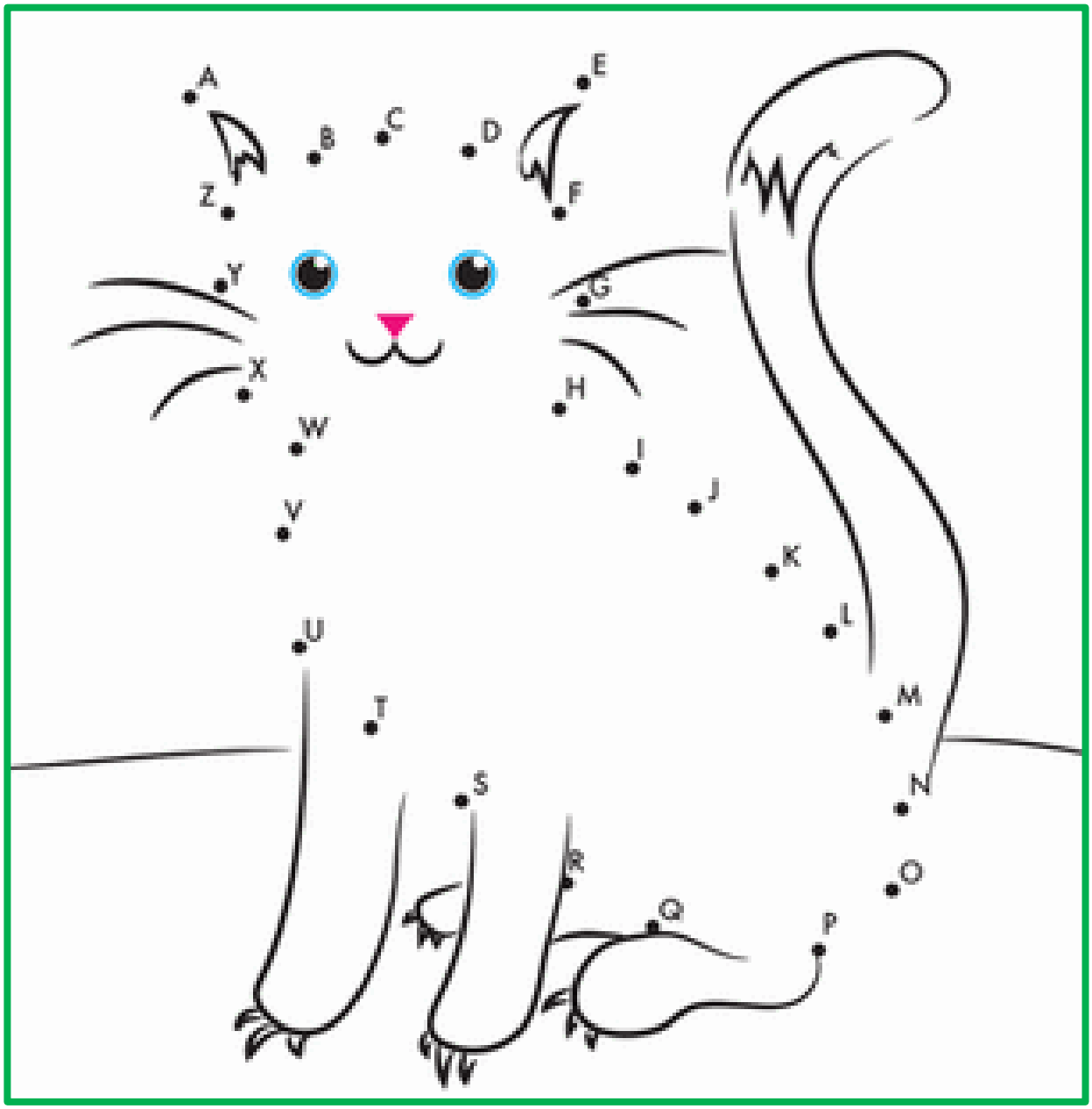
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Join the letters and colour the given picture.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 1

Unit Name: Let's Meet Maida **Topic: Pre-reading** **Date**:

Objective(s):

At the end of this period, the students will be able to:

Use pre-reading strategies to predict a story by looking at the picture(s) in the text.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 13, stuffed toy

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Enter the class, introduce yourself and say some sentences about your family. Now ask students to sit in a circle. Throw the stuffed toy to a student and ask them to introduce themselves and talk about their family in two to three sentences. Ask this student to throw the stuffed toy to students and ask them the same question. Try to do it with all students.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to start the new unit 'Let's Meet Maida'.

Tell them that it's a text about Maida. Ask students to open their textbooks at page 13. Ask students to look at the given picture given in 'Let's Get Started' and tell what the children are doing in it. Ask them if they perform such activities in their art class. If they say a yes, then ask them to share their experience with the class. Ask students to share the names of different objects they see in their art class. Try to involve all students in the discussion. Appreciate them for their correct responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask some students at random to share the names of different objects they see in their art class.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 2

Unit Name: Let's Meet Maida **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text.
- Interact with text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 14

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write the title of the unit on the board and discuss it with students. Encourage them to tell if they want to meet Maida. Who wants to know about Maida's activities? Ask them the name of their favourite friend. Involve them in a discussion. Appreciate them for their responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read the new unit 'Let's Meet Maida'. Tell them that it's a unit about Maida. Ask students to open their textbooks at page 14.

Model the text (till about yourself and your family) by reading it with the correct pronunciation and intonation. Encourage them to read the text by themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Ask them if they remember their first day in the new class. Encourage them to share their experiences one by one. Encourage them to read correctly. Help them if they need it. While reading the text, use the while-reading box to increase students' knowledge and understanding. Read the question from the first box and ask students to tell why Maida was excited. Involve all students in the discussion. Appreciate them for their responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask them to read the text again with the correct pronunciation.

Homework: (2 min)

Read page 14 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 3

Unit Name: Let's Meet Maida **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text.
- Interact with text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 14

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

As this is the continuity of the previous lesson, ask students to tell what they have read about Maida in the previous class. Call some students at random to the front and ask them to share their views with the class. Try to involve maximum students in the discussion. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read the complete unit 'Let's Meet Maida'. Tell them that it's a unit about Maida. Ask students to open their textbooks at page 14.

Model the text (complete lesson) by reading it with the correct pronunciation and intonation. Encourage them to read the text themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Ask them if they remember their first day in the new class. Encourage them to share their experiences one by one. Encourage them to read correctly. Help them if they need it. While reading the text, use the while-reading box to increase students' knowledge and understanding. Read the question from the second box and ask students to answer it and write that in their notebooks. Involve all students in the discussion. Appreciate them for their responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask them to read the text again with the correct pronunciation.

Homework: (2 min)

Read page 14 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 4

Unit Name: Let's Meet Maida **Topic: Letter Sounds** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Pronounce and match the initial sounds of words depicted in pictures with their corresponding letters.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 15, picture cards, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Mix all picture cards of different objects such as duck, leaf, train, fish, any fruit, any vegetable, any animal, etc. in a basket. Call some students at random and ask them to pick any card from the basket and tell its name aloud to the class. Also, tell from which letter the name of the object begins with. Appreciate them by clapping. Pay special attention to the weak students.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn letter sounds. Tell them that every letter has its own sound. Tell them that the initial sound is the beginning sound of a word. Ask them to open their textbooks at page 15. Ask them to look at the given pictures and tell their names. Now read the statement from the 'Phonics' section. Ask them to match each picture with the initial letter sound of its name. Ask them to do their work on their own. Take rounds while they are doing their work. Help them if need be.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (7 min)

Solve the given worksheet.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

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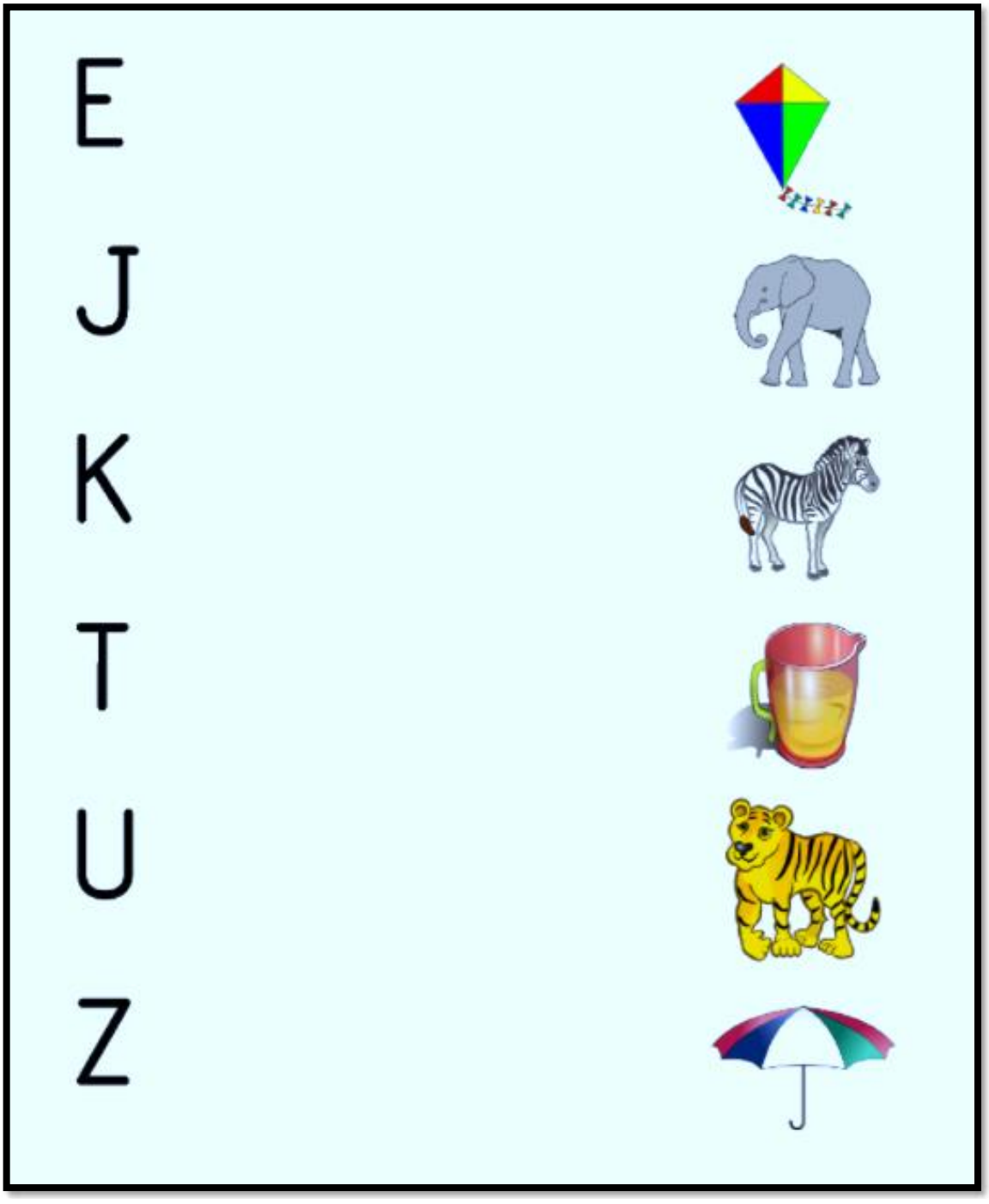
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Match the letters and pictures.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 5

Unit Name: Let's Meet Maida **Topic:** L/S **Date**:

Objective(s):

At the end of this period, the students will be able to:

Demonstrate the use of common conventions and dynamics of group oral interactions in a group to introduce themselves.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 15, sticky notes

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Divide students into groups of four. Provide them differently coloured sticky notes. Ask them to get ready to collect some information about each other. You can ask their names, age, where they live, how many members are there in their families, what is their favourite subject, etc. You can add more questions if you want to. Now ask any group member to present it to the class. Appreciate them for their responses.

Main Activities/Concept Building: (24 min)

Tell students that today they are going to read a dialogue about introducing themselves. Tell them that when they are introducing themselves, they give a brief introduction about themselves, e.g. who they are, what their name is, where they belong to, what their interests are, their age, etc.

Tell them that they have to use different facial expressions to show that they are confident enough to introduce themselves.

Ask students to open their textbooks at page 15. Read the statement aloud from the 'Listening and Speaking' section. Divide students into pairs and ask them to practise the given dialogue with the correct pronunciation.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask some students at random to introduce themselves and the student sitting by them.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

_____

_____

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan: 6**

Unit Name: Let's Meet Maida **Topic:** Q/A **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Respond to the text (post-reading) to express understanding of a story through pantomime. (Question/Answers).

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 16

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write some questions related to the unit 'Let's Meet Maida' on the board for students better understanding, such as:

- Who dropped Maida at school?
- What is the name of Maida's teacher?
- How old is Maida?

Encourage students to raise their hands one by one and give answers to the given questions. Correct them if they give wrong answers. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn different questions related to the unit.

Ask students to open their textbooks at page 16. Read each question from the 'Comprehension' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write the answers to the questions in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking random questions from the Comprehension Focus section.

Homework: (2 min)

Learn the classwork.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 7

Unit Name: Let's Meet Maida **Topic: Consonant blends** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Identify initial consonant clusters.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 16

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Paste different picture cards on the board, such as flower, plane, grapes, crown, drum. Encourage students to look at the given pictures and say their names aloud. Ask them to come to the front and write their names on the board with correct spelling. Correct them if they write the wrong spelling. Appreciate them for their correct responses.

Main Activities/Concept Building: **(25 min)**

Tell students that today they are going to learn about consonant blends. Explain to them that two consonants can blend together to make a particular sound. Explain it to them by writing examples on the board. Ask students to open their textbooks at page 16. Read statement (ii) aloud from the 'Comprehension' section. Ask them to read the given words with consonant blends. Tell them that the highlighted consonants are consonant blends.

Activity 1

Now read aloud statement (iii) from the 'Comprehension' section. Ask students to read the given words with the correct pronunciation. Ask them to circle the consonant blends in the given words. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be.

Sum-up: **(3 min)**

Summarise the key concepts with your students.

Assessment: **(5 min)**

Ask students to make more words with these consonant blends: fl, pl, gr, cr.

Homework: **(2 min)**

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

_____

_____

Worksheet

Name: _____ Date: _____

Circle the consonant blends for the given pictures.

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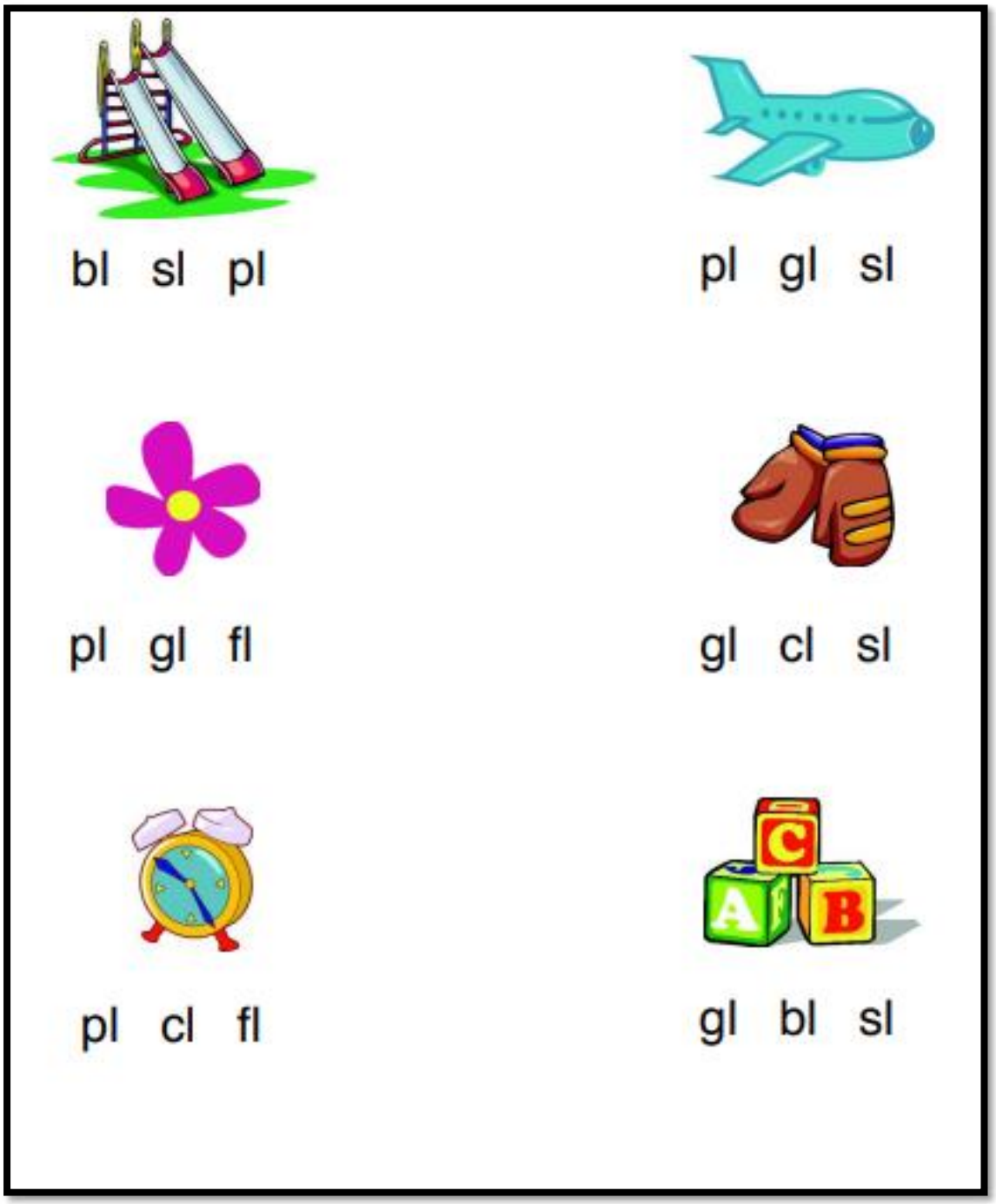
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min



Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 1

Unit Name: Let's Meet Maida **Topic: Sight Words** **Date:** _____

Objective(s):

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

At the end of this period, the students will be able to:

Identify, recognise and articulate two to three-lettered sight words and words with common spelling patterns.

Resource Materials:

Chalk/Marker, Board, Textbook page 16, sticky notes

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write three-lettered sight words on different coloured sticky notes. Paste these sticky notes on different corners of the class. Now point to the blue sticky note, for example, and ask students to read that sight word with the correct pronunciation. Involve all students in the activity by pointing to different coloured sticky notes. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn some sight words. Explain to them that sight words are words that we memorise by sight. It means that the words that we recognize immediately are sight words. Ask students to open their textbooks at page 16. Read statement (iv) aloud from the 'Comprehension' section. Ask them to read and say the given sight words with the correct pronunciation.

Activity 1:

Write any two to three sight words on the board from the textbook e.g. you, her. Ask students to read these words with the correct pronunciation. Encourage them to make simple sentences with these words e. g. You are a good boy/girl. This is her cat. Ask them to recognise the sight words in this sentence. Appreciate them for their correct responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to tell what sight words are.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 2

Unit Name: Let's Meet Maida **Topic: Time to Think** **Date**: _____

Objective(s):

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

At the end of this period, the students will be able to:

Reading and critical thinking.

Resource Materials:

Chalk/Marker, Board, Textbook page 16, picture cards of different professions, chart paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Paste the picture cards of different professions on the board e.g. teacher, doctor, police officer, cook, farmer, postman, etc. Ask students to guess the names of different professions by looking at the pictures. Encourage them to tell their duties also. Correct them if they give a wrong answer. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read about different professionals and their duties.

Bring a prepared chart paper of different professions with their duties written, in the class. Paste the chart paper on the board. Point to each professional and say their name and duties aloud. Ask students to read after you 3-4 times. Now encourage students to select and tell what they want to be when they grow up. Involve all students in the discussion. Ask students to take out their notebooks and write two reasons why they selected that profession. Help them if need be. Ask them to share these reasons with their teacher, classmates and parents.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to say some sentences about their favourite profession.

Homework: (2 min)

Make a list of ten professions in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Unit Name: Let's Meet Maida **Topic: Vocabulary** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Memorise the vocabulary words with their meanings.

Resource Materials:

Chalk/Marker, Board, Textbook page 17, word cards, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write some difficult words from the unit on the board. Ask students to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn the meanings of difficult words.

Ask them to open their textbooks at page 17. Read statement (i) from the 'Vocabulary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity.

Activity 1:

Make word cards of these vocabulary words. Put these word cards in the basket. Call some students at random and ask them to pick any word card. Then ask them to tell its meaning and make a sentence using that word. Appreciate them by clapping.

Sum-up: (3 min)

Sum up the concept by reading the vocabulary words and their meanings.

Assessment: (5 min)

Ask students at random to share the meaning of any word you have shared.

Homework: (2 min)

Learn the vocabulary words with their meanings and write them in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 4

Unit Name: Let's Meet Maida **Topic: One/Two-Syllable Words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Spell simple one/two-syllable words.
- Trace and copy familiar words learnt in class.
- Provide the missing letter in simple one-/two-syllable words.

Resource Materials:

Chalk/Marker, Board, Textbook page 17

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write some three-lettered words on the board e.g. jar, net, ink, top, urn, etc. (you can write more words) Ask students to read them aloud with the correct pronunciation. Now encourage them to tell how many vowels and consonants are there in these words. Ask them to raise their hands and share their answers one by one. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn one-/two-syllable words. Explain to them that a one-syllable word is a word that has a single vowel sound. Share examples with them. Explain to them that a two-syllable word is a word that has two vowel sounds. It can be split into parts. Share examples with them. Ask them to open their textbooks at page 17. Read statement (ii) from the 'Vocabulary' section. Ask students to say and trace the given one-/two-syllable words. Encourage them to say with the correct pronunciation.

Activity 1:

Ask students to open their textbooks at page 17. Read statement (iii) from the 'Vocabulary' section. Ask them to fill in the missing letters to complete the one- and two-syllable words. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Appreciate the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share some one- and two-syllable words.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 5

Unit Name: Let's Meet Maida **Topic: Naming Words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recall common naming words with pictures from the immediate environment.

Resource Materials:

Chalk/Marker, Board, Textbook page 18, different objects, picture cards, box

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Bring different objects in the class e.g. apple, pencil, ball, cup, glass, etc. (you can bring different objects according to your ease). Put these objects on the table. Ask students to look at the given objects and say their names one by one. Try to involve all students in the activity. Pay special attention to the weak students. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn naming words. Ask students to say their own names aloud. Explain to them that just like their names, people, animals, places, and things have some names too. They are called nouns or naming words. Ask them to tell the name of a place where they are sitting now i.e. school. Ask students to open their textbooks at page 18. Read statement (i) from the 'Grammar' section. Ask them to look at the given pictures and read their names.

Activity 1:

Mix picture cards of different objects in a box. Call students at random, say the name of any object and ask a student to find its picture card in the box. Try to involve all students in the activity. Appreciate them for their correct responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to look around in the class and share some more naming words.

Homework: (2 min)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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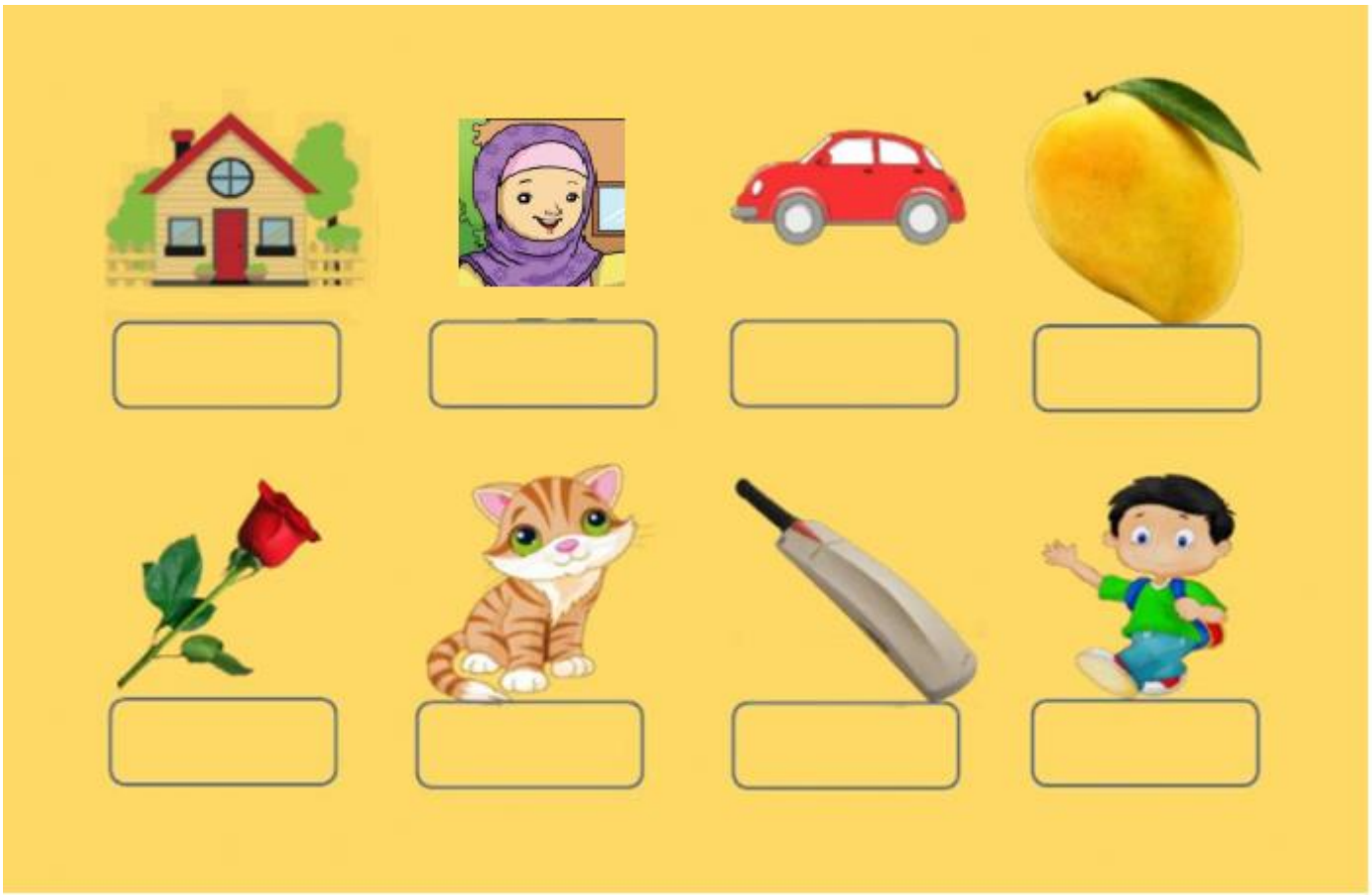
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Look at the given pictures. Write their names using the word bank.

cat	mango	flower	house
girl	boy	bat	car



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 6

Unit Name: Let's Meet Maida **Topic: Naming Words** **Date**:

Objective(s):

At the end of this period, the students will be able to:

- Match common naming words with pictures from the immediate environment.
- Use naming words in their speech and writing.

Resource Materials:

Chalk/Marker, Board, Textbook page 18

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

As this is the continuity of the previous lesson. Ask students to tell what naming words are. Draw 4 columns on the board. Write headings people, places, animals and things. Encourage students to share the names of people, places, animals or things. Write them on the board and ask them to say the examples in a loud voice. Try to involve all students in the activity. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to solve the activity of naming words. Have them recall that names of people, places, animals or things are called nouns or naming words. Ask students to open their textbooks at page 18. Read statement (ii) from the 'Grammar' section. Ask them to look at the given pictures and say their names. Now ask them to match the given naming words with the correct pictures. Encourage them to do their work on their own. Help them if need be.

Now ask students to take out their notebooks. Write five naming words on the board. Ask them to make sentences using these naming words. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly with correct spelling. Help them if need be.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Say any naming word and ask students to tell if it is the name of a person, place, animal or thing.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 7

Unit Name: Let's Meet Maida **Topic: Action Words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Physically respond to, some common action words.

Resource Materials:

Chalk/Marker, Board, Textbook page 18,

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Enter the class modelling some simple actions. Ask students to guess: What are you doing? Such as writing, drinking, walking, smiling, etc. They may answer: you are writing, you are drinking water, you are walking, you are smiling. Encourage them to give a correct answer. Correct them if they give a wrong answer. Try to involve all students in the activity. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn action words. Tell them that words that show some action are called action words. Tell them that anything you do is an action. Tell them that action words are also called verbs. Ask students to open their textbooks at page 18. Read statement (iv) from the 'Grammar' section. Ask them to look at the given pictures and read the given action words.

Activity 1:

Tell students that they are going to do some fun activities today. Make pairs of students. Call each pair one by one in front of the class. Now say a word while performing it yourself. Such as you have to teach the word 'eat'; show as you are eating something while saying the word 'eat' aloud. Say the word again and now ask students to perform it. Perform it with students. Do different actions with different pairs of students. Appreciate them by clapping or saying 'good/great/excellent'.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share more action words.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week: 5** **Lesson Plan:** 1

Unit Name: Let's Meet Maida **Topic: Action Words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Physically respond to, and use some common action words.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 19, sticky notes, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

As this is the continuity of the previous lesson. Ask students what action words are. Ask them to share some examples. Write the examples on the board. Encourage students to come in front of the class and perform such actions one by one. Try to involve all students in the activity. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to solve the activity of action words. Have them recall that words that show some action are called action words. Ask students to open their textbooks at page 19. Read statement (v) from the 'Grammar' section. Ask them to look at the given pictures and write the correct action words. Encourage them to do their work on their own. Help them if need be. Ask them to write neatly with correct spelling.

Activity 1:

Tell students that they are going to do some fun activities today. Write some action words on sticky notes and mix them in a basket. Call students at random and ask them to pick any sticky note from the basket and perform such action in front of the class. Appreciate them for their correct responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to tell what action words are. Also share examples.

Homework: (2 min)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Circle the action words in each group.

cat glass eat book

her walk class all

jump boy ball ship

desk tiger fish run

jug cook big table

school apple play seat

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week: 5** **Lesson Plan:** 2

Unit Name: Let's Meet Maida **Topic: One-syllable Words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Trace and write simple one-syllable words with correct spelling, leaving a regular space between words.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 19

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Write the heading one-syllable words on the board. Ask students to raise their hands one by one and share examples of one-syllable words. Write the examples on the board. Now ask them to tell what one-syllable words are. Correct them if they give a wrong answer. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn one-syllable words. Have them recall that a one-syllable word is a word that has a single vowel sound. It cannot be split into parts. Share examples with them. Ask them to open their textbooks at page 19. Read statement (i) from the 'Writing' section. Ask them to read the given one-syllable words with correct pronunciation. Now read statement (ii) from the 'Writing' section. Ask them to trace and copy the given one-syllable words. Ask them to trace neatly within the designated space.

Activity 1:

Write some one- and two-syllable words on the board. Encourage students to read the given words aloud. Ask them to raise their hands one by one and identify one-syllable words. Correct them if they give a wrong answer. Appreciate them for their correct responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share more examples of one-syllable words.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week: 5** **Lesson Plan:** 3

Unit Name: Let's Meet Maida **Topic: Creative Writing** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Creative writing

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 19, picture of a school

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Paste a big picture of a school on the board. Ask students to look at the given picture and tell:

- What is this picture about?
- Where is your school?
- What is the name of your school?
- Is there any playground in your school?

Encourage students to answer the given questions about their schools. Try to involve all students in the activity. Appreciate them by clapping or saying 'good/great/excellent'.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to write some sentences about their school. Ask them to open their textbooks at page 19. Read the statement from the 'Creative Writing' section. Ask students to take out their notebooks. Ask them to draw a picture of their school and colour it. After that, have them write three sentences about it using the given word bank. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly with correct spelling. Help them if need be.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to share their sentences with the class.

Homework: (2 min)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

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Term: 1 **Periodic Unit:** 1 **Week: 5** **Lesson Plan:** 4

Unit Name: See-saw **Topic: pre-reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Use pre-reading strategies to predict a poem by looking at the picture(s) in the text.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 20, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Bring picture cards of different swings and paste them on the board. Ask students to look at the given picture cards and try to guess their names. Encourage them to tell which swing they like the most. Try to involve all students in the discussion. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to start the new unit 'See-saw'. Tell them that it is a poem about the see-saw swing. Ask students to open their textbooks at page 20. Ask students to look at the given picture of a park given in 'Let's Get Started' and tell what the children are doing in the park. Encourage them to tell which games they like to play with their friends in the park. Ask them if they like to go to the park daily. Ask them the names of the different objects they see in the park. Try to involve all students in the discussion. Appreciate them for their correct responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students with whom they like to go in the park.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit:** 1 **Week: 5** **Lesson Plan:** 5

Unit Name: See-saw **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recite short poems or nursery rhymes with actions.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 21

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Write the title of the unit 'See-saw' on the board and discuss it with students. Encourage them to tell if they have ever visited a park with their parents. Have them share their experiences with the class. Involve them in the discussion. Appreciate them for their responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to recite the poem 'See-saw'. Tell them that it is a poem about see-saw swing. Ask students to open their textbooks at page 21.

Model reading the poem with correct pronunciation and intonation. Encourage them to recite the poem themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Have them recite the poem accurately and with actions. Ask them to express their likes about different games. Encourage them to tell what is their favourite game and why. Try to involve all students in the discussion. Appreciate them for their correct responses.

Activity 1:

Write names of different objects of the park on the board e.g. tree, birds, flower, ball. Ask students to read the given names aloud. Now ask them to raise their hands one by one and make sentences using these words. Encourage them to make sentences on their own. Assist them if they find any difficulty. Appreciate them by clapping or saying 'good/great/excellent'.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask them to read the poem again with the correct pronunciation.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Homework: **(2 min)**

Draw your favourite swing and colour it.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

Term: 1 **Periodic Unit:** 1 **Week: 5** **Lesson Plan:** 6

Unit Name: See-saw **Topic: Letters and Words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise individual sounds in a word e.g. /p/, /i/, /n/ in pin etc.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 22, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Paste picture cards of different objects on the board (objects should be of three-letter words e.g. fan, bed, log, mug, and pen. Ask students to look at the given picture and say their names aloud. Now encourage them to say the spelling of each picture one by one focusing on the sounds of each letter. Involve all students in the discussion. Correct them if they give a wrong answer. Appreciate them by clapping. Pay special attention to weak students.

Main Activities/Concept Building: **(25 min)**

Tell students that today they are going to learn letters and words. Explain to them that every letter has its own sound. Tell them that every letter has its individual sound in a word. Ask them to open their textbooks at page 22. Ask them to look at the given pictures and say their names. Now read the statement (i) from the 'Phonics' section. Ask them to read the given letters and words. Then notice how different letters have different sounds in a word. Encourage them to say a few more words and spell them.

Sum-up: **(3 min)**

Summarise the key concepts with your students.

Assessment: **(7 min)**

Ask students to solve the given worksheet.

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

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Worksheet

Name: _____ Date: _____

Look at the given pictures. Fill in the missing letters to complete the words.

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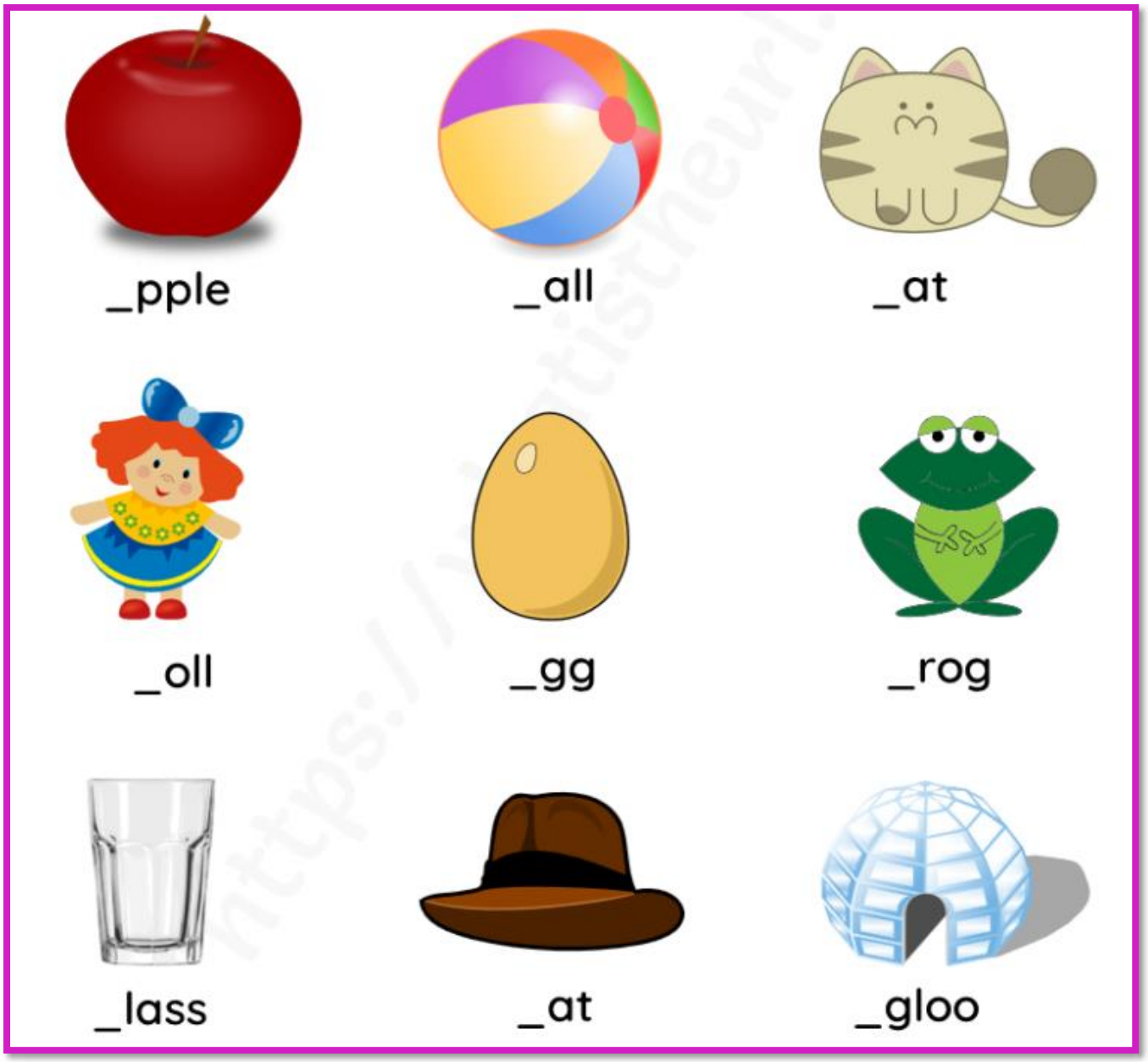
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min



Term: 1 **Periodic Unit:** 1 **Week: 5** **Lesson Plan:** 7

Unit Name: See-saw **Topic: Letters and Words** **Date**:

Objective(s):

At the end of this period, the students will be able to:

Recognise individual sounds in a word e.g. /p/, /i/, /n/ in pin etc.

Resource Materials:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Chalk/Marker, White/Blackboard, Textbook page 22

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Write some four to five-letter words on the board and miss one letter from each of the words (make sure the words are previously learnt). Now ask students to help you to complete the words. Ask them to raise their hands one by one and say a letter to complete each word. Try to involve all students in the activity. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to solve the activity of letters and words. Have them recall that every letter has its own sound. Tell them that every letter has its individual sound in a word. Ask them to open their textbooks at page 22. Read statement (ii) from the 'Phonics' section. Encourage them to look at the given pictures and say their names. Now ask them to look at the pictures. Unscramble the given letters to make words. Ask students to do their work on their own. Take rounds while they are doing their work. Help them if need be.

Activity 1:

Ask students, 'Can you help me make new words from different letters?' Write the letters of the alphabet on the board. Now point to different letters and make any word so students can understand what you wanted to say. Ask students if they want to participate in the activity. Encourage them to raise their hands and make any word using the letters of the alphabet (the words can be three-, four- or five-letter according to students' ease). After completing the activity. Appreciate them by clapping or saying 'good/great/excellent'.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to say a few more words and spell them correctly.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 1

Unit Name: See-saw **Topic:** L/S **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Articulate, recognise and use some formulaic expressions to offer and respond to basic routine greetings.
- Express and offer a few basic social courtesies.

Resource Materials:

Chalk/marker, white-/blackboard, Textbook page 23

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Demonstrate a short dialogue with a student. Say Assalaamu Alaikum; introduce yourself; and ask him/her how he/she is. Make pairs and involve students in the activity.

Explain that you will clap and when you ask them to stop, they have to greet the person next to them by shaking their hands and introducing themselves.

Walk around the class and randomly ask students how they are doing. Encourage them to respond you.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read a dialogue about social courtesies. Ask them to tell what they say when they meet each other. Involve them in answering you. Tell them about some social courtesies: when you meet someone, say 'Assalaamu Alaikum'; if someone says salaam to you, respond to them with 'Wa Alaikum Assalaam'. Then ask, 'How are you?' Reply to this with 'I am fine, thank you'. Ask students to open their textbooks at page 23. Read statement from the 'Listening and Speaking' section. Ask them to read the given dialogue and notice the use of different greetings. Make pairs of students and ask them to role-play the given dialogue.

Use poster of different greetings/social courtesies or write them on the board. Ask students to read the given greetings/social courtesies and try to use them in their daily conversations.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (7 min)

Ask students to solve the given worksheet.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Match the greetings with the correct picture.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan: 2**

Unit Name: See-saw **Topic:** Questions/Answers **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Respond to the text (post reading) to express likes /dislikes about the poem. (Question/Answers).

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 23

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.
Write some questions related to the unit 'See-saw' on the board for students better understanding, such as: 'What is a see-saw?' 'Name different swings you see in the park.'
Encourage students to raise their hands one by one and give answers to the given questions. Note their responses on the board. Correct them if they give wrong answers. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn different questions related to the unit.
Ask students to open their textbooks at page 23. Read each question from the 'Comprehension' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write the answers to the questions in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Quickly review with students what they learned today.

Assessment: (5 min)

Assess your students by asking random questions from the Comprehension section.

Homework: (2 min)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 3

Unit Name: See-saw **Topic:** Digraphs **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise digraphs in initial and final position in a word.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 23 and 24, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing.
Paste picture cards of different objects on the board, for example fish, chair, ship, thumb, cherry, etc. Ask students to look at the given pictures and say their names. Encourage them to say the spelling of the given objects also. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn digraphs. Explain to students the concept of digraphs by giving examples on the board. Tell them that digraphs are two letters that make a single sound. Encourage them to share more examples with you. (You can also display any poster of digraph for more examples.)
Ask them to open their textbooks at page 23. Read statement (ii) from the 'Comprehension' section. Ask them to read the given digraphs and their words at initial position. Encourage them to read with the correct pronunciation. Tell them that the letters highlighted in pink are digraphs at initial position.
Ask them to open their textbooks at page 24. Read statement (iii) from the 'Comprehension' section. Ask them to read the given digraphs and their words at final position. Encourage them to read with the correct pronunciation. Tell them that the letters highlighted in pink are digraphs at final position.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (7 min)

Ask students to solve the given worksheet.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Circle the correct digraph for the given pictures.

	sh ch		wh th
	sh ch		ph ck

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan: 4**

Unit Name: See-saw **Topic:** Digraphs **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Identify digraphs in initial and final position in a word.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 24, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging them by asking them how they're doing.
Ask this is the continuity of the previous lesson. Write some words with initial and final digraphs on the board. Ask students to read the given words with correct pronunciation. Now call some students to the board and ask them to underline the digraphs in the given words. Ask them to tell what digraphs are. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do activity of digraphs. Ask them to tell what digraphs are. Encourage them to share some examples. Have them recall that digraphs are two letters that make a single sound. Ask them to open their textbooks at page 24. Read statement (iv) from the 'Comprehension' section. Ask them to read the given words and circle digraphs in them. Encourage them to do their work on their own. Help them if need be. Take rounds while they are doing their work. Praise the students who finish their work first to boost their confidence.

Activity 1:

Write the digraphs (ch, ph, th, sh) on pieces of card paper and mix them in a basket. Now call some students to the front of the class. Ask them to pick one card from the basket and say a word from the given digraph. Try to involve maximum students in the activity. Appreciate them by saying well done/ good/ very good.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share more examples with digraphs (ch, sh, th, ph).

Homework: (2 min)

Make a list of two digraphs each with (ch, sh, th, ph) in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 5

Unit Name: See-saw **Topic:** Time to Think **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Reading and critical thinking.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 24, different objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Start with 'Bismillah' and tell them to recite it before starting any work.

Tell students that today they are going to play a game. Bring small objects in the class, for examples a ball, a doll, a box, a pencil, etc. Now put a doll on the table and ask students to tell where the doll is. They may answer: "The doll on the table". Now put a ball in the box and ask them to tell where the ball is. They may answer: "The ball is in the box". You can play this game using different objects. Encourage all students to take part in the activity. Appreciate them by clapping.

Main Activities/Concept Building: (25 min)

Tell students that today they are going do an activity about position words. Ask students to open their textbooks at page 24. Read 'Time to Think' statement. Ask students to read the poem again on page 21 of the textbook with correct pronunciation and circle the position words in it. Ask them to write them in the space provided. Encourage them to do their work on their own. Help them if need be. Praise the students who finish their work first to boost their confidence.

Bring print-outs of the given worksheet in the class and divide them among students. Ask them to solve the given worksheet on position words. Encourage them to do their work on their own.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Point to different objects in the class and ask students to tell their positions.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ Date: _____

Look at the given pictures and tick the correct position word.

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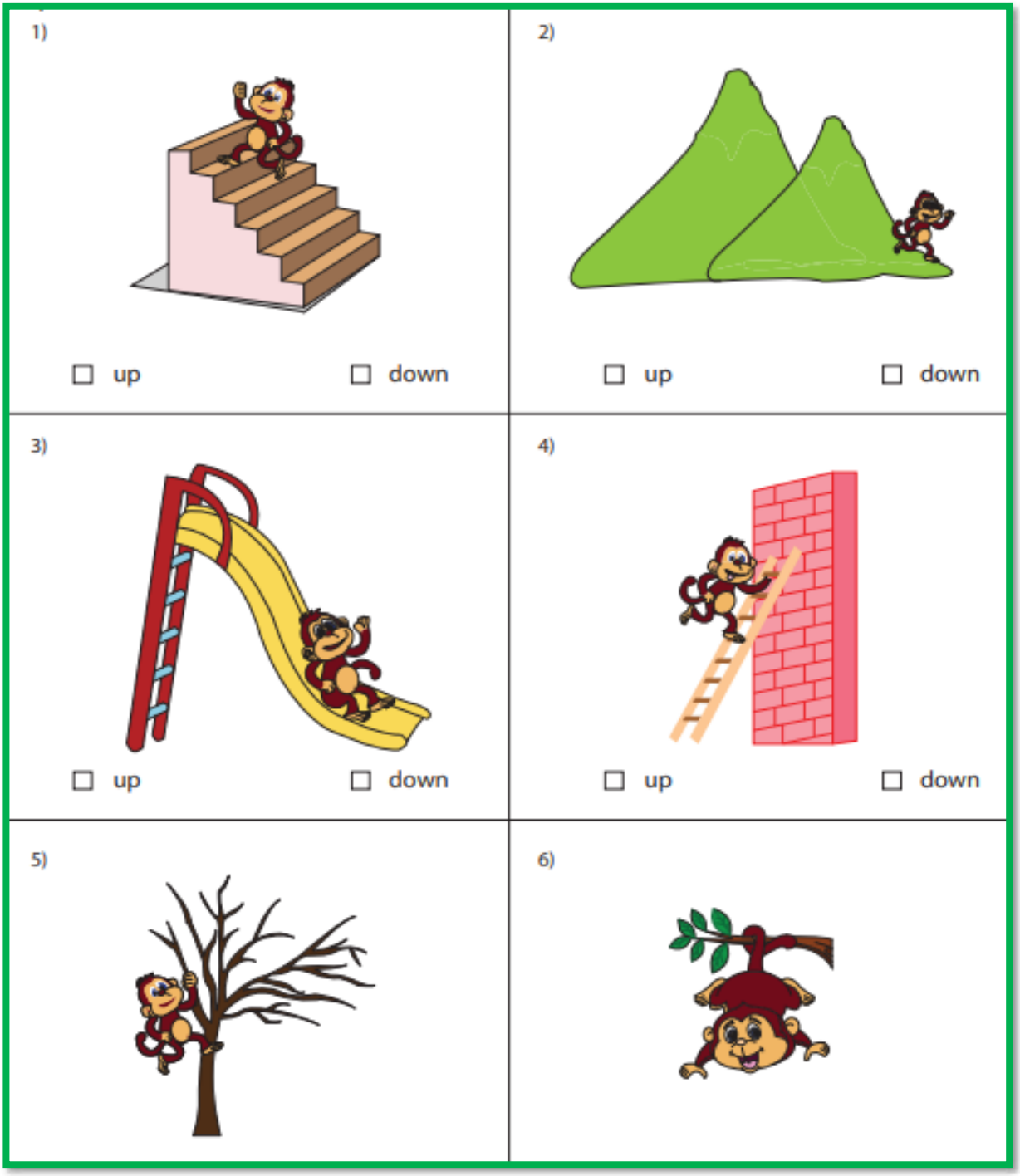
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min



Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 6

Unit Name: See-saw **Topic:** Vocabulary **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Memorise the vocabulary words with their meanings.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 24, word cards, basket

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Start with 'Bismillah' and tell them to recite it before starting any work.
Write some difficult words from the unit on the board. Ask students to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn the meanings of difficult words.
Ask them to open their textbooks at page 24. Read statement (i) from the 'Vocabulary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity.

Activity 1:

Make word cards of these vocabulary words. Put these word cards in the basket. Call some students at random and ask them to pick any word card. Then ask them to tell its meaning and make a sentence using that word. Appreciate them by clapping.

Sum-up: (3 min)

Sum up the concept by reading the vocabulary words and their meanings.

Assessment: (5 min)

Ask students at random to share the meaning of any word you have shared.

Homework: (2 min)

Learn the vocabulary words with their meanings and write them in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 7

Unit Name: See-saw **Topic:** Numbers in Words **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise the different categories of some: numbers in words. etc.

Resource Materials:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Chalk/marker, white-/blackboard, textbook page 25

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Start with 'Bismillah' and tell them to recite it before starting any work.

Place different objects on the table, for example ten pencils, four erasers, six sharpeners, two bags, etc. (You can place different objects also.) Now call some students at random to the front and ask them to tell:

- How many pencils are there on the table?
- How many erasers are there on the table?
- How many sharpeners are there on the table?
- How many bags are there on the table?

Encourage them to count and tell the correct number of objects. Try to involve maximum students in the activity. Pay special attention on the weak students. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn numbers. Ask students to open their textbooks at page 25. Read statement (ii) from the 'Vocabulary' section. Ask them to read the given numbers in words. Read the given number, its spelling and ask students to read after you 3-4 times. Ask them to learn and memorise the numbers in words. Now ask them to read statement (iii) from the 'Vocabulary' section. Ask them to look at the given objects, count them and write the numbers in words. Encourage them to do their work on their own. Help them if need be. Take rounds while they are doing their work. Praise the students who finish their work first to boost their confidence.

After completing the activity. Ask students to look around the classroom, count the things present in it and number them orally.

Sum-up: (3 min)

Summarise the key concepts with your students

Assessment: (5 min)

Point to different objects in the classroom. Ask students to count the things and number them orally.

Homework: (2 min)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

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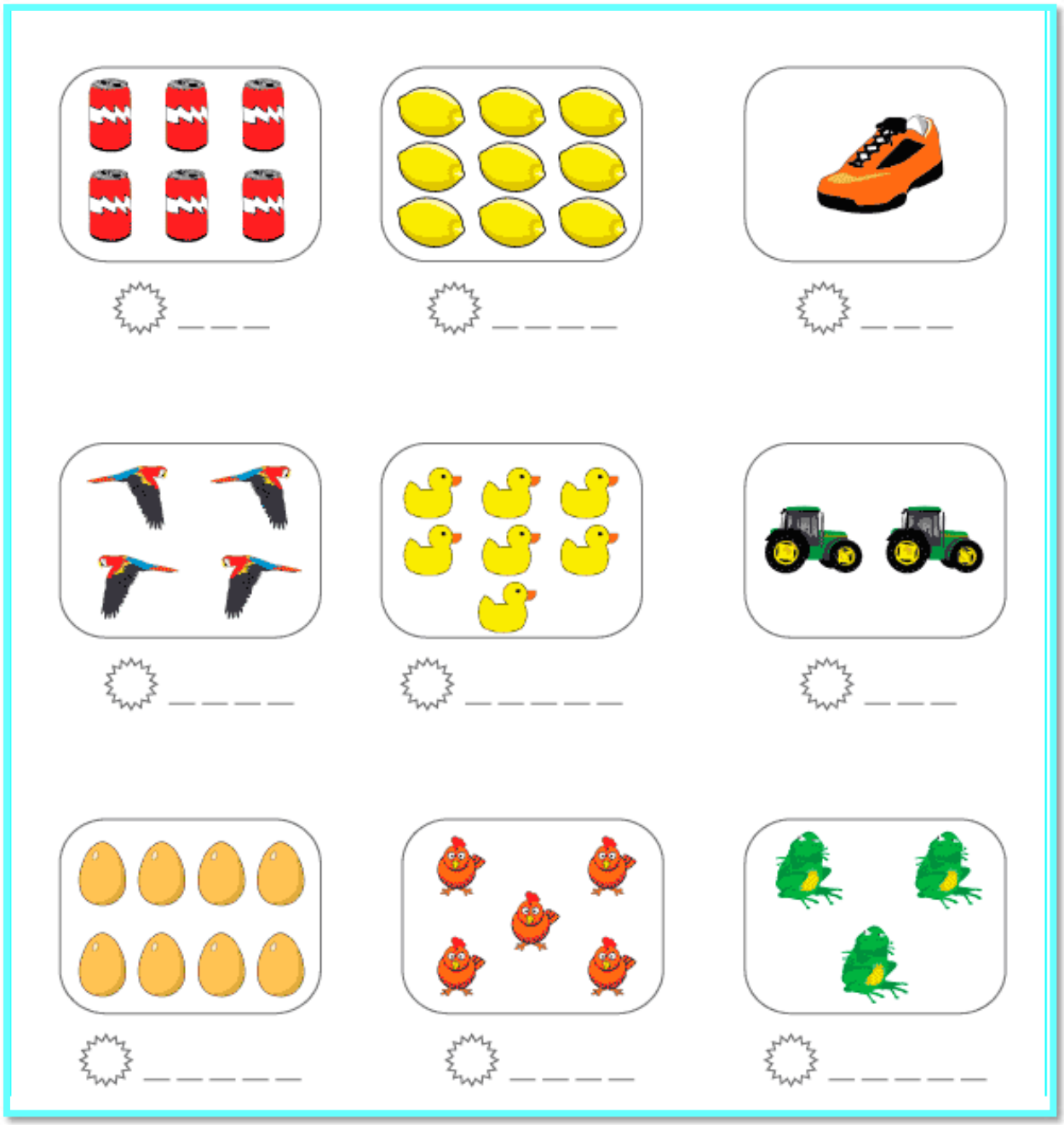
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Count and write the numeral and number of objects in words also.



Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 1

Unit Name: See-saw **Topic: Substitution Words** **Date:**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Objective(s):

At the end of this period, the students will be able to:

Recognise substitution words as subjective case I, we, you, he, she, it and they.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 25, picture cards, poster

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Paste different pictures on the board, for example picture of a girl, picture of a boy, picture of a cat, picture of two boys/girls playing, etc. Now ask students to look at the picture and tell who she is. They may answer: "She is a girl." Now ask them to tell who he is. They may answer: "He is a boy." Continue with other examples. Try to ask questions from the maximum students. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn substitution words. Ask them if they know what substitution words are. Explain to them that a substitution word or a pronoun is a word that comes in place of a noun. Tell them that pronouns are also called substitution words. Use the poster to explain the concept. Ask students to open their textbooks at page 25. Read statement (i) from the 'Grammar' section. Ask them to read the given sentences and notice the use of pronouns. Ask them to notice how pronoun takes the place of a noun in the sentences. Tell them that the words highlighted in red are nouns and the ones highlighted in green are pronouns. Explain to them by giving more examples on the board.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to introduce their siblings using pronouns.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

Poster

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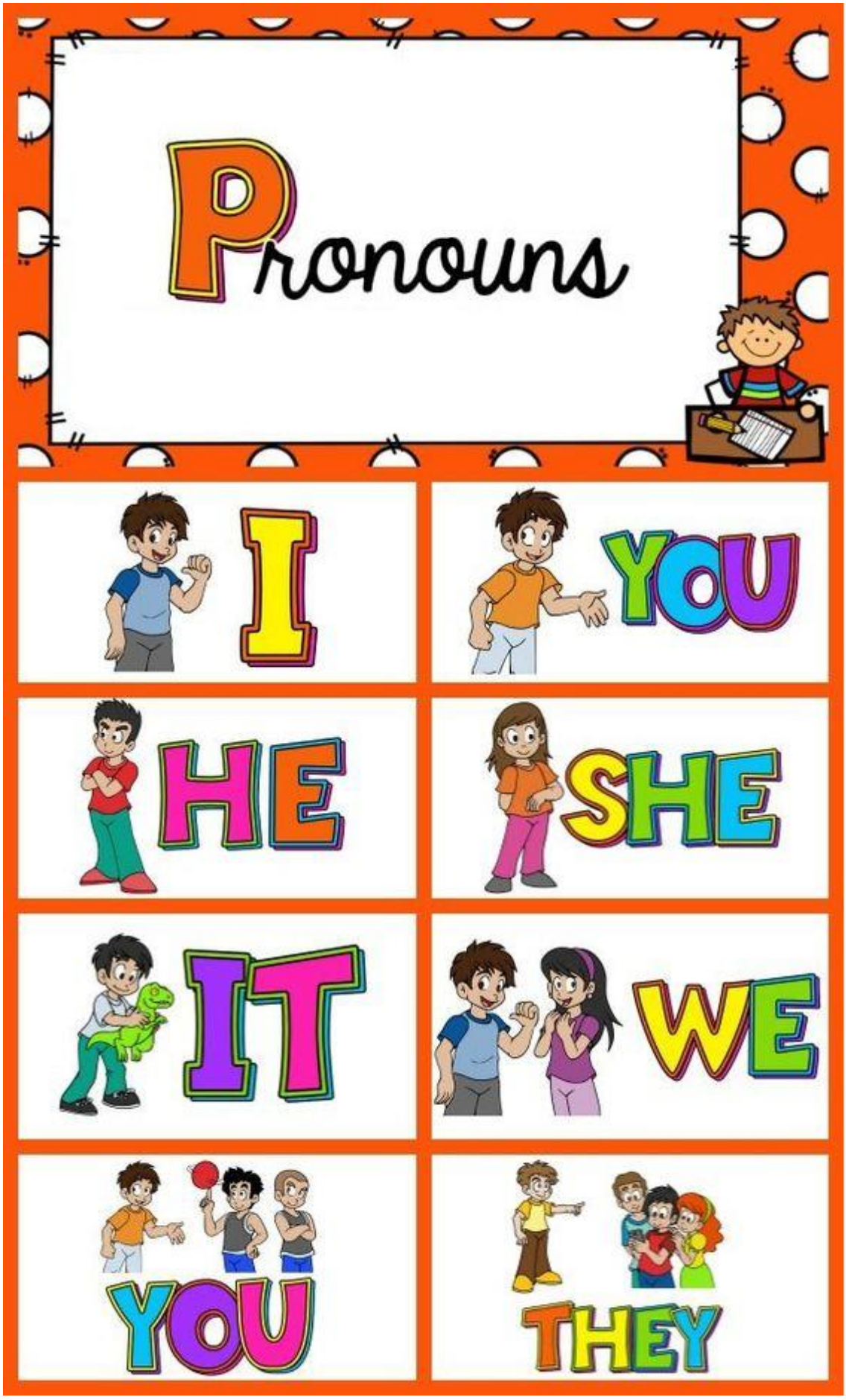
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 2

Unit Name: See-saw **Topic: Substitution Words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Use substitution words as subjective case I, we, you, he, she, it and they.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

As this is the continuity of the previous lesson. Write some sentences on the board using different nouns and pronouns. Encourage students to come to the board and circle the nouns and underline the pronouns in the given sentences. Ask them to tell why do we use a pronoun. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do activities of substitution words. Have them recall the concept of substitution words. Tell them that a substitution word or a pronoun is a word that comes in place of a noun. Tell them that pronouns are also called substitution words.

Activity 1:

Ask students to open their textbooks at page 26. Read statement (ii) from the 'Grammar' section. Ask them to tick the correct pronoun for each picture. Encourage them to do their work on their own.

Activity 2:

Now read statement (iii) from the 'Grammar' section. Ask students to fill in the blanks by writing the correct pronouns for the underlined nouns. Encourage them to do their work on their own. Help them if need be. Take rounds while they are doing their work. Praise the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to say some sentences about your best friend using pronouns.

Homework: (2 mins)

Make sentences using each pronoun in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 3

Unit Name: See-saw **Topic: Capitalisation** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Apply capitalisation to the initial letter of the first word of a sentence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26, letter cards, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to tell how many letters are there in the English alphabet. Now involve students in an activity. Mix all capital letter cards in a basket. Write small letters randomly on the board. Call some students to come to the front of the class. Pick one letter card from the basket and paste it on the board infront of its small letter. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn capitalisation rule. Explain to them that we always capitalise the first letter of the first word of a sentence. Ask students to open the textbooks at page 26. Read statement (iv) from the 'Grammar' section. Ask students to read the given sentences and notice the use of capitalisation. Ask them to observe the first letter of the first word of a sentence is highlighted and capitalise. Explain to them by giving more examples on the board or show them examples from their textbooks.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the rule of capitalisation they have just learned.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 4

Unit Name: See-saw **Topic: Capitalisation** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Apply capitalisation to the initial letter of the first word of a sentence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some sentences on the board without following the rule of capitalisation. Ask students to read the given sentences and find a mistake in them. Call some students to the board and ask them to correct the given sentences following the rule of capitalisation. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do an activity of capitalisation. Ask them to tell the rule of capitalisation. Have them recall the rule of capitalisation. Explain to them that we always capitalise the first letter of the first word of a sentence. Ask students to open the textbooks at page 26. Read statement (v) from the 'Grammar' section. Ask students to rewrite the given sentences by using correct capitalisation in their notebooks. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Help them if need be. Take rounds while they are doing their work. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Invite some students to the front of the class and ask them to write a sentence on their own using correct capitalisation on the board.

Homework: (2 mins)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Rewrite the given sentences by using correct capitalisation.

my teacher is a nice lady.

_____

the bird is sitting in the tree.

_____

we saw an elephant at the zoo.

_____

mango is my favourite fruit.

can you help me in the kitchen?

hassan is playing in the park.

iqra is wearing a new dress.

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 5

Unit Name: See-saw **Topic: Writing sentences** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Trace and write simple sentences leaving spaces between words and using correct capitalisation, punctuation and spellings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 27, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Involve students in an activity. Show different picture cards to them for example cat, book, apple, boy jumping, etc. Ask students to say the name of the given objects. Encourage them to tell which pet animal is shown in the picture, what the colour of the book is, which fruit is this, what the boy is doing. They may answer: "This is a cat", "The book of the colour is blue/green, etc.", "This is an apple", "The boy is jumping". Try to involve maximum students in the activity. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to trace and write simple sentences. Ask them to open their textbooks at page 27. Read statement from the 'Writing' section. Ask students to trace and write the given sentences. Tell them that we start a sentence with a capital letter and put a full stop at the end. Ask them to space words evenly and pay attention to their spelling while copying the sentences.

Activity 1:

Now write some jumbled up words on the board, for example

- boy/the/running/is
- have/I/pencil/a
- an/this/orange/is
- milk/drink/I

Ask students to read the given jumbled up words. Call some students on the board and ask them to rearrange the given words to make meaningful sentences. Ask them don't forget to put full stop at the end. Pay special attention on the weak students. Appreciate them for their correct responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the correct sentences with the class.

Homework: (2 mins)

Write five simple sentences about yourself in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 6

Unit Name: See-saw **Topic: Creative Writing** **Date**:

Objective(s):

At the end of this period, the students will be able to:

Creative writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 27, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Paste picture cards of different games on the board, for example cricket, skipping, badminton, running, basketball, hide and seek, etc. Ask students to look at the given pictures and say their names. Ask them to tell:

- Have you ever played these games?
- Which of these games would you like play?
- What is the name of your favourite game?

Encourage students to answer the given questions about different games. Try to involve all students in the activity. Appreciate them by clapping or saying 'good/great/excellent'.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to write some sentences about their favourite game. Tell them about different games and why it is important to play games. Ask them to open their textbooks at page 27. Read the statement from the 'Creative Writing' section. Ask students to write five sentences about their favourite game. Ask them to explain why do they like this game. Ask them to take help from the word bank. Ask students to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly with correct spelling. Help them if need be. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to share the sentences about their favourite game with their classmates.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 7

Unit Name: A Family Day Out **Topic:** Pre-reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Use pre-reading strategies to predict a story by looking at picture(s) in the text.

Resource Material:

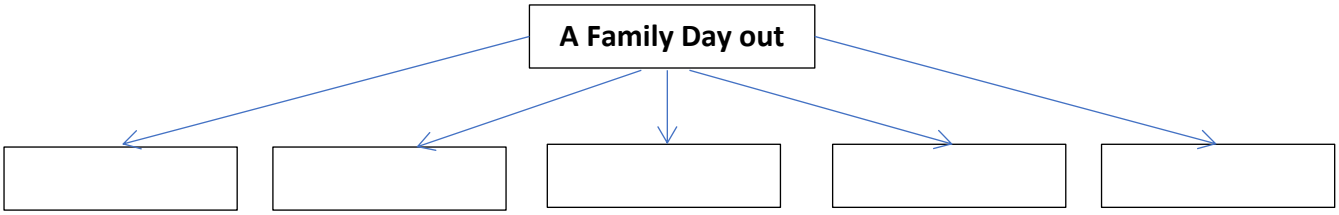
Chalk/Marker, White/Blackboard, Textbook page 28

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to share the names of their favourite place to visit. Write the title of the unit on the board and ask questions about it. Ask them to tell five different words related to the title of the unit.



Main Activities/Concept Building: (25 min)

Tell students that today they are going to start the new unit 'A Family Day Out'. Tell them that it's a text about picnic. Ask students to open their textbooks at page 28. Ask students to look at the given picture given in 'Let's Get Started' and tell what the family is doing in it. Ask them have they ever gone on a picnic with their family. If yes, encourage them to share their experience. Ask them to tell the names of the things they see in the picture. They may answer: birds, trees, flowers, glass, sandwich, etc. Note their responses on the board. Try to involve all students in the discussion. Pay special attention to the weak students. Appreciate them for their correct responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask some students at random to share the names of different objects they see in the park.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

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Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 1

Unit Name: A Family Day Out **Topic:** Reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text.
- Interact with text and use reading strategies (while reading) to guess what follows in a story.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 29

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Draw a mind map on the board and write the title 'Picnic' in the centre. Now ask students to name different things that they should take with them on a picnic. Fill in the mind map with their responses. Appreciate them by clapping or saying 'good/great/excellent'.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read the new unit 'A Family Day Out' (First two paragraphs). Tell them that it's a unit about a visit to a picnic. Ask students to open their textbooks at page 29.

Model the text by reading with correct pronunciation and intonation. Encourage them to read the text by themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Discuss the theme with students. Ask them if they had ever gone with their families for a picnic. Ask them do they enjoy spending time with family. Encourage them to read correctly. Help them if they need it. While reading the text, use the while-reading box to increase students' knowledge and understanding. Read the question from the box and ask students to guess what will happen next. Involve all students in the discussion. Appreciate them for their responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask them to read the text again with the correct pronunciation.

Homework: (2 min)

Read page 29 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

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Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 2

Unit Name: A Family Day Out **Topic:** Reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Read the text.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 29 and 30

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

As this is the continuity of the previous lesson, ask students different questions related to the unit. For example, where is Hafsa and Zain going? Who is Mr. Ahmed? Encourage them to answer correctly. Try to ask questions from maximum students for their better understanding. Note their responses on the board. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read the complete unit 'A Family Day Out' (Last two paragraphs). Tell them that it's a unit about a visit to a picnic. Ask students to open their textbooks at page 29-30. Model the text by reading with correct pronunciation and intonation. Encourage them to read the text by themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Discuss the theme with students. Ask them if they remember their last visit to their favourite place. Encourage them to share their experiences one by one. Encourage them to read correctly. Help them if they need it. Ask them to share what they like about this story. Involve all students in the discussion. After reading, ask students to underline difficult words in the text and try to guess their meanings. Appreciate them for their responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask them to read the text again with the correct pronunciation.

Homework: (2 min)

Read pages 29-30 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 3

Unit Name: A Family Day Out **Topic:** Phonics **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Pronounce and match spoken words with the written words.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 30, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write already learnt words on different corners of the board. Now say any word aloud and ask student to point to that word. The students will listen to the words and tell which word you have said aloud. Encourage them to spell the given word also. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn some new words. Ask students to open their textbooks at page 30. Read statement (i) from the 'Phonics' section. Ask them to read the given words aloud with correct pronunciation and underline them in the lesson. Encourage them to find the words on their own. Help them if need be. Praise the students who finish their work first to boost their confidence.

Activity 1:

Ask students let's play a game 'Mystery word'. Paste different word cards on the board (words should be from different lessons). For example you have pasted a word 'lake'. Now give students different clues to guess that word. The following are the clues

Clue 1: The mystery word is from the lesson.

Clue 2: The mystery word is one-syllable.

Clue 3: The mystery word has four letters that are all different.

Clue 4: The mystery word rhymes with the word 'take'.

Encourage them to think and guess the word with the help of clues. Appreciate them by clapping or saying 'good/great/excellent'. Play this mystery game using other words also. Try to involve all the class in the activity.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to say a sentence using the words: flower, food, picnic, lake, grass.

Homework: (0 min)

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 4

Unit Name: A Family Day Out **Topic: Phonics** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise that as letters of words change, so do the sounds.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 30

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Paste flashcard of the word 'at' on the board. Ask them to look at the flashcard and say the word 'at'. Make one word for them as an example. Write letter 'c' before 'at'. Tell them that 'c' and 'at' make 'cat'. Now ask them to add different letters before 'at' to make new words. They can make mat, hat, rat, bat, etc. note their responses on the board. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn change in sound. Tell them that every letter has its own sound. Tell them that we can make a new word by changing the first letter of a word. The new word is pronounced with a new sound. Ask them to open their textbooks at page 30. Read statement (ii) from the 'Phonics' section. Ask students to read and say the given words. Tell them that when we change the first letter, the pronunciation of the word also changes. Explain to them by giving more examples on the board.

Activity 1:

Write some three letter words on the board, for example cat, hen, pin, hot, rug, etc. Now call some students to the board and ask them to change the first letter of the given words to make another word. They may answer and change 'hen' into 'pen', 'cat' into 'mat', 'rug' into 'mug', 'pin' into 'tin' and 'hot' into 'pot'. Appreciate them by clapping or saying 'good/great/excellent'.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write 'en' on the board and ask students to make new words by adding first letter.

Homework: (2 min)

Solve the given worksheet.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐
Reason/Comments:

_____

_____

Worksheet

Name: _____ Date: _____

Look at the given pictures. Make new words by changing the first letter of the given words.

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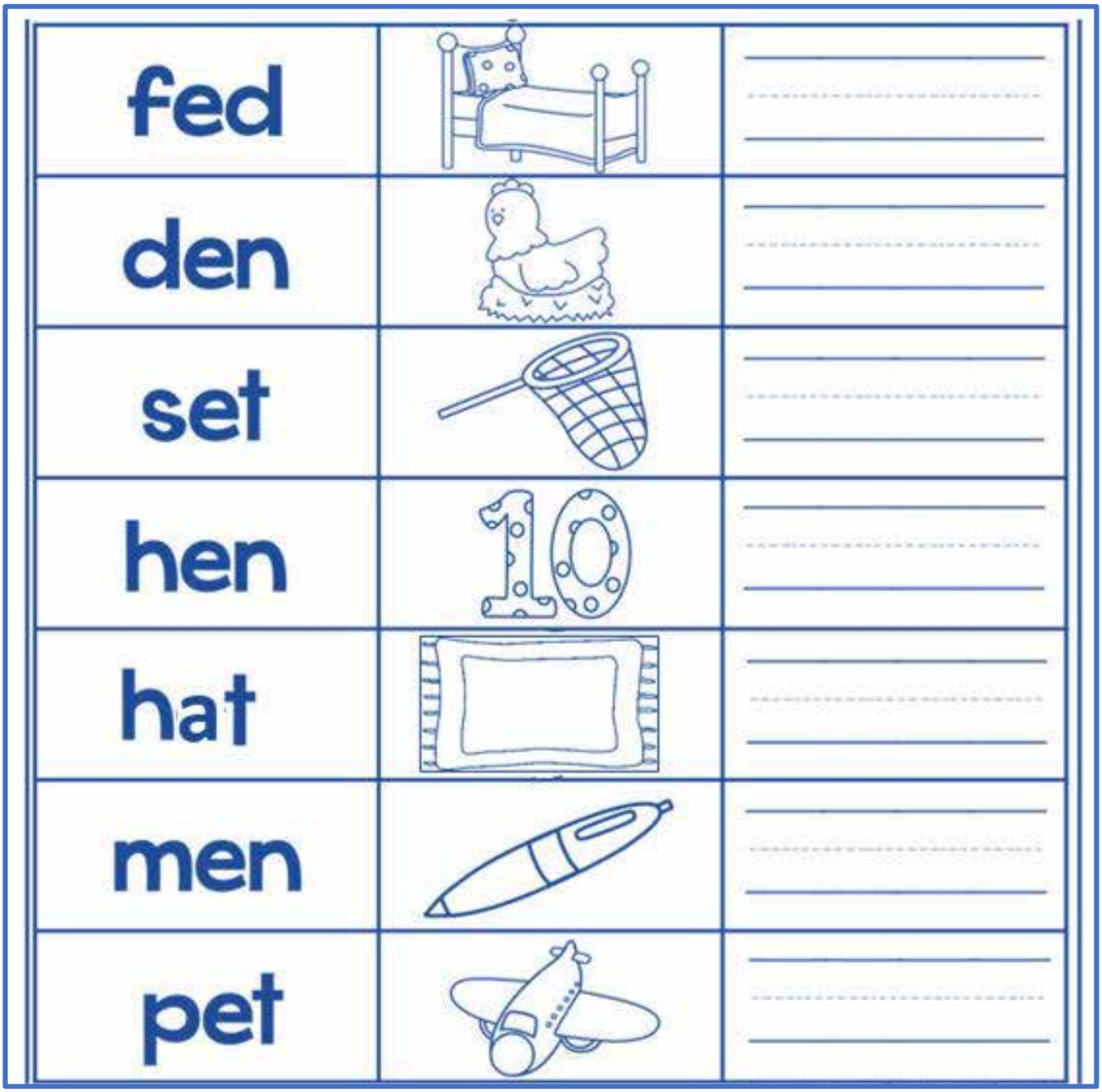
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min



Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 5

Unit Name: A Family Day Out **Topic:** L/S **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Articulate, recognise and use some formulaic expressions to listen and respond to a few commands.

Resource Materials:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Chalk/Marker, White-/Blackboard, Textbook page 31

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Ask students to tell how do they ask: when they enter the class, when they want to go to drink water. When they want to go to washroom. They may answer: 'May I come in, teacher.' 'May I go to drink water?' 'May I go to washroom?' Appreciate them for their correct responses.

Main Activities/Concept Building: (24 min)

Tell students that today they are going to read a dialogue about commands. Tell them that they have to use some formulaic expressions to listen and respond to others commands. Ask students to open their textbooks at page 31. Read the statement aloud from the 'Listening and Speaking' section. Ask students to read and practise the given dialogues. Make pairs of students and ask them to role-play the given dialogue.

Activity 1:

Involve students in an activity. Ask them to listen and respond to your commands. Point to students and ask them to follow the given commands:

- Stand up.
- Sit down.
- Put your English book in the bag.
- Take out your pencil.
- Open/shut the door.

After that, invite some students to the front of the class. Make their pairs and ask them to give commands to each other. Appreciate them on their performances.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask some students at random to touch their heads, shoulder, knees and toes.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan: 6**

Unit Name: A Family Day Out **Topic:** Q/A **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Respond to the text (post-reading) to express likes/dislikes about the story. (Question/Answers).

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 31

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write some questions related to the unit 'A Family Day Out' on the board for students better understanding, such as:

- What is mother doing?
- What is the family eating?
- Where Zain wants to go?

Encourage students to raise their hands one by one and give answers to the given questions. Correct them if they give wrong answers. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn different questions related to the unit.

Ask students to open their textbooks at page 31. Read each question from the 'Comprehension' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write the answers to the questions in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking random questions from the Comprehension Focus section.

Homework: (2 min)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 7

Unit Name: A Family Day Out **Topic:** Making Sentences **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Make sentences.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 31

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Draw a table as given on the board. Write jumbled up words in each row. Now ask students to read the given jumbled up words in each row and make simple sentences using them. Appreciate them by clapping or saying 'good/great/excellent'.

drinks	cat	the	milk.
bag.	has	Sana	a
an	this	apple.	is
cricket.	I	play	

Main Activities/Concept Building: (25 min)

Tell students that today they are going to make sentences. Ask students to open their textbooks at page 31. Read statement (ii) from the 'Comprehension' section. Ask them to read the given words and find them in the lesson. Encourage them to use the given words in simple sentences. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly with correct spelling. Help them if need be. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share the sentences they have written with their classmates.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 1

Unit Name: A Family Day Out **Topic:** Naming Words **Date**: _____

Objective(s):

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

At the end of this period, the students will be able to:

Read common naming words and match with pictures.

Resource Materials:

Chalk/Marker, Board, Textbook page 31 and 32, basket, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Draw four columns on the board and label the columns as person, place, animal and thing. Now mix the picture cards of all categories of naming words in a basket. Ask students at random to come infront of the class. Pick any card from the basket and tell which category of naming words it belongs to. Ask them to stick the pictures in their respective columns. Appreciate them by clapping or saying 'good / great/ excellent'.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn naming words. Ask them to tell what naming words are. Have them recall the concept of naming words. Tell them that naming words are the names of any person, place or thing. They are also called nouns. Ask students to open their textbooks at page 31. Read statement (iii) from the 'Comprehension' section. Ask them to look at the given pictures and read their names. Ask students to give a few more examples of naming words.

Activity 1:

Now ask students to open their textbooks at page 32. Read statement (iv) from the 'Comprehension' section. Ask them to look at the given pictures and match them with their names. Encourage them to do their work on their own. Help them if need be. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share more examples of different categories of naming words.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

Worksheet

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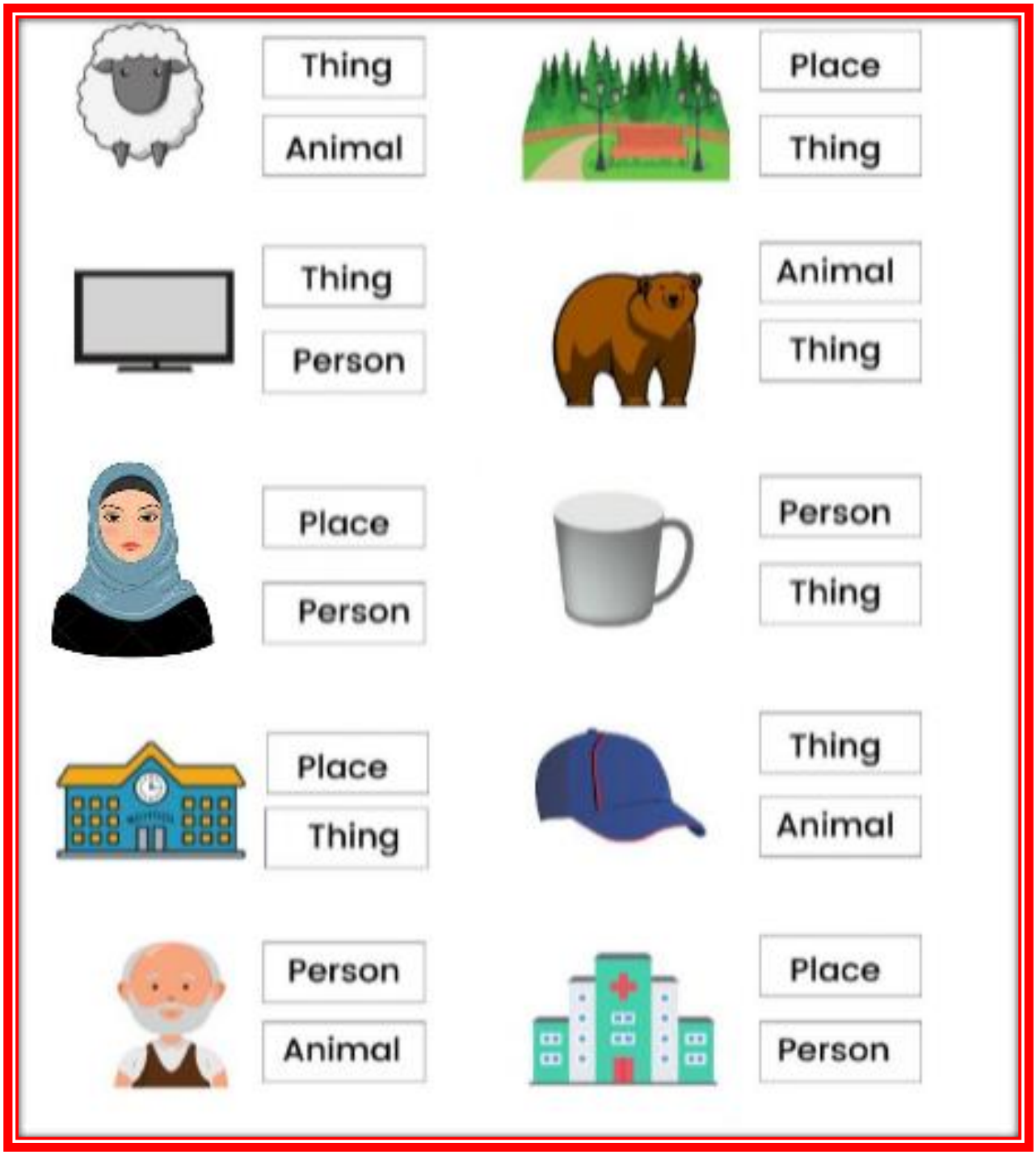
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Name: _____ **Date: _____**

Look at the given pictures and tick (✓) the correct nouns.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Unit Name: A Family Day Out **Topic:** Time to Think **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Reading and critical thinking.

Resource Materials:

Chalk/Marker, Board, Textbook page 32

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Divide the class into two groups. Draw two columns on the board, label them as group A and group B. Now ask both groups to look around their surroundings and say the names of different things. Write the names in their respective columns. Ask both groups to speak on their turns one by one. The group who will say more names will win. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building: (25 min)

Tell students that today they are going do an activity from 'Time to Think' section. Ask students to open their textbooks at page 32. Read 'Time to Think' statement. Ask students to read the text again and find three naming words in it. After finding the naming words, write sentences using them in their notebooks. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Ask them to write neatly with correct spelling. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share the sentences they have written with their classmates.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan:** 3

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Unit Name: A Family Day Out **Topic:** Vocabulary **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Memorise the vocabulary words with their meanings.

Resource Materials:

Chalk/Marker, Board, Textbook page 32, word cards, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write some difficult words from the unit on the board. Ask students to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn the meanings of difficult words.

Ask them to open their textbooks at page 32. Read statement (i) from the 'Vocabulary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity.

Activity 1:

Make word cards of these vocabulary words. Put these word cards in the basket. Call some students at random and ask them to pick any word card. Then ask them to tell its meaning and make a sentence using that word. Appreciate them by clapping.

Sum-up: (3 min)

Sum up the concept by reading the vocabulary words and their meanings.

Assessment: (5 min)

Ask students at random to share the meaning of any word you have shared.

Homework: (2 min)

Learn the vocabulary words with their meanings and write them in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 4

Unit Name: A Family Day Out **Topic:** Courtesy Words **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Articulate, recognise and use some common phrases and formulae expressions to offer and respond to basic routine greeting and social courtesies.

Resource Materials:

Chalk/Marker, Board, Textbook page 32 and 33

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write some courtesy words on the board, for example 'Thank you', 'How are you?', 'I am sorry', 'Please', 'You are welcome', etc. Now ask students to read the given courtesy words and tell why we use these words. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn some greetings and courtesy words. Ask them to tell what they say when they meet each other. Involve them in answering you. Tell them about some social courtesies: when you meet someone, say 'Assalaamu Alaikum'; if someone says salaam to you, respond to them with 'Wa Alaikum Assalaam'. Then ask, 'How are you?' Reply to this with 'I am fine, thank you'. Ask them to open their textbooks at page 32. Read statement (ii) from the 'Vocabulary' section. Ask students to read the given courtesy words. Ask them to learn and use the given courtesy words in their daily conversation.

Activity 1:

Now ask students to open their textbooks at page 33. Read statement (iii) from the 'Vocabulary' section. Ask students to write numbers to order the dialogue and role-play it. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Appreciate the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to tell how they greet their parents/grandparents.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 5

Unit Name: A Family Day Out **Topic:** Singular/Plural **Date**:

Objective(s):

At the end of this period, the students will be able to:

Recognise and change the number of simple naming words by adding or removing 's/es' (singular/plural).

Resource Materials:

Chalk/Marker, Board, Textbook page 33

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Draw a ball on the board and write 'ball' under it. Ask students to tell "How many balls are there?" They will say, "one". Now draw three more balls on the board and write 'balls' under it. Now ask them, "How many balls are there now?" The students will say, "four". Ask students the difference between the two words 'ball' and 'balls'. Appreciate them by clapping or saying 'good/great/excellent'. Draw more different objects on the board and involve students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn singular and plural nouns. Tell them that the name of one person, place, thing or animal is called a singular noun. Names of more than one person, place, thing or animal are called plural nouns. Tell them that we can make plurals by adding 's' to a singular noun, for example book-books, lamp-lamps, girl-girls, etc. Ask students to open their textbooks at page 33. Read statement (i) from the 'Grammar' section. Ask them to read the given examples of singular and plural nouns.

Activity 1:

Now ask students to open their textbooks at page 33. Read statement (ii) from the 'Grammar' section. Ask students to add 's' to the given singular nouns to make their plurals. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write some nouns on the board. Ask students to tell their plurals.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Look at the given pictures and circle the correct singular or plural nouns.

Four *balloon* *balloons*	*Three* *bees* *bee*	*Two* *tops* *top*
Six *pencil* *pencils*	*One* *cakes* *cake*	*Two* *broom* *brooms*
One *box* *boxes*	*Five* *truck* *trucks*	*One* *dolls* *doll*

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 6

Unit Name: A Family Day Out **Topic:** Articles **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise ‘a’ or ‘an’ as articles.

Resource Materials:

Chalk/Marker, Board, Textbook page 34, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they’re doing. Encourage them to say, ‘Alhamdulillah’.

Paste picture cards of different nouns starting with consonants and vowels on the board. Ask students to look at the given pictures and say their names. Write their names under each picture. Now ask them to tell which word starts with a consonant and which word starts with a vowel. Appreciate them on their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn articles. Tell them that ‘a’ and ‘an’ are called articles. Explain to them that the article ‘a’ is used with a singular noun that begins with a consonant. The article ‘an’ is used with a singular noun that begins with a vowel. Ask students to open their textbooks at page 34. Read statement (iii) from the ‘Grammar’ section. Ask them to look at the given pictures and read the words with their articles. Ask them to notice that the article ‘a’ is used with words that begin with a consonant sound. The article ‘an’ is used with words that begin with a vowel sound. Explain to them by sharing more examples on the board.

Activity 1:

Write some nouns on the board, for example apple, bag, orange, table, igloo, bed, etc. Ask students to raise their hands one by one and tell which article is used with the given nouns. Try to involve maximum students in the activity. Correct them if they give wrong answer. Appreciate them for their correct responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to tell when do we use articles ‘a’ and ‘an’.

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 7

Unit Name: A Family Day Out **Topic:** Articles **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Identify 'a' or 'an' as articles.

Resource Materials:

Chalk/Marker, Board, Textbook page 34

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

As this is the continuity of the previous lesson. Ask students to tell which articles they have read yesterday. Draw two columns on the board and label them with 'a' and 'an'. Encourage students to share examples one by one. Note their responses on the board. Appreciate them for their correct responses.

Main Activities/Concept Building: (24 min)

Tell students that today they are going to do an activity of articles. Have them recall the concept of articles. Tell them that 'a' and 'an' are called articles. Explain to them that the article 'a' is used with a singular noun that begins with a consonant. The article 'an' is used with a singular noun that begins with a vowel. Ask students to open their textbooks at page 34. Read statement (iv) from the 'Grammar' section. Ask them to read the given words and tick the correct articles. Encourage them to do their work on their own. Take rounds while they are doing their work. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (8 min)

Ask students to solve the given worksheet.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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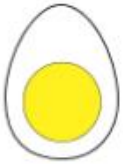
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Fill in the blanks with the correct articles.

a	an

1. ___ car.
2. ___ elephant.
3. ___ cake.
4. ___ candy.
5.  ___ egg.
6. ___ tree.
7. ___ eye.
8. ___ ball.
9. ___ book.
10. ___ orange.
11. ___ eraser.
12. ___ cat.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan:** 1

Unit Name: A Family Day Out **Topic:** Pointing Words **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise and use words that point to something this, that.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 34, 35

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Show different pictures to students, for example bed, umbrella, sofa, pencil, lamp, apple, etc. Now point to each picture one by one and ask students to tell "What is this?" "What is that?" Encourage them to give answer in a complete sentence, i.e. "This is an umbrella." "That is a pencil." Appreciate them by saying good/ very good/ well done.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn the use of 'this' and 'that'. Explain to them that we use 'this' for a person or thing near us. We use 'that' for a person or thing far from us. Ask students to open their textbooks at page 34. Read statement (v) from the 'Grammar' section. Ask them to read the given sentences and notice the use of 'this' and 'that'. Encourage students to share more sentences using 'this' or 'that' by pointing towards different things in their surroundings.

Activity 1:

Now ask students to open their textbooks at page 35. Read statement (vi) from the 'Grammar' section. Ask students to look at the given pictures and fill in the blanks using 'this' and 'that'. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Ask them to write neatly with correct spelling. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share more examples using 'this' and 'that'.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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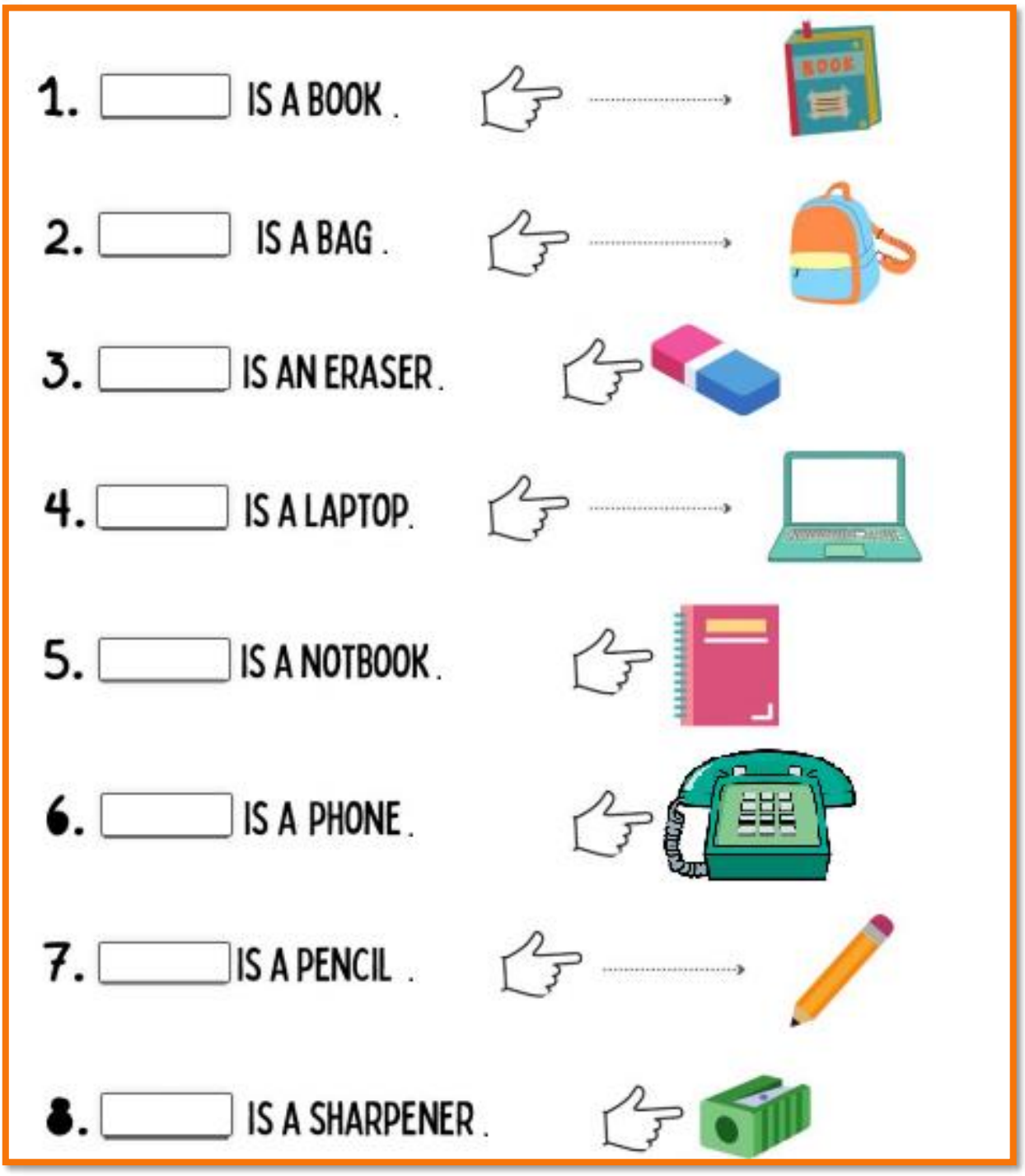
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Complete the sentences using 'this' or 'that'.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan:** 2

Unit Name: A Family Day Out **Topic:** Naming and Action Words **Date**:

Objective(s):

At the end of this period, the students will be able to:

- Write appropriate naming and action word(s) to identify an object or an action in a picture.
- Show a series of actions in a picture by writing action verbs.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 35

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Ask students to tell what naming and action words are. Draw two columns on the board. Write naming and action words in them. Ask them to share examples of naming and action words. Note their responses on the board. Correct them if they give wrong example. Try to involve all students in the activity. Pay special attention on the weak students. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to do activity of naming and action words. Have them recall the concept of naming and action words. Tell them that names of people, places, animals or things are called nouns or naming words. Tell them that words that show some action are called action words. Tell them that anything you do is an action. Tell them that action words are also called verbs. Ask students to open their textbooks at page 35. Read statement from the 'Writing' section. Ask them to look at the given picture and write one more naming and action word. Encourage them to do their work on their own. Help them if need be. Ask them to write neatly with correct spelling. Praise the students who finish their work first to boost their confidence.

Activity 1:

Now ask students to open to the lesson 'A Family Day Out' at pages 29 and 30. Encourage them to find four naming words and four action words in the lesson. Ask them to write them in their notebooks. Ask them to write neatly with correct spelling. Appreciate them for their active participation.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share naming and action words they have written in their notebooks.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

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Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan:** 3

Unit Name: A Family Day Out **Topic:** Creative Writing **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Creative writing.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 35

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Write some action words on a card paper and mix them in a basket. Now call some students at random to the front of the class. Ask them to pick one card from the basket and perform that action infront of the class. Encourage students to guess the action. Do it with different action words. Try to involve all students in the activity. Appreciate them by clapping or saying 'good/great/excellent'.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to write some sentences about the picture given above. Ask them to open their textbooks at page 35. Read the statement from the 'Creative Writing' section. Ask them to write at least five sentences about the picture given above. Ask them to use action words to describe what the children are doing. Ask students to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Ask them to write neatly with correct spelling. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to share the sentences they have written with their classmates.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan:** 4

Unit Name: A Family Day Out **Topic:** Review-1 **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Review-1

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 36

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

As this is the revision of previous concepts. Ask students to tell what do they know about consonant blends and digraphs. Encourage them to share examples of both concepts. Correct them if they give wrong example. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to revise previous concept and do exercise of review-1. Have them recall the concepts of change in sound, consonant blends and digraphs. Ask students to open their textbooks at page 36. Read statement (i) from the 'Oral Communication' section. Ask students to read and say the given words with correct pronunciation. Now read statement (ii), call some students at random infront of the class and ask them to introduce themselves to their classmates.

Read statement (i) from the 'Reading' section. Ask students to underline the consonant blends in the given words. Encourage them to do their work on their own. Now read statement (ii), ask students to write two words with each given digraph. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly with correct spelling. Praise the students who finish their work first to boost their confidence. Give them star if they do neat work.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share the digraphs they have written.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

_____

_____

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan:** 5

Unit Name: A Family Day Out **Topic:** Review-1 **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Review-1

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 36

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

As this is the revision of previous concepts. Ask students to tell what do they know about naming and action words. Encourage them to share examples of both concepts. Correct them if they give wrong example. Now ask them to tell which articles they have read before. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to revise previous concept and do exercise of review-1. Have them recall the concepts of naming words, action words and articles. Ask students to open their textbooks at page 36. Read statement (i) from the 'Aspect of Language' section. Ask them to fill in the missing letters on their own. Now read statement (ii), ask students to think and write two naming and action words. Read statement (iii), ask students to put the correct article with the given words.

Ask students that now they will write three sentences about their classroom using the word bank. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Ask them to write neatly with correct spelling. Praise the students who finish their work first to boost their confidence. Give them star if they do neat work.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask some students at random to share the sentences they have written about their classroom.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐
Reasons/Comments:

_____

_____

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan:** 6

Unit Name: A Family Day Out **Topic:** Revision **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Revision (Unit 3: See-saw)

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook pages 20-27

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Ask students to share some greeting words. Write some greeting words on the board and ask them to read them aloud. Now ask them to open their textbooks at page 23. Make pairs of students and ask them to role-play the given dialogue from 'Listening and Speaking' section.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to revise some difficult concepts of unit: 3 See-saw. Revise the concept of letters and words on page 22 by giving different examples. After that, ask them to comprehend the given questions and come up with their answers orally. Now revise the concept of digraph and encourage students to share more examples with you. Revise the vocabulary words with their meanings on page 24 of the textbook. Ask students to tell what substitution words are. Also share examples. Ask them to share the rule of capitalisation. Ask them to tell if they find any difficulty in understanding any concept.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (7 min)

Ask students to solve the given worksheet of pronouns.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐
Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

_____

_____

Worksheet

Name: _____ **Date: _____**

Choose the correct pronouns for the underlined nouns in the given sentences.

The train has stopped.

a. He b. She c. It d. They

Sara and I had breakfast.

a. It b. She c. They d. We

My father is a policeman.

a. He b. She c. It d. They

Anum is an intelligent student.

a. We b. She c. It d. They

Hamza, Ali and Umar are friends.

a. We b. She c. It d. They

The man is reading a storybook.

a. It b. He c. She d. They

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan:** 7

Unit Name: A Family Day Out **Topic:** Revision **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Revision (Unit 4: A Family Day Out)

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook pages 28-35

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Ask students to share some commands with you. Write some commands on the board and ask students to read them aloud. Now ask them to open their textbooks at page 31. Make pairs of students and ask them to role-play the given dialogue from 'Listening and Speaking' section.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to revise some difficult concepts of unit: 4 'A Family Day Out'. Revise the concept of change in sound on page 30 by giving different examples. After that, ask them to comprehend the given questions and come up with their answers orally. Now encourage students to share some examples of naming words. Revise the vocabulary words with their meanings on page 32 of the textbook. Ask students to tell what singular and plural nouns are. Write some nouns on the board and ask students to tell their plurals. Revise the concept of articles and this/that. Share some examples with them and encourage them to share more examples. Ask them to tell if they find any difficulty in understanding any concept.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to solve the given worksheet of singular and plural nouns.

Homework: (0 min)

N/A

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

Make the plurals of the given words by adding '-s'.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

	apple	apple___
	ball	ball___
	frog	frog___
	plate	plate___
	book	book___
	chick	chick___
	tree	tree___

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 1

Unit Name: Colours **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use pre-reading strategies to predict a story by looking at pictures) in the text.
- Recite short poems or nursery rhymes with actions.

Resource Materials:

Chalk/marker, white-/blackboard, Textbook page 37, 38, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Bring picture cards of different objects and paste them on the board. Ask students to look at the given picture cards and try to guess their names. Encourage them to tell the colours of the given objects also. Encourage them to share their favourite colour also. Try to involve all students in the discussion. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to start the new unit 'Colours'. Tell them that it is a poem about different colours. Ask students to open their textbooks at page 37. Ask them to look at the given picture of a park given in 'Let's Get Started' and tell what colours do they see in the rainbow. Encourage them to share colours of any three things in their surroundings. Ask them to tell if they have ever seen a rainbow. Try to involve all students in the discussion. Appreciate them for their correct responses.

Now ask students to open their textbooks at page 38 and recite the poem 'Colours'. Model the poem by reading with correct pronunciation and intonation. Encourage them to recite the poem with you. Ask them to listen to it carefully and repeat it after you 3-4 times. Tell them that colours make our lives beautiful and Allah (SWT) has given us senses to see, smell, touch and feel the beauty of nature. Also tell them that the poem is written by 'Rebecca T. Besser'.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask them to read the poem again with the correct pronunciation.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan: 2**

Unit Name: Colours **Topic:** Beginning Sounds **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Identify words that begin with the same sound.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 39

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.
Tell students that we are going to play a fun game. Ask a student at random to say any word. Write the word on the board. Ask a students at random to say the beginning letter sound of the word. Appreciate them for their correct answers. Now ask a student at random to share as many words as they can that begin with the same letter sound. Note down all the words on the board. Ask students to read all the words aloud.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn beginning sounds. Tell students to get to the 'Phonics Section' on textbook page 39. Tell students that today we are going to learn about the beginning sounds. Ask students to read the statement number 1 aloud. Encourage students to read the given examples aloud focusing on the beginning letter sounds. Ask students to make pairs by colouring the boxes with the same beginning sounds. Appreciate them for their correct answers. Ask them to circle the words that have the same beginning sounds. Appreciate them for their correct answers.

Sum-up: (3 min)

Quickly review with students what they learned today.

Assessment: (5 min)

Assess your students by asking random questions from the Comprehension section.

Homework: (2 min)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 3

Unit Name: Colours **Topic:** L/S **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Articulate, recognise and use some formulaic expressions to express limited needs.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 39

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing.
Call a student at random and say; 'Could you please bring me a glass of water?' Encourage the student to respond properly. Say thank you to student for bringing you a glass of water. Call another student at random and say; 'Could you please bring me your book?' Say thank you after receiving the textbook. Encourage students to respond to your requests properly.

Main Activities/Concept Building: (25 min)

Tell students to get to the 'Listening and Speaking Section', textbook page 39 and read the statement. Tell students that we should always make a request to somebody for something. Read the given dialogue aloud and ask students to repeat it after you. Tell students that if we want something, you should use proper and clear words to express our needs. Tell them that we should respond to somebody's requests properly in a polite manners. Tell students that we should use courtesy words such as thank you, So nice of you, etc, to express our gratitude after somebody responds to our request positively. Make pairs of students and ask them to practice the given dialogue with correct pronunciation. Ask students to practise the given dialogue in the 'Listening and Speaking Section', textbook page 32, with each other.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (7 min)

Ask any random student to make request in a proper manner.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan: 4**

Unit Name: Colours **Topic:** Question/ Answers **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Respond to the text (post reading) to express understanding of a poem. (Question/ Answers).

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 39

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging them by asking them how they're doing.
Write some questions related to the unit 'Colours' on the board for students better understanding, such as: 'Name colours of different objects in their surroundings?' 'What is the colour of the sky?'
Encourage students to raise their hands one by one and give answers to the given questions. Note their responses on the board. Correct them if they give wrong answers. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn different questions related to the unit.
Ask students to open their textbooks at page 39. Read each question from the 'Comprehension' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write the answers to the questions in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Quickly review with students what they learned today.

Assessment: (5 min)

Assess your students by asking random questions from the Comprehension section.

Homework: (2 min)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 5

Unit Name: Colours **Topic:** Sentence Making **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Point out/name some common objects in a picture or an illustration.
- Describe it in a word or two or a sentence about them.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 40, worksheet, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Start with 'Bismillah' and tell them to recite it before starting any work.

Bring picture cards and paste them on the board. Call a student at random and ask him/her to say a sentence about a picture.

Main Activities/Concept Building: (25 min)

Tell students that today they are going make sentences. Ask students to open their textbooks at page 40. Read the statement aloud. Ask them to look the given picture carefully and with their names. Encourage them to say a word or two, or a sentence about these objects. Encourage them at their correct responses.

Activity 1:

Bring some toys in a class and put them in the box. Call a student at random and ask him/her to name it and say a sentence about it.

Bring print-outs of the given worksheet in the class and divide them among students. Ask them to solve the given worksheet. Encourage them to do their work on their own.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Point to different objects in the class and ask students to tell their positions.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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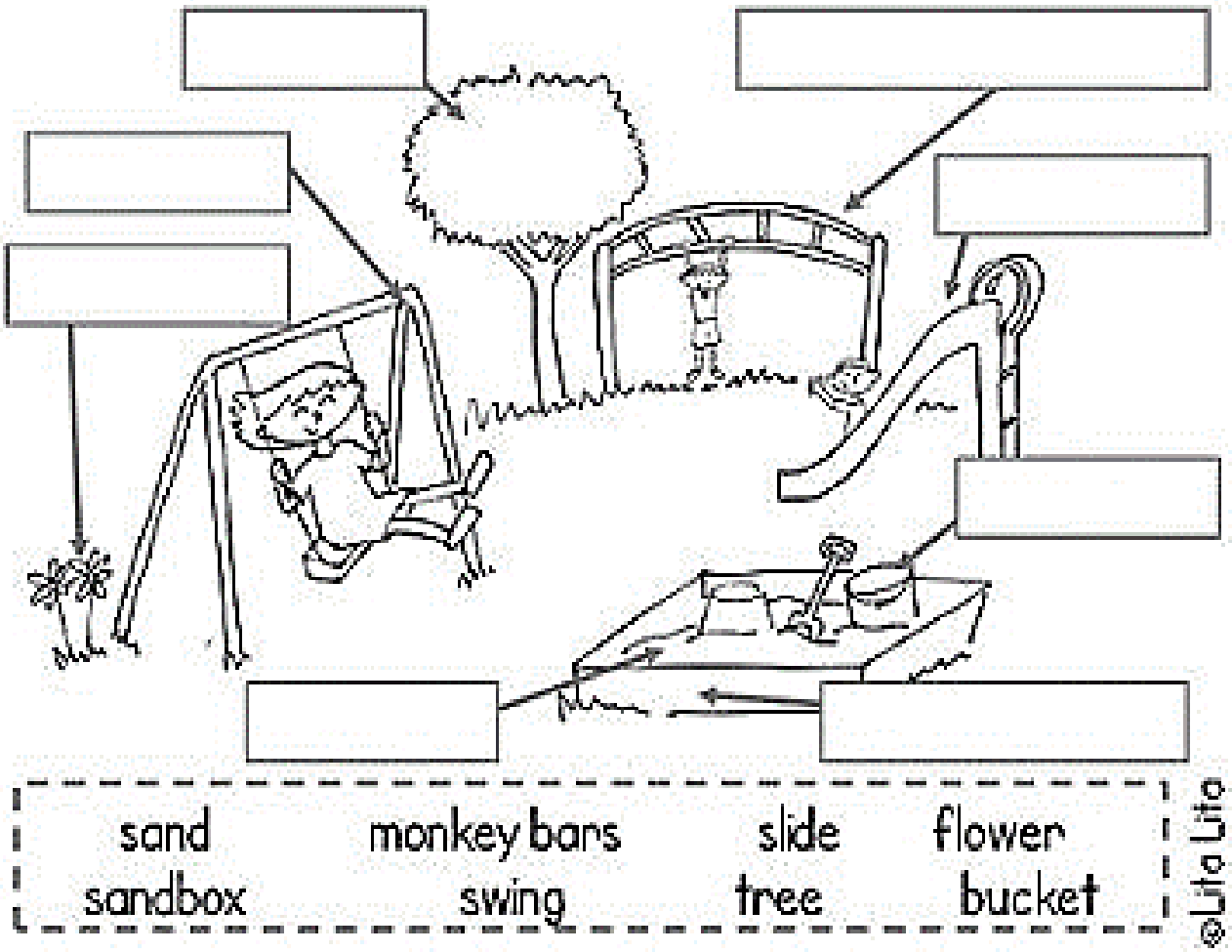
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Look at the objects in the picture. Write their names. You can take help from the word bank.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 6

Unit Name: Colours **Topic:** Time to Think **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Reading and critical thinking.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 40

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Start with 'Bismillah' and tell them to recite it before starting any work.
Tell students that today they are going to play a game. Bring small objects in the class, for examples a ball, a doll, a box, a pencil, etc. Now put a doll on the table and ask students to tell the name, colour, and say a sentence about the object. You can play this game using different objects. Encourage all students to take part in the activity. Appreciate them by clapping.

Main Activities/Concept Building: (27min)

Tell students that today they are going do an activity about advertisement. Ask students to open their textbooks at page 40. Read 'Time to Think' statement.
Bring print-outs of some advertisements in the class and divide them among students. Ask them to fill the given information on their textbooks. Encourage them to do their work on their own.
Ask students to read their information from page 40 of the textbook. Help them if need be. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Point to different objects in the class and ask students to tell their name, colour, and say a sentence.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 7

Unit Name: Colours **Topic:** Vocabulary **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Memorise the vocabulary words with their meanings.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 41, word cards, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.
Start with 'Bismillah' and tell them to recite it before starting any work.
Write some difficult words from the unit on the board. Ask students to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn the meanings of difficult words.
Ask them to open their textbooks at page 41. Read statement (i) from the 'Vocabulary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity.

Activity 1:

Make word cards of these vocabulary words. Put these word cards in the basket. Call some students at random and ask them to pick any word card. Then ask them to tell its meaning and make a sentence using that word. Appreciate them by clapping.

Sum-up: (3 min)

Sum up the concept by reading the vocabulary words and their meanings.

Assessment: (5 min)

Ask students at random to share the meaning of any word you have shared.

Homework: (2 min)

Learn the vocabulary words with their meanings and write them in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 1

Unit Name: Colours **Topic: Rhyming Words** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Articulate and identify simple rhyming words in text.

Resource Material:

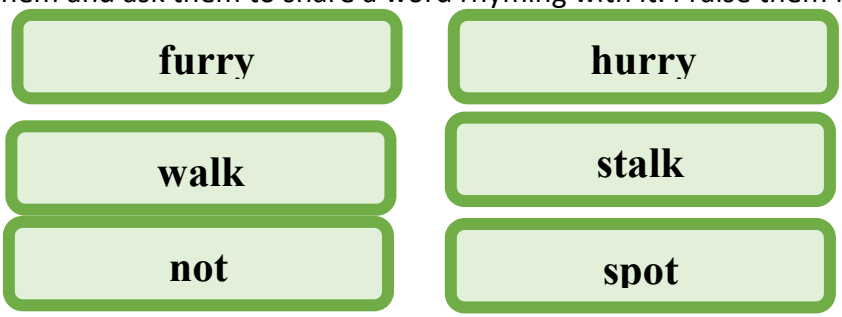
Chalk/Marker, White/Blackboard, Textbook page 41, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show word cards to them and ask them to share a word rhyming with it. Praise them for correct responses.



Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn rhyming words. Ask them if they know what rhyming words are. Explain to them that rhyming words have the same ending sounds. Ask students to open their textbooks at page 41. Read statement (ii) from the 'Vocabulary' section. Ask them to read the given rhyming words and notice their ending sounds. Explain to them by giving more examples on the board.

Activity 1:

Now read statement (iii) from the 'Vocabulary' section. Ask students to circle the words that rhyme with the given words. Encourage them to do their work on their own. Help them if need be. Take rounds while they are doing their work. Praise the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share simple rhyming words.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 2

Unit Name: Colours **Topic: Colours name** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise the different categories of some colours.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 41, 42

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to tell what their favourite colour is. Ask them to share two or three things of their favourite colour. Ask students at random to tell what colour sky, orange, apple, watermelon, etc. are. Praise them for their correct responses. Make sure to involve all students in the discussion.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going learn colour names. Ask them to share the names of different colours they know. Ask students to open their textbooks at page 41. Read statement (iv) from the 'Vocabulary' section. Ask students to look at the given colours and read their names. Encourage them to share the colour of their bags. Have them look at the objects around them and share the names of their colours.

Activity 1:

Now ask students to open their textbooks at page 42. Read statement (v) from the 'Vocabulary' section. Ask students to look at the given object and say its name. Ask them to colour the butterfly by using the given colour key. Encourage them to do their work on their own. Ask them to colour within the designated space. Take rounds while they are doing their work. Praise the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the colour of their lunch boxes.

Homework: (2 mins)

Make

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 3

Unit Name: Colours **Topic: Masculine/Feminine** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise the gender of naming words from the immediate environment (masculine/ feminine).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Make two columns on the board. Label them as masculine and feminine. Ask students at random to tell the names of their family member. Write the names in both columns accordingly. Ask students to read the names in both columns aloud. Appreciate them for their involvement.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn 'Masculine Feminine' today.

Activity 1:

Ask students to get to the 'Grammar Section' on textbook page 42. Tell students that a noun that represents a male is masculine and a noun that represents a female is feminine. Tell them that masculine and feminine are called gender nouns. Share some examples of masculine and feminine to students for their better understanding. Read the statement number (i) aloud. Ask students to read the given masculine and feminine nouns aloud. Ask them to learn masculine and feminine nouns with their correct spellings. Read the statement number (ii) aloud. Ask them to write the masculine nouns with the feminine nouns in correct columns. Praise them for their correct answers.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write some nouns (male, female) on the board. Ask students about the gender of each noun.

Homework: (2 mins)

Ask them to learn the given masculine and feminine nouns at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 4

Unit Name: Colours **Topic: Masculine/Feminine** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Identify the gender of naming words from the immediate environment (masculine/ feminine).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 43

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some sentences on the board without following the rule of capitalisation. Ask students to read the given sentences and find a mistake in them. Call some students to the board and ask them to correct the given sentences following the rule of capitalisation. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do an activity of capitalisation. Ask them to tell the rule of capitalisation. Have them recall the rule of capitalisation. Explain to them that we always capitalise the first letter of the first word of a sentence. Ask students to open the textbooks at page 43. Read statement (v) from the 'Grammar' section. Ask students to rewrite the given sentences by using correct capitalisation in their notebooks. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Help them if need be. Take rounds while they are doing their work. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Invite some students to the front of the class and ask them to share a few examples of masculine/ feminine.

Homework: (2 mins)

Make a list of masculine/ feminine.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 5

Unit Name: Colours **Topic: Pointing Words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise and use words that point to something these, those.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 43

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Hold a book in your hand and putting stress on 'this', ask students, what is this? Students will answer 'book'. Now hold 2 or 3 books in your hand and ask them what are these? Pay more stress on the word 'these'. They will answer 'books'. Encourage them to say the full answer, 'These are books'. Appreciate them for their correct answers. Repeat this activity for a distant object in class to emphasize the concept of 'those'.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn 'Pointing Words' today.

Activity 1:

Ask students to get to the 'Grammar Section' on textbook page 43. Read the statement number (iii) aloud. Tell them that 'these' and 'those' are used for plural nouns. We use 'these' to talk about people or things near us. We use 'those' to talk about people or things far from us. Read the given examples aloud and show the pictures given in the textbook to students. Share some examples of 'these' and 'those' by using the classroom objects.

Activity 2:

Ask students to get to the 'Grammar Section' on textbook page 43. Read the statement number (iv) aloud. Ask them to look at the pictures and fill the blanks. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Quickly review the lesson by asking questions: Which pointing word is used for people and things close to us? Which pointing word is used for people and things far from us?

Homework: (2 mins)

Ask students to write sentences using 'these' and 'those' each in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 6

Unit Name: Colours **Topic: Articles** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Choose between 'a' or 'an.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show different picture cards to students and encourage them to say the names of the objects. Use different picture cards such as umpire, ant, insect, cup, flower etc. show the picture card of 'egg' to students and ask them what is this. Now encourage them to say 'an' egg, 'an' elephant. Repeat the process with other picture cards also.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about articles. Recall the concept of articles with students. Tell them that we use 'an' with the words that begin with vowel sounds 'a, e, i, o, u'. article 'a' is used with other words that begin with consonants.

Ask students to open textbook page 44. Read the statement (v) of 'Grammar Section' aloud. Ask students to read the given examples aloud.

Ask students to open textbook page 44. Read the statement (v) of 'Grammar Section' aloud. Ask them to read the given sentences and underlined the correct article carefully. Help them if need be. Encourage students to share their answers with fellow students by reading sentences aloud in turns. Appreciate them all for their correct answers by clapping for them.

Sum-up: (3 min)

Summarise the key concept of articles with your students.

Assessment: (5 min)

Say different words and ask students to guess the correct article for the given word.

Homework: (2 mins)

Make a sentence with articles 'a' and 'an' each on textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 7

Unit Name: Colours **Topic:** Writing **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Construct simple sentences of three/four words using correct capitalization, punctuation and spelling.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 29 and 44

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write a sentence from textbook page 29 on the board. Tell students that we should leave space between the words while writing the sentences. Call students at random and ask them to re-write the same sentence on the board. Praise them for their effort.

Main Activities/Concept Building: (25 min)

Tell students that there are certain rules we have to follow while writing sentences. Tell them that we should always capitalise the first letter of a sentence. Tell them that we always capitalise the letter 'I' in the sentences. Tell students that we should always end a sentence with a full stop. Tell them that we should write sentences with correct spellings. Ask them to get to the 'Writing Section' textbook page 44 and read the statement. Ask students to write five sentences about your favourite fruit with the help of given words with correct capitalisation, spellings and punctuation leaving regular spaces between them. Praise them for their efforts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell the capitalisation rules learnt earlier.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 1

Unit Name: Colours **Topic:** Creative Writing **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Creative Writing.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 44

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Draw a mind map on the board and write the title 'Natural Things' in the centre. Now ask students to name different things that they had seen when they visited a park. Appreciate them by clapping or saying 'good/great/excellent'.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do some creative writing. Ask students to open their textbooks at page 44. Read statement from the 'Creative Writing' section. Write topic and five words related to topic on the board. Ask students to read the given words carefully. Ask them to write few sentences in their notebooks with the help of these words. Ask them to write about natural things. Encourage them to use correct spellings and do their work in neat hand writing.

Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Appreciate the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to come in front of the class and share what they write.

Homework: (2 min)

Learn the classwork and write it in homework.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 2

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Pre-reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Use pre-reading strategies to predict a story by looking at picture(s) in the text.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 45

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Ask students that have they ever listen any incident from Hazrat Muhammad (S.A.W)? Note their responses. Ask students at random to share incident. Appreciate them for their correct responses. Tell them that Allah (SWT) has asked us to respect our Rasoolullah and follow his teaching. It is our duty to respect his sayings.

Main Activities/Concept Building: **(25 min)**

Tell students that today they are going to read the unit "Hazrat Muhammad (S.A.W)". Tell them that this informative unit is about Hazrat Muhammad (S.A.W). Ask students to open their textbooks at page 45. Ask students to look at the given mind map carefully and tell what they learn from this. Note their responses. Ask students that read the given good qualities and share some of their good qualities with you. Share some incidents from Hazrat Muhammad's (S.A.W) life with students. Tell them that listen you attentively.

Sum Up: **(3 min)**

Summarise the key concept of the lesson.

Assessment: **(5 min)**

Ask students what else should we do to respect our elders?

Homework: **(2 min)**

Learn classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 3

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the Text.
- Interact with the text and use reading strategies (while reading) to locate specific factual information.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 46

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.
Ask them at random to share any of their good deed. Note their responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn something very interesting. Ask them to open textbook page 46. Ask them to read the title and guess five words related to it. Ask them to read the title of the text and predict some words that might occur in the story. Instruct them to look at the picture in the text and guess the name of the place. Model the text with correct pronunciation and intonation. (Half page)
Ask them to read after you. Share some Quranic verses and Hadith about our Holy Prophet (S.A.W). Tell them that we should follow and adopt his teachings in our life. Tell them about and ask different questions related to Holy Property Muhammad (PBUH). Ask the questions orally given in the 'while-reading' section to check their comprehension. Discuss the information with them. Discuss the theme. Involve them in discussion.

Sum-up: (3 min)

Sum up the concept by reading the text and explaining the theme again.

Assessment: (5 min)

Ask students at random to come forward and read the text.

Homework: (0 min)

Read the text on textbook page 46.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 4

Unit Name: Hazrat Muhammad (S.A.W) **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Read the text.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 46

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Ask them at random short questions related to the lesson. Note their responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn something very interesting. Ask them to open textbook page 46. Ask them to share to read the text with correct pronunciation and intonation. Read the remaining text. Ask them to read after you. Share some Quranic verses and Hadith about our Holy Prophet (S.A.W). Tell them that we should follow and adopt his teachings in our life. Tell them about and ask different questions related to Holy Property Muhammad (PBUH). Ask the questions orally given in the second 'while-reading' section to check their comprehension. Discuss the information with them. Discuss the theme. Involve them in discussion.

Sum-up: (3 min)

Sum up the concept by reading the text and explaining the theme again.

Assessment: (5 min)

Ask students at random to come forward and read the text.

Homework: (0 min)

Read the text on textbook page 46.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 5

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Phonics **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Identify words that end with the same sound.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 47

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Tell students that we are going to play a fun game. Ask a student at random to say any word. Write the word on the board. Ask students at random to say the ending sound of the words. Appreciate them for their correct answers. Now ask a student at random to share as many words as they can that end with the same letter sound. Note down all the words on the board. Ask students to read all the words aloud.

Main Activities/Concept Building: (22 min)

Tell students to get to the 'Phonics Section' on textbook page 47. Tell students that today we are going to learn about the ending sounds. Ask students to read the statement aloud.

Encourage students to read the given examples aloud focusing on the ending letter sounds. Ask students to make pairs by circle the boxes with the same ending sounds. Appreciate them for their correct answers.

Activity 1:

Ask students to find more words with the same ending sounds in the story and note them in their notebooks.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to say a pair of words that end with the same sound.

Homework: (2 min)

Ask students to find three words with the same ending sounds in the story and note them in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan: 6**

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** L/S **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Demonstrate the use of common conventions and dynamics of group oral interactions in a group to express basic emotions (happiness, sadness, anger, etc.)

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 47

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Tell them that we are going to play a fun game. Bring the picture cards and show them to students. Ask a student at random to look at the picture card and tell what emotion and feeling this picture card is expressing. Ask students to make the same emotion themselves. Praise them for their correct answers.

Main Activities/Concept Building: (25 min)

Tells students that today we are going to learn about expressing different feelings and emotions today. Tell students to get to the 'Listening and Speaking Section' on textbook page 47. Read the statement aloud. Ask students to look at the given emotions carefully and read the sentences. Make pair of students. Ask them to practise the given emotions carefully. Ask students at random to express 'happy', 'sad' or 'angry' emotions. Praise them for their correct responses.

Activity 1:

Ask students to open their textbooks at page 47. Read the statement aloud from the 'Listening and Speaking' section. Ask students to draw faces to show the given feelings. Make pairs of students and ask them to role-play the given feeling.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share their feelings when they feel happy, sad or angry.

Homework: (2 min)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 7

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Question/ Answers **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Respond to the text (post reading) to express likes /dislikes about the story. (Question/ Answers).

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 48

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write some questions related to the unit 'Hazrat Muhammad (S.A.W)' on the board for students better understanding, such as:

- Who is our last Rasool of Allah (SWT)?
- When did Rasoolullah start trading?

Encourage students to raise their hands one by one and give answers to the given questions. Correct them if they give wrong answers. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn different questions related to the unit.

Ask students to open their textbooks at page 48. Read each question from the 'Comprehension' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write the answers to the questions in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking random questions from the Comprehension Focus section.

Homework: (2 min)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 1

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Action Words **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Identify actions words.

Resource Materials:

Chalk/Marker, Board, Textbook page 48, wall chart

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Bring the wallchart to the classroom and place it on the board. Ask students to look at the pictures and tell what is happening. Note their answers. Ask students to read the action aloud with each picture. Do some actions by yourself and ask students to guess what you are doing. Praise them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn the action words today. Tell them that words that express actions are called action words. Tell them that action words are also called verbs. Tell students that anything we do is an action, for example jump, sleep, sit etc.

Activity 1:

Ask students to open their textbooks at page 48. Read statement (ii). Ask students to look at the given pictures very carefully. Ask them to read action word for the given pictures. Encourage them to share their action words aloud with fellow students as well. Appreciate them for their correct answers.

Activity 2:

Bring the given worksheet into the class and distribute to all students. Ask students to complete the given worksheet. Ask them to write the correct action word according to the picture. Praise them for their correct answers.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make a pair of students. Ask one student to say an action word and the other to perform that action. Make sure that all students take part in this activity.

Homework: (2 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Wall Chart paper

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Worksheet

Name:_____ Date:_____

Write the correct action words for the given pictures.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 2

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Naming and Action Words **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Read common naming and action words and match with pictures.

Resource Materials:

Chalk/Marker, Board, Textbook page 48-49

Teaching & Learning Activities:

Opening Activities/Warm-up: **(7 min)**

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Divide the class into two groups. Draw two columns on the board, label them as group A and group B. Now ask both groups to look around their surroundings and say the names of different things. Write the names in their respective columns. Ask both groups to speak on their turns one by one. The group who will say more names will win. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building: **(25 min)**

Tell students that today they are going do an activity from 'Reading and critical thinking' section.

Ask students to read the lesson text again and find three naming words and three action words in it.

Activity 1:

Ask students to open their textbooks at page 49. Read statement (iii). Ask them to match action and naming words with pictures. Also write them in the correct columns. Help them if need be.

Ask them to complete their work in neat hand writing. Praise the students who finish their work first to boost their confidence. Ask students to read their words aloud to share with fellow students.

Sum-up: **(3 min)**

Summarise the key concepts with your students.

Assessment: **(5 min)**

Ask students to share the naming and action they have written with their classmates.

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan:** 3

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Time to Think **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Reading and critical thinking.

Resource Materials:

Chalk/Marker, Board, Textbook page 49,

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Ask students to raise their hand if they know what qualities of Hazrat Muhammad (S.A.W) discuss in the unit 'Hazrat Muhammad (S.A.W)'. Note their responses. Tell students to share which other qualities of Hazrat Muhammad (S.A.W) they know? Note their responses. Make sure to involve whole class in the conversation.

Main Activities/Concept Building: (25 min)

Tell students that today they are going do an activity about qualities of Hazrat Muhammad (S.A.W). Ask students to open their textbooks at page 49. Read 'Time to Think' statement. Ask students to open their Islamiat book and read lesson related to qualities of Hazrat Muhammad (S.A.W) carefully. Ask them to share which qualities they find in it. Note their responses.

Make pair of students and ask them to share and discuss with each other what they read in Islamiat book. Ask students to write any three qualities of Hazrat Muhammad (S.A.W) in their notebooks.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking random questions about the qualities of Hazrat Muhammad (S.A.W).

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 4

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Vocabulary **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Memorise the vocabulary words with their meanings.

Resource Materials:

Chalk/Marker, Board, Textbook page 49, word cards, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Write some difficult words from the unit on the board. Ask students to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses.

Main Activities/Concept Building: **(25 min)**

Tell students that they are going to learn the meanings of difficult words.

Ask them to open their textbooks at page 49. Read statement (i) from the 'Vocabulary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity.

Activity 1:

Make word cards of these vocabulary words. Put these word cards in the basket. Call some students at random and ask them to pick any word card. Then ask them to tell its meaning and make a sentence using that word. Appreciate them by clapping.

Sum-up: **(3 min)**

Sum up the concept by reading the vocabulary words and their meanings.

Assessment: **(5 min)**

Ask students at random to share the meaning of any word you have shared.

Homework: **(2 min)**

Learn the vocabulary words with their meanings and write them in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 5

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Colours and Shapes **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise the different categories of some colours and shapes.

Resource Materials:

Chalk/Marker, Board, Textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Ask them to tell what their favourite colour is. Ask them to share two or three things of their favourite colour. Ask students at random to tell what colour sky, orange, apple, watermelon, etc are. Praise them for their correct responses. Make sure to involve all students in the discussion.

Main Activities/Concept Building: **(27 min)**

Tell students that today they are going to learn about colours and shapes. Ask them to open textbook page 50. Read the statement number (ii). Ask them to look at the shapes and read their names and notice their colours. Read the statement number (iii) aloud. Ask them to colour the picture and shapes accordingly. Appreciate them for choosing the correct colours and shapes.

Sum-up: **(3 min)**

Summarise the key concepts by discussing different colours and shapes with them.

Assessment: **(5 min)**

Show the different colour pencils and different shape objects to students and ask them to guess what colour and shape it is.

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 6

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Size **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise the different categories of some size.

Resource Materials:

Chalk/Marker, Board, Textbook page 51

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Bring two balls in the class. Show them to the students. Ask them: What are these? Note their responses. Ask a student at ransom: What is the difference in both balls? Note the response of the student. Praise him/her for the correct answer. Tell the students that both these balls are different in size.

Main Activities/Concept Building: (23 min)

Tell the students that today they are going to learn about describing words. Tell the students that a word that describes how big or small a person, place or thing is called a describing word. Tell them that describing words are also called adjectives.

Tell the students to get to the 'Vocabulary Section' in their textbook on page 51 and read the statement (iv). Ask the students to look at he given pictures and read the given examples. Ask them to notice the difference in the given example pictures for describing words.

Ask them to read the statement (v). Ask them to look at the given pictures and match describing words (adjectives of size) to the pictures. Help them if need be. Praise them for their correct answers.

Sum-up: (3 min)

Sum up the lesson by revising the concept of adjectives of size again for better understanding of the students.

Assessment: (5 min)

- Ask the students at random to share an example of an adjective of size.
- Praise them for their correct answers.

Homework: (2 min)

Ask them to learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 7

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Proper Nouns **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise that people and places have particular names.

Resource Materials:

Chalk/Marker, Board, Textbook page 51

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'.

Tell students we're going to revise nouns today. Ask students at random to tell what a noun is? Ask them to give examples of nouns. Write the school address on the board, without capitalizing the name of the school and street, city. Ask a student at random to underline the noun in the sentence written on the board. Praise the student for his/her correct answer.

Main Activities/Concept Building: (24 min)

Tell students to get to the 'Grammar Section' on textbook page 51. Tell students that today we going to learn about proper nouns today. Tell them that every noun is not a proper noun. Tell them that a proper noun can be the name of a particular person, animal, place or thing. It starts with a capital letter.

Activity 1:

Ask students to read the statement number 1. Ask them to read the given examples aloud. Ask them to notice the use of highlighted words. Tell them that 'Hazrat Muhammad (S.A.W)', 'Madinah', 'Lahore Museum' and 'Sara' in these examples are proper noun as they are the names of particular people and places. Write the words "country" and "Pakistan" on the board. Point to each word as you read it. Ask children to identify the proper noun. Ask a student at random to explain why "Pakistan" is a proper noun.

Activity 2:

Ask students to read the statement number 2 aloud. Ask them to read the given examples and circle the proper nouns in the given examples. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (8 min)

Ask a students at random to tell the difference between common and proper nouns.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan:** 1

Unit Name: Hazrat Muhammad (S.A.W)_ **Topic:** Full Stop **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise and use a full stop at the end of a statement.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 52

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Write a sentence from textbook page 46 on the board. Tell students that we should leave space between the words while writing the sentences and add a full stop at the end of the sentences. Call students at random and ask them to re-write the same sentence on the board. Praise them for their effort.

Main Activities/Concept Building: (25 mins)

Tell students that there are certain rules we have to follow while writing sentences. Tell them that we should always capitalise the first letter of a sentence. Tell them that we always capitalise the letter 'I' in the sentences. Tell students that we should always end a sentence with a full stop. Tell them that we should write sentences with correct spellings.

Ask them to get to the 'Writing Section' textbook page 52 and read the statement. Ask students to read the sentences and notice the use of full stop. Praise them for their efforts.

Activity 1:

Ask students to rearrange the words to form sentences and apply punctuation rule using a full stop. Ask them to rewrite sentences in their notebooks.

Sum Up: (3 mins)

Revise the concept of full stop again for better understanding of students.

Assessment: (5 mins)

Ask students to tell the full stop rules learnt earlier.

Homework: (2 mins)

Recall the rules of full stop at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan:** 2

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Numbers in Words **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Write numbers from 1 to 10 in words.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 52, 53

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Show different classrooms objects (pencils, books, pens, etc.) and ask them to count the objects and tell how many objects there are. Appreciate them for their correct answers.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn numbers in words.

Activity 1:

Tell students that we are going to play a fun game. Make 2 groups of students and have them sit in a circle facing each other. Place chart paper with a number written on it behind their backs. Choose one student from each group to start the game. The chosen student will hop on the charts when the poem starts. Start reading a poem of your own choice. When the poem stops, the student stops hopping and will be standing on a number behind any student. The student sitting in the circle will turn around and read the chart. The student will tell what number it is with correct spellings. Repeat the process 3 to 4 times with other students. Appreciate them for their correct answers.

Activity 2:

Ask students to open textbook page 52 and read the statement number 1 in the 'writing Section'. Read the numbers in words with correct spellings and ask students to repeat after you. Ask students to read the text again and solve the crossword for numbers. Help them if need be.

Activity 3:

Ask students to open textbook page 53 and read the statement number 1 in the 'writing Section'. Encourage them to read the statement individually and count the objects as well. Write the numbers in the words for the given objects.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to tell the correct spellings of the any number you ask.

Homework: (2 mins)

Ask students to copy the numbers of words in their notebooks from textbook page 12 'Vocabulary Section'.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan:** 3

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Date and Caption **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Write date and captions on page top.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 53, 54

Teaching & Learning Activities:

Opening Activities/Warm-up: **(7 min)**

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Ask the students at random: What day is it? Ask another student at random: What date is it? Note their responses. Write the date and day on the whiteboard. Ask the students to read the date and day aloud. Try to involve all students in the activity. Appreciate them by clapping or saying 'good/great/excellent'.

Main Activities/Concept Building: **(23 min)**

Tell the students that today they are going to learn about dates and captions. Tell them to get to the 'Writing Section', textbook page 53. Explain to students that we can write date and day with captions on a page. Read the statement (iii) aloud. Ask the students to read the given captions in the example. Ask them to note the date, day, and unit title on the page. Ask them to write the date, day and unit heading on 'page 53' given in the textbook. Ask them to use correct spellings and capitalisation. Praise them for their correct answers.

Sum-up: **(3 min)**

Sum up the lesson by explaining to the students the concept of again.

Assessment: **(5 min)**

Ask any random student to come forward and write the date, day and unit title on the whiteboard.

Homework: **(2 min)**

Ask the students to write the date, day and captions on their notebooks at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan:** 4

Unit Name: Hazrat Muhammad (S.A.W) **Topic:** Creative Writing **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Creative Writing.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 54

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Bring a chart paper in the class and place it on board. Write the heading of 'Favourite Personality' in capital letters on top of the chart paper. Ask students at random to share their favourite personality's names. Write down some basic information related to them on chart paper to make a list. Such as; name, date of birth, career, hobbies, and reason for likeness, etc. Encourage students to say these information aloud for two to three times. Make sure to involve all students.

Main Activities/Concept Building: (26 min)

Tell students that today they are going to do some creative writing. Write the topic 'Favourite Personality' on the board. Ask students to tell what do they understand by reading the topic. Encourage them to share some words related to the topic.

Ask students to open their textbooks at page 54. Read statement (i) from the 'Creative Writing' section. Ask them to write five lines about their Favourite Personality of their own choice neatly in their notebooks. Ask them to write correct spelling. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if they need it. Appreciate the students who finish their work first to boost their confidence.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to share lines about their Favourite Personality with fellow students.

Homework: (2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan:** 5

Unit Name: Save Water, Save Life! **Topic:** Pre-reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Use pre-reading strategies to predict a story by looking at picture(s) in the text.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 55

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Ask students that have they ever experience any incident related to resources wasting in their life? Note their responses. Ask students at random to share their experiences of save resources. Ask them how they save resources at home. Appreciate them for their correct responses. Tell them that Allah (SWT) has asked us to save resources. It is our duty to take care of our planet and its resources.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read the unit "Save Water, Save Life!". Tell them that this informative unit is about how and why we should save resources. Ask students to open their textbooks at page 55.

Ask students to look at the given picture carefully and tell what they learn from this. Note their responses. Tell students that we should always save water and close the tap when we don't need water. It is our moral and ethical duty to save water.

Ask students at random to tell what they can see in the given picture at page 55. Ask them to tell how the boy in the picture are wasting water. Note their responses. Tell them that we should save water for our needs. We should use it very carefully.

Sum Up: (3 min)

Summarise the key concept of save resources to students.

Assessment: (5 min)

Ask students what else should we do to save resources?

Homework: (2 min)

Read the textbook page 55 at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan:** 6

Unit Name: Save Water, Save Life! **Topic:** Reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

• Read the text.

• Interact with the text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook pages 56

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Ask students to sit in a circle. Throw the toy to a student and ask, 'What does save resources means?' Ask them to answer in a complete sentence. Ask the student to throw the toy to another student and ask the same question. Once all students have asked and answered the question, throw the toy again with a different question, working through 'Do you save water, gas and electricity at home?' Note their responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read unit "Save Water, Save Life!". Tell them that this unit is about saving resources. Ask students to open their textbooks at page 55, 56. Ask students at random to read the text with correct pronunciation. Ask students at random to look at the given pictures on textbook carefully as well.

Ask students at random to tell who was washing the bicycle and wasting water in the picture on page 56. Note their responses. Tell them that it was Basit. Tell students that we should always save resources around us. Allah (SWT) dislike people who are waste resources. If we want to be responsible in life, we should never waste resources. Ask students at random to tell what did Anaya advice to Basit? Note their responses. Make sure to involve all students in the conversation.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (4 min)

Make pairs of students. Ask them to share the message they have learnt from the unit to each other.

Homework: (2 min)

Ask students to share the message of the unit with their family members at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan:** 7

Unit Name: Save Water, Save Life! **Topic:** Reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Read the text.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook pages 56

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Make two groups of students. Recall the unit previously discussed with them. Ask both pairs to think of some basic responsibilities that a responsible citizen have. Call two students from each group to come in front of the class and share when they save any resource by taking turns. Appreciate them both for their correct answers. Repeat the process with both groups. If one group members fail to think of any event, other group wins. Appreciate students for their efforts.

Main Activities/Concept Building: (22 min)

Tell students that today they are going to read unit 'Save Water, Save Life!'. Tell them that this unit is about saving resources. Ask students to open their textbooks at page 56. Model reading the unit with correct pronunciation and intonation. Encourage students to read the unit themselves. Ask students at random to read the text.

Ask students at random to tell why was Anaya advices to Basit? Note their answers. Ask more short questions from the lesson. Make sure to involve all students in the conversation.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share some information about saving resources. Note their answers.

Homework: (2 min)

Read the unit at home with correct pronunciation.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan:** 1

Unit Name: Save Water, Save Life! **Topic:** Consonant Clusters **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise and identify consonants and vowels in the English alphabet using common consonant blends (/bl/, /cl/, /br/ and /dr/)
- Recognise and produce individual sounds, and blend the individual.

Resource Material:

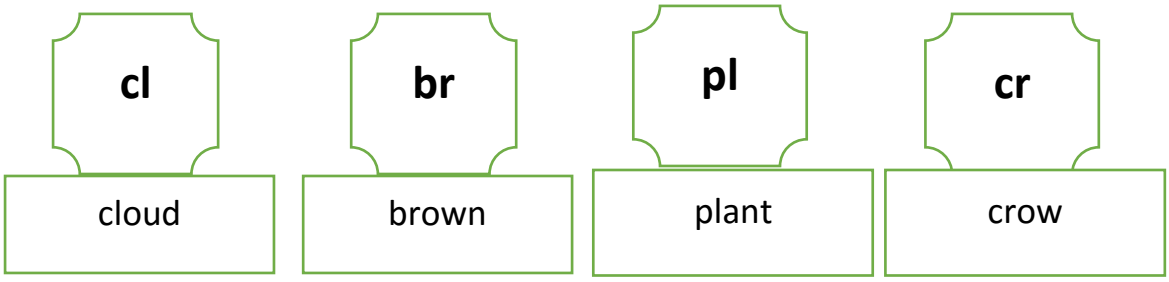
Chalk/Marker, White/Blackboard, Textbook page 57

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Draw the given boxes on the board and write letters in them, ask the students to read aloud the sounds of letters first separately and then by combining both letters. Now ask students, tell that either these letters are vowel or consonants. Now write the full words starting with the consonants, ask the students to use the sounds of the letters to make the words.



Main Activities/Concept Building: (25 mins)

Introduce the concept of consonant blends in initial positions. Consonant blends are a combination of two different consonant sounds that are blended when the word is pronounced. For example, let's look at the word "flag." Both the letters "f" and "l" are consonants. When the word "flag" is pronounced, you can clearly hear the sounds of both of these letters but these letter sounds are blended, making it a consonant blend.

Read the below mentioned words by first pronouncing the sounds of both underlined letters together and then read aloud the words by focusing on the initial consonant blends. Draw the pictures of clouds, a tree on the board, ask the students to say the names. Write the names under the pictures.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

tree

clouds

Tell students that the consonant blends can be at initial, middle or final positions. Have them read aloud the blends themselves.

Activity 1:

Ask the students to open their textbooks page on. 57. Read the statement (i) and instruct them to read the given words with blends carefully, also focus on blends sounds to make words.

Activity 2:

Read the statement (ii) and instruct them to read the given words carefully. Ask students to focus on the words sounds and circle the words with consonant blends in each row.

Sum Up: **(3 mins)**

Summarise the key concepts with your students.

Assessment: **(5 mins)**

Assess the students' concepts by asking questions related to the lesson. Ask them to share one word starting with consonant blend "gr".

Homework: **(2 mins)**

Write five words with consonant blends in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**

Unit Name: Save Water, Save Life! **Topic:** Greetings and social courtesies **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Demonstrate the use of common conventions and dynamics of group oral interactions in a group to exchange basic routine greetings, exchange some social courtesies.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 57

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write a few things on the whiteboard,

- Good morning
- Assalamu Alaikum
- How are you?
- Thank you
- Allah Hafiz
- Please, can you give me your book?
- Fine
- You're welcome

Ask students that what do you say when someone gives you a gift? What do you say when you want something? Ask the students to use some of them in their own sentences orally. Praise them and clap for them when they are done.

Main Activities/Concept Building: (25 mins)

Introduce the routine and social greeting to the students. Tell them that 'routine greetings are those which we use on daily basis with each other at home or at school.' 'The social greetings are those which we use when we meet to someone.' Write the greetings on the whiteboard;

- Assalamu Alaikum
- Wa Alaikum Assalam
- Good morning
- Allah Hafiz
- Sorry
- Thank you
- Please
- May I
- How are you?

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Introduce yourself using the dialogue, “Assalamu Alaikum, My name is _____. What is your name?” Go around the classroom using the same dialogue with each student. Ask the students to try to use them in their sentences randomly.

Activity 1:

Have a toy ball, ask the students to sit in a circle. Tell them that we are going to play a game. The ball will be passed through all the students one by one and they will say any social or routine greeting by standing up. Involve all the students to take part in the activity.

Activity 2:

Ask students to open the textbook page 57. Read the given dialogue and ask them to read after you 3-4 time. Pick two student to start and have that students practise the given dialogue in front of the class. Do the same activity with other pair of students as well.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the students to work in pairs, have them play a role in front of the class. Instruct them to come and ask a question by using a greeting or courtesy, have the other student give answer by using another greeting or courtesy. Appreciate them and clap for them.

Homework: (0 mins)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan:** 3

Unit Name: Save Water, Save Life! **Topic:** Question/Answers **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Respond to the text (post reading) to express understanding of a story through pantomime.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 58

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the unit 'Save Water, Save Life!' with students. Make pairs of students. Ask each pair to share what they have learnt from the unit. Encourage them to share the message of the unit 'Save Water, Save Life!' with their fellow students by taking turns. Ask students at random to share what Islam has taught us about doing work. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 58. Read each question from the 'Comprehension' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions.

Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking random questions from the Comprehension Focus section.

Homework: (2 min)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 4**

Unit Name: Save Water, Save Life! **Topic:** Three letter words **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read aloud three letter words with a reasonable level of accuracy in pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 58, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show some picture cards (three letters words e.g. fan, ant, cat, box, jug, etc.) to students. Ask some students at random to tell the names of these pictures. Praise them for their correct responses.

Main Activities/Concept Building: (25 mins)

Write a word 'fan' on the board. Read the spellings aloud. Ask students to read after you with correct pronunciation. Tell students that 'fan' is a three-letter word.

Tell them to open textbook page 58. Tell students today they are going to read three-letter words. Read the given statement aloud. Read the given three-letter words with their spellings aloud with correct pronunciation. Ask students to read after you 3-4 times.

Activity 1:

Put some word cards in the basket. Call some students at random and ask them to select any word card and read these words aloud with their spellings. Praise them for their correct responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share five three-letter words with spellings.

Homework: (2 mins)

Read textbook page 58.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**

Unit Name: Save Water, Save Life! **Topic:** Sentences Making **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise that words combine to make sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 58-59

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write these words on the board in random order; walks, he, road, on, the. Ask them to read these words after you with the correct pronunciation and accuracy. Now write these words in a sequence to make sentence: 'He walks on the road.' Now bring them towards the concept that words are combine to make sentences.

Main Activities/Concept Building: (25 mins)

Write a few words from the lesson on the board. Instruct the students to find these words in the story they have read and encircle them. Encourage the students to predict the meanings of the given words after reading the sentences. Tell the students that words combine to make sentences. Use the words in the simple sentences. e.g. "I wash my bicycle myself. I invite you to my home." Encourage the students to use the words in their own sentences. Appreciate the students for the correct sentences and make corrections if they make mistakes.

Activity 1: Ask students to open textbook on page 58 and read the statement (iii) from Reading Section. Make them read the given sentences and notice the use of words to make sentences. Take rounds while they are reading.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your students' concepts by asking questions related to the lesson.

Homework: (2 mins)

Make sentences of these words: money, Sunday, beautiful.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 6**

Unit Name: Save Water, Save Life! **Topic:** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise that words combine to make sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

As this is the continuity of the previous lesson, ask students to tell what they have read that words combine to make sentences in the previous class. Call some students at random to the front and ask them to share a sentence with the class. Try to involve maximum students in the activity. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Activity 1: Write 'on fruits there the table are' on the board. Ask students if this sentences makes any sense. Note their response. Tell them that we have to rearrange the sentence in order to understand its meaning. Ask students to guess the correct sequence of the sentence. Now write it as 'There are fruits on the table.' on the board. Tell them that words in a sentence join to make sense in relation to each other.

Activity 2: Ask students to open textbook on page 58 and read the statement (iv) from Reading Section. Ask them look at the given picture and read the words. Make sentences using these words. Write the sentences of students on the board and ask the students to read them aloud. Give them some more easy and simple words to make sentences with. After this activity, write the correct sentences of the given words and ask the students to write them in their notebooks. Check the work side by side and make corrections as required.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Solve the given worksheet.

Homework: (2 mins)

Make sentences of these words: water, save, healthy.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name:_____ Date:_____

Arrange the words and make sentences.

1. see I a hat. yellow

2. The is fat. boy

3. girl chair. The sat the on

4. have a I blue mat.

5. The pat kids their cat.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 7**

Unit Name: Save Water, Save Life! **Topic:** Reading and critical thinking **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Make the students recall the lesson and ask students to share their likes and dislikes about the story. Ask students to clarify that why do they like any particular point in a story and why do they not like any particular aspect in a story. Encourage them to share their answers and clap for their answers.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to save resources in our daily lives.

Activity 1:

Ask students to open textbook on page 59 and read the statement from the section, Time to Think. Discuss different ways to save water in our daily life. Involve them in this discussion. Appreciated them for their response. Ask them to write any three ways about how to save water in their daily life. Observe students while they are doing their work. Rectify their mistakes and appreciate them for correct responses.

Activity 2:

Now provide students the given worksheet to complete. Instruct them to look at the given picture. Ask them to write down two sentences explaining how they can save water in the given picture. Help them if need.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the story that was read previously. Have them share the story in simple words with their class fellows. Appreciate their efforts.

Homework: (2 mins)

Discuss the important point of this unit with your parents.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name:_____ Date:_____

Look at the given pictures and write how we can save water.

_____

_____

_____

_____

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan:** 1

Unit Name: Save Water, Save Life! **Topic: Words Meanings** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students recall the story and ask them to assign some words to their class fellows and they have to guess the meanings. Appreciate them for their correct answers. In this way bring them towards memorizing vocabulary words with their meanings.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the vocabulary words with their meanings. Divide the students in pairs and ask them to read the story and underline the difficult words. Write difficult words on the board and ask students to predict the meaning of these words. Encourage them to share their answers. Correct them if they are wrong. Boost their confidence by appreciating them. Ask students to open textbook on page 59 and read the statement (i) from the Vocabulary Section. Make them read the given words with their meanings. Monitor their work while they are doing it.

Sum Up: (3 mins)

Have students recall the newly learnt vocabulary with meanings.

Assessment: (5 mins)

Tell students words and ask them to share their meanings.

Homework: (2 mins)

Share the newly learnt vocabulary and meanings with your parents.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 2**

Unit Name: Save Water, Save Life! **Topic:** Fruits and vegetables **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the different categories of some naming words e.g. Fruits and vegetables.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 60

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring the wall chart to the class and place it on the board. Ask students how many fruits and vegetables they can name in this poster. Ask students at random to tell the name of any fruit or vegetable. Ask them 'Do you like fruits? What is your favourite fruit?' Ask them 'Do you eat vegetables/ What is your favourite vegetable?' Encourage them to get involved in the conversation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about fruits and vegetables. Ask them to open textbook page 60. Read the statement number 2 aloud. Ask them to look at the pictures and read the given fruits and vegetables one by one with correct pronunciation. Ask them to repeat after you. Tell them that fruits and vegetables are very healthy to eat. They provide us with healthy nutritions which is essential for the human body. Tell them that we should wash our fruits and vegetables before eating them. Give them some time for this memorization activity.

Activity 1:

Ask students to read statement number 3. Ask them to write the names of two fruits and two vegetables of their choice in the textbook. Appreciate them for their correct answers.

Activity 2: Give all students the given worksheet. Ask them to solve the worksheet. Ask them to draw circle round the fruits and draw square around the vegetables. Check their work and correct their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to tell names their favourite fruit and vegetable.

Homework: (2 mins)

Ask students to learn the fruits and vegetable names with correct spellings.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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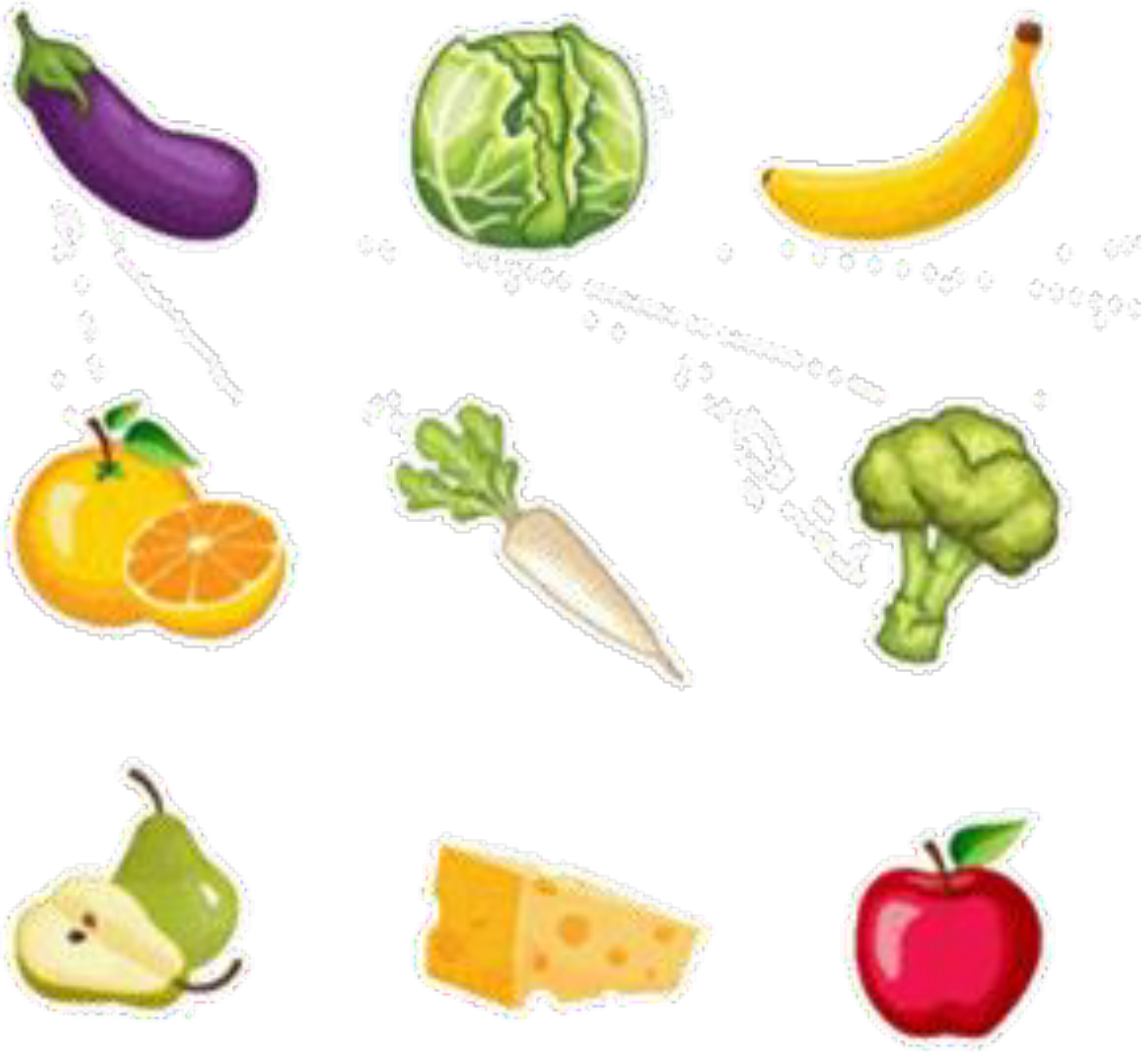
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name:_____ Date:_____

Circle the fruits and draw a square around the vegetables.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan:** 3

Unit Name: Save Water, Save Life! **Topic:** Question words **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use questioning words: when, why.
- Comprehend and respond to simple wh-questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 60, flash cards

Teaching & Learning Activities:

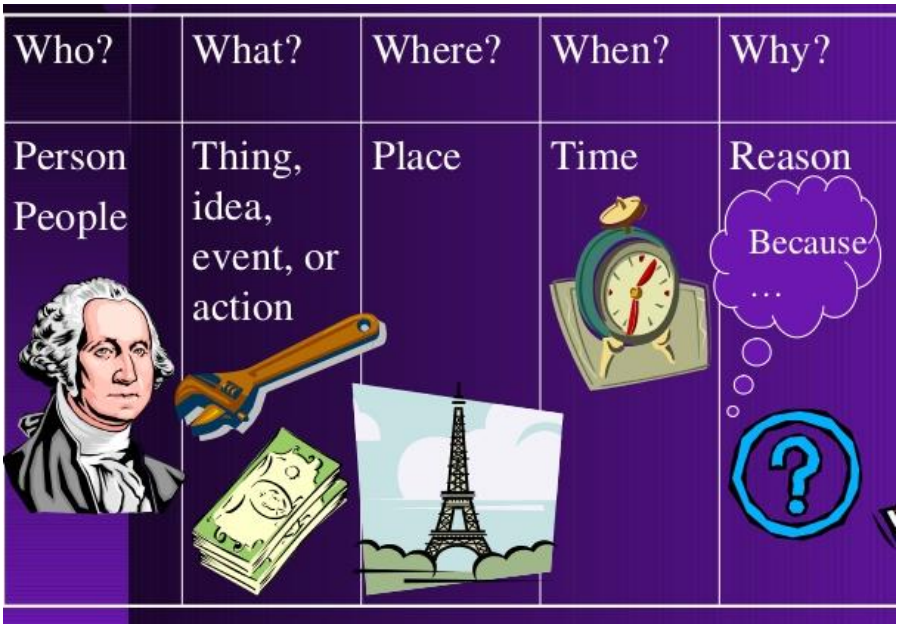
Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Make flashcards of the question words for the students and hang them. Ask them to read them aloud. Now put the cards in a basket, ask the students to come and pick a card randomly, tell its meaning and make a simple question by using that word. Help them in make questions.

Main Activities/Concept Building: (25 mins)

Tell the students that the question words are used to ask questions for the different situations. Make different columns, write the questions words and their meanings accordingly. Read them aloud and have students understand the purpose of the question words. For example:



Ask students to provide different examples of each type of question form. If the students have difficulty with completing this step auditory, then provide pictures and ask them to identify which

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category the picture belongs to. For example, show them a picture of a person and ask which question form it belongs to.

Sum Up: **(3 mins)**

Summarise the key concepts with your students.

Assessment: **(5 mins)**

Ask students different questions related to the concept.

Homework: **(0 mins)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**

Unit Name: Save Water, Save Life! **Topic: wh-questions** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use questioning words: when, why.
- Comprehend and respond to simple wh-questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 60

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

As this is the continuity of the previous lesson, ask students to tell what they have read about use of question words in the previous class. Call some students at random to the front and ask them to make and share a question by using question words with the class. Try to involve maximum students in the discussion. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to do an activity of question words. Have them recall the concept of question words. Tell the students that the question words are used to ask questions for the different situations.

Activity 1:

Ask the students to open their textbook at page 60. Read the statement (i) from Grammar section. Ask them to read aloud the question answer and notice the use of question words and explain to them question words use by relating them with given pictures.

Activity 2: Ask the students to open their textbook at page 60. Read the statement (i) from Grammar section. Now read the given words. Let students think about the question words and the link it to the given questions. Fill in the blanks with question words to make questions. Ask them also think about answer and ask the students to write the questions with their answers in their textbooks. Check the work meanwhile and help if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask a few students to make questions using questions words.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 5**

Unit Name: Save Water, Save Life! **Topic:** Question Marks **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise and use a question mark at the end of a question.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to share any question which they learnt in last lesson. Write this question on the board and draw a big question mark at the end of the question. Tell them that it is a question mark. Now bring them towards the concept that question mark is used at the end of the questions.

Main Activities/Concept Building: (25 mins)

Look at the board and say "This is a board. Is this a board? Pointing towards the board. The expected answer will be "yes". Then ask "this is a fan. Is this a fan? Pointing towards the chair? The expected answer will be "no". Then write a question mark on the board. Introduce the concept of making questions from the answers. Tell students that we put a question mark at the end and the first letter of the question is always capital. Write a statement on the board, like:

- There is a cat.

Make its question.

- Where is the cat?

Ask students to read the statement first and then its question. Write other statements and encourage students to make question orally. Involve all students to take part in this activity.

Activity 1: Ask them to open page 61 of the textbook. Read the given sentences given in the activity (iii). Encourage them to read the questions and notice the use of the question marks. Ask them to orally make more questions and note that question on the board. Ask students at random to come in front of the class and apply question marks.

Activity 2: Ask them to come to activity (iv) on page 61 of the textbook and involve them to read the given questions. Ask them to rewrite those statements on the given lines and apply question marks. Instruct them to put a question mark at the end of each question.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your student's concepts by asking content related questions.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 6**

Unit Name: Save Water, Save Life! **Topic:** List Making **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- List items of a similar category from a given text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 62

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Put the flashcards of the different categories (fruits, animals, numbers and alphabets etc.) in a basket. Make groups of the students and instruct them to find the cards of the same category. Appreciate them and clap for them.

Main Activities/Concept Building: (25 mins)

Draw two columns on the whiteboard, write fruits in one column and vegetable in the next column. Call students randomly and ask them to write a fruit name and a vegetable name in the respective columns. Help them with the given flashcards of fruit and vegetable.

Ask the students to open their textbooks at page 62. Read the statement under 'Guided writing' section. Have students look at the given picture carefully. Tell them that these are two lists. Stationery items and kitchen items lists.

Activity 1:

Give students worksheet to complete. Instruct them to find the objects they can see in the pictures. They can see fruits and animals. Ask them to write the names of the things in the given lists. Help them to write correct spellings of the words.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the students to say the things used in a school bag.

Homework: (2 mins)

Make a list of your toys in notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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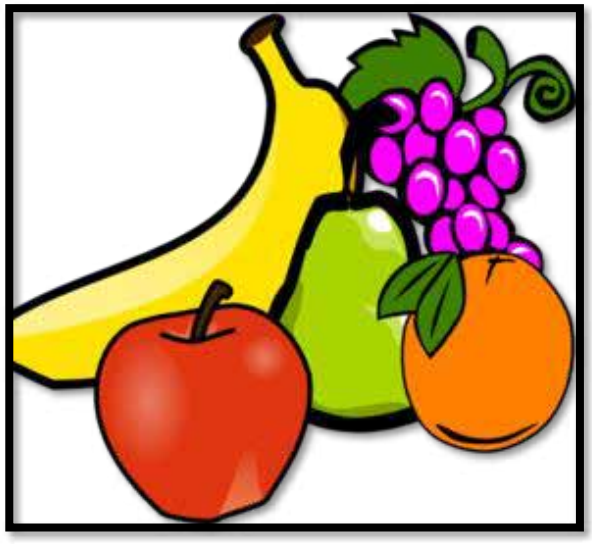
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date : _____**

List the things down.



Fruit	Animals
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 7**

Unit Name: Save Water, Save Life! **Topic:** List Making **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- List items of a similar category from a given text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 62-63

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Place flashcards of the different categories (fruits, animals, numbers and alphabets etc.) on a table and place 3-4 basket in the class. Make 3-4 groups of the students and allocate different groups different categories. Instruct them to find the cards of their allocated category and put them in their basket. Appreciate the winner group with clapping.

Main Activities/Concept Building: (25 mins)

Hang the flashcards the animals at the different places in the classroom. Make pairs of the students. Instruct them that you will say a name of any animal and the pair will have to find those pictures among all the pictures. Appreciate them and encourage them to make list of found animals. Do the same activity with the other things like 'food, clothes, vegetables, etc.

Activity 1:

Ask the students to open their textbooks at page 63. Read the statement (ii) under 'Guided writing' section. Give students the activity to complete. Instruct them to think the objects they can see in the garden. Ask them to write the names of the things in the given list. Help them to write correct spellings of the words.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the students to say the things used in an art class.

Homework: (2 mins)

Make a list of junk food in notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan:** 1

Unit Name: Save Water, Save Life! **Topic:** Creative writing **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Creative Writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 64

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".
Show students any picture from the book and discuss the things about it. Tell them about the characters and objects in it.

Main Activities/Concept Building: (25 mins)

Ask the students to open page 64 of the textbook. Involve them to look at the picture first and then discuss it. Ask them to find the characters and objects from the picture. Tell them that a boy and his mother is in the picture. The boy is washing his hands. Her mother is instructed him to don't waste water. etc. Encourage them to make sentences about the picture and share with you. After then, make three simple sentences for given pictures orally and involve all students in this activity. Tell them to share their sentences with you and noted these sentences on the board. Correct them if needed. Ask them to write sentences of their own about the pictures in the given lines.

Sum Up: (3 mins)

Summarise the key concepts with your student by involving them to say a few sentences about the picture.

Assessment: (5 mins)

Assess your students' concepts by asking questions related to the lesson.

Homework: (2 mins)

Copy the sentences in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**

Unit Name: I Love the Earth **Topic:** Reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use pre-reading strategies to predict a poem by looking at picture(s) in the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 65

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to sit in a circle. Through tennis ball to a random student and ask him/her to tell the name of their favourite thing in the nature. Note their answers. Ask them about the reason for their likeness. Pass the tennis ball to other students one by one and ask them as well about their favourite thing in nature. Now repeat the process and ask them how they clean their environment. Note their responses. Make sure to involve all students in the activity. Appreciate them for their answers as well.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to start the new unit 'I Love the Earth'. Tell them that 'I love the Earth' is a very interesting poem.

Activity 1: Ask students to open their textbooks at page 65. Encourage them to get involved in describing the pictures. Ask them to look at the given pictures and tell what they can observe while looking at the picture and tell what they learn from this. Note their responses. Tell students that we should always clean our Earth. It is very important as healthy environment keep us healthy. It is our moral and ethical duty to clean our home, area and Earth. We keep it clean by putting trash in bins and by planting trees.

Tell students that by planting plants and trees, we can contribute in making a healthy and strong community.

Sum Up: (3 min)

Summarise the key concept of cleanliness.

Assessment: (5 min)

Ask students at random to tell the importance of cleanliness.

Homework: (2 min)

Read the poem with correct intonation and pronunciation at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan:** 3

Unit Name: I Love the Earth **Topic:** Reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recite short poems or nursery rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". It is continuity of pervious lesson. Ask students to sit in a circle. Through tennis ball to a random student and ask him/her to tell the name of their favourite thing in the nature. Note their answers. Ask them about the reason for their likeness. Pass the tennis ball to other students one by one and ask them as well about their favourite thing in nature. Now repeat the process and ask them how they clean their environment. Note their responses. Make sure to involve all students in the activity. Appreciate them for their answers as well.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to start the new unit 'I Love the Earth'. Tell them that 'I love the Earth' is a very interesting poem by 'Sharon Mattioli'. Ask students to open their textbooks at page 68. Encourage them to get involved in the poem by describing the picture. Ask them to look at the given picture and tell what they can observe while looking at the picture.

Ask students to open their textbooks at page 66. Model reading the poem with correct pronunciation and intonation. Encourage them to recite the poem themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Encourage them to read correctly. Help them if they need it. Tell the name of a poet to them again and ask them to repeat after you. Tell them the theme of the poem. Tell them that it is necessary to keep our environment clean because we get fresh air, reduced pollution etc. An unclean environment leads to a bad condition of a society, arrival of diseases and many more related problems. Also tell them that we relies on nature to provide us with the resources for our survival which includes air, water, food, fibers, medicines, etc.

Sum Up: (3 min)

Summarise the key concept of cleanliness.

Assessment: (5 min)

Ask students at random to read the poem with correct pronunciation.

Homework: (2 min)

Read the poem with correct intonation and pronunciation at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**

Unit Name: I Love the Earth **Topic:** One-syllable **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Pronounce familiar one-syllable words.
- Identify one-syllable words that rhyme.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 67

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask the students: do you know what one-syllable words are? Call the students at random in front of the class and ask them to share three one-syllable words each. Appreciate them for their answers.

Main Activities/Concept Building: (25 mins)

Tell the students that today we are going to learn one-syllable words that rhyme together. Tell them that every word has a syllable. Words can have one or more syllables. One-syllable words cannot be divided into parts. Ask them to share some more examples of one-two syllable words by looking around in the class. Ask the students to get to the 'Phonics Practice Section' in their textbook on page 67 and read the statement (i). Ask them to read the given one-syllable words aloud.

Activity 1:

Ask the students to get to the 'Phonics Practice Section' in their textbook on page 67 and read the statement (ii). Ask them to read the given one-syllable words aloud. Ask them to read the given options for each word. Ask them to circle the one syllable words that rhymes with the given words. Encourage the students for their correct answers.

Sum Up: (3 mins)

Summarise the key concept by revision of one-syllable rhyming words for better understanding of the students.

Assessment: (5 mins)

Make pairs of the students. Ask one of them to say a one-syllable word. Ask the other student to say a word that rhymes with it. Ask them both to say the rhyming words aloud.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 5**

Unit Name: I Love the Earth **Topic:** Take turns In conversation **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Demonstrate the use of common conventions and dynamics of group oral interactions in group to participate in conversation, take turns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 67

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell the students that today we are going a play a fun game. Ask them: Who will take part in the game? Note their responses. Ask them about their favourite game. Ask them to speak turn by turn.

Main Activities/Concept Building: (22 mins)

Tell the students to get to the 'Listening and Speaking Section', textbook on page 67. Ask them to read the statement. Tell the students that we can participate in different activities like games, competitions, and quizzes. When we participate in any activity we wait for our turn to perform our role. Tell them that in the same way in conversation we will also wait for our turn to speak. As like we should wait in queues or waiting areas and wait for our turn. Tell them that in conversation interrupte others are bad manners.

Read the given dialogue on page 67 aloud and Ask the students to repeat it after you. Tell them that we should wait for others and always speak on our turn. Make pair of students and ask them to practise the given dialogues. Praise them for their efforts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Tell the students that they are going to practice a situation for taking turns. Ask them to do a group discussion on importance of plants in our environment. Now ask them to wait patiently in their groups for their turn to speak. Appreciate them for their role-play.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**

Unit Name: I Love the Earth **Topic:** Question/ Answers **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Respond to the text (post reading) to express likes /dislikes about a poem. (Question/ Answers)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Make pairs of students. Ask each pair to share with each their how and when they have done something to clean their area or school. Ask students to share with each other any incident when they stop anyone to do something wrong for Earth. How they tackle the situation. Appreciate them all for involving in the conversation.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn different questions related to the unit 'I Love the Earth'.

Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 78. Read the statement (i) and each question from the 'Comprehension Time' section aloud. Now encourage them to find the answer of each question on their own and raise their hands one by one to give the answers. Appreciate them for their correct answers. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers with correct spellings. Praise the students who finish their work first to boost their confidence.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (4 min)

Assess your students by asking random questions from the 'Comprehension Focus' section.

Homework: (2 min)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 7**

Unit Name: I Love the Earth **Topic**: Food labels **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read familiar words appearing in a variety of reading materials such as food labels, toy boxes, etc.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 68

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show them some packet/wrapper of biscuits or chips and ask them: What is this? Note their answers. Show them the names on the packets and tell them that these are labels. Read the label for better understanding of the students. Encourage the students to read the label on the packets. Help them if need be.

Main Activities/Concept Building: (25 mins)

Tell the students that today they are going to learn about food labels. Tell them to get to the 'Comprehension Section' in their textbook on page 68. Ask them to look at the picture and say their names aloud. Tell them that every food item in packaging have labels which helps us to identify the product. Ask the students at random to tell any food item that comes in packaging with labels. Praise them for their correct responses. Ask them to identify any two labels in their classroom (e.g. eraser, colours, makers, etc.) Help them if need be. Share more example around the surroundings for more clarity.

Sum Up: (3 mins)

Summarise the key concepts to the students for better understanding of the concept.

Assessment: (5 mins)

Make two groups of the students. Ask them to make a list of five food labels and write them on the page. Encourage both groups for their efforts.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 1**

Unit Name: I Love the Earth **Topic:** Reading and thinking **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 68

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring a book related to Earth in the classroom. Ask students to sit in a circle. Ask students that if they know what an Earth is. Note their responses. Gather all students around book and show different pictures of Earth and things related to Earth. Make sure to involve all students with you in observing pictures from the book and learn about new things.

Main Activities/Concept Building: (27 min)

Tell students that today they are going do an activity about the exploration of Earth. Ask students to open their textbooks at page 68. Read the statement from 'Time to Think' section. Prepare a list of facts about Earth and share it with students. Ask them to read the list carefully. Ask them to tell what facts are they read in it. Appreciate them for their answers. Tell them that they are going to write their finding in the given space. Write any five facts about the Earth on board and read them aloud three to four times.

Now, encourage students to write the any five facts about the Earth in neat hand writing in the given space correctly. Help them if need be.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share a fact about Earth with you aloud.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 2**

Unit Name: I Love the Earth **Topic:** Words Meaning **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 69

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students recall the poem and ask them to assign some words to their class fellows and they have to guess the meanings. Appreciate them for their correct answers. In this way bring them towards memorizing vocabulary words with their meanings.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the vocabulary words with their meanings. Divide the students in pairs and ask them to read the poem and underline the difficult words. Write difficult words on the board and ask students to predict the meaning of these words. Encourage them to share their answers. Correct them if they are wrong. Boost their confidence by appreciating them. Ask students to open textbook on page 69 and read the statement (i) from the Vocabulary Section. Make them read the given words with their meanings. Monitor their work while they are doing it.

Sum Up: (3 mins)

Have students recall the newly learnt vocabulary with meanings.

Assessment: (5 mins)

Tell students words and ask them to share their meanings.

Homework: (2 mins)

Share the newly learnt vocabulary and meanings with your parents.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**

Unit Name: I Love the Earth **Topic:** Nursery rhymes **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recite short poems or nursery rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 69

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them about the poem they read in their pre-school. Ask them to recall the poem 'Jack and Jill' and try to recite it.

Main Activities/Concept Building: (25 mins)

Tell the students that today they are going to revise the poem "Jack and Jill'. Ask them to open their textbook to page 69. Read the poem with correct pronunciation and intonation. Ask the students to repeat after you.

Read the poem line by line with correct pronunciation and intonation and ask students to follow and repeat.

Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Ask a student to read the first line after you (action: show movement of children with fingers). Read the lines twice and ask students to repeat the action. Read the second line and ask students to move their hands as they are holding something heavy. Read the third line and encourage students to say 'Jack fell down' (action: move hand up to down). In enthusiastic tone, loudly. Read the last line and ask students to raise their hands in air up to down. Repeat any of the above mentioned actions.

Read all the lines and encourage students to act on the poem by repeating the actions. Have students listen to the poem attentively and encourage them to read aloud with actions.

Sum Up: (3 mins)

Summarise the key concepts reading the poem again for better understanding of the students.

Assessment: (5 mins)

Ask the students to recite any nursery rhyme.

Homework: (2 mins)

Ask the students to read the poem at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 4**

Unit Name: I Love the Earth **Topic:** Objects in the classroom and at home **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the different categories of nouns, in pictures, classroom, at home.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 70

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to look around in the classroom. Ask them to tell the names of objects that they can see around them. Praise them for their correct responses. Make sure to involve all the students in the discussion.

Main Activities/Concept Building: (22 mins)

Tell the students that today they are going to learn about objects in the classroom and at home. Ask them to open their textbook to page 70. Read the statement (iii). Ask them to look at the pictures of the objects in the classroom. Ask them to read the names of objects in the classroom aloud. Ask them to look at the second picture of the objects at home. Ask them to read the names of objects at home aloud. Ask them to share more example of the objects they have at home or in the classroom.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Make pairs of the students and ask them to share three names of objects in the classroom and at home with each other.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: I Love the Earth **Topic:** Objects in the classroom and at home **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the different categories of nouns, in pictures, classroom, at home.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

As it is continuity of the previous lesson. Ask them to look around in the classroom. Ask them to tell the names of objects that they can see around them. Praise them for their correct responses. Make sure to involve all the students in the discussion.

Main Activities/Concept Building: (27 mins)

Tell the students that today they are going to learn about objects in the classroom and at home. Ask them to open their textbook to page 71. Read the statement (iv) aloud. Ask them to think and write the names of any two objects that they can find in the classroom and at home. Praise them for their correct answers.

Activity 1:

Give them the worksheets and read the statements. Ask them to complete the given worksheet. Praise them for their correct answers.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Make pairs of the students and ask them to share three names of objects in the classroom and at home with each other.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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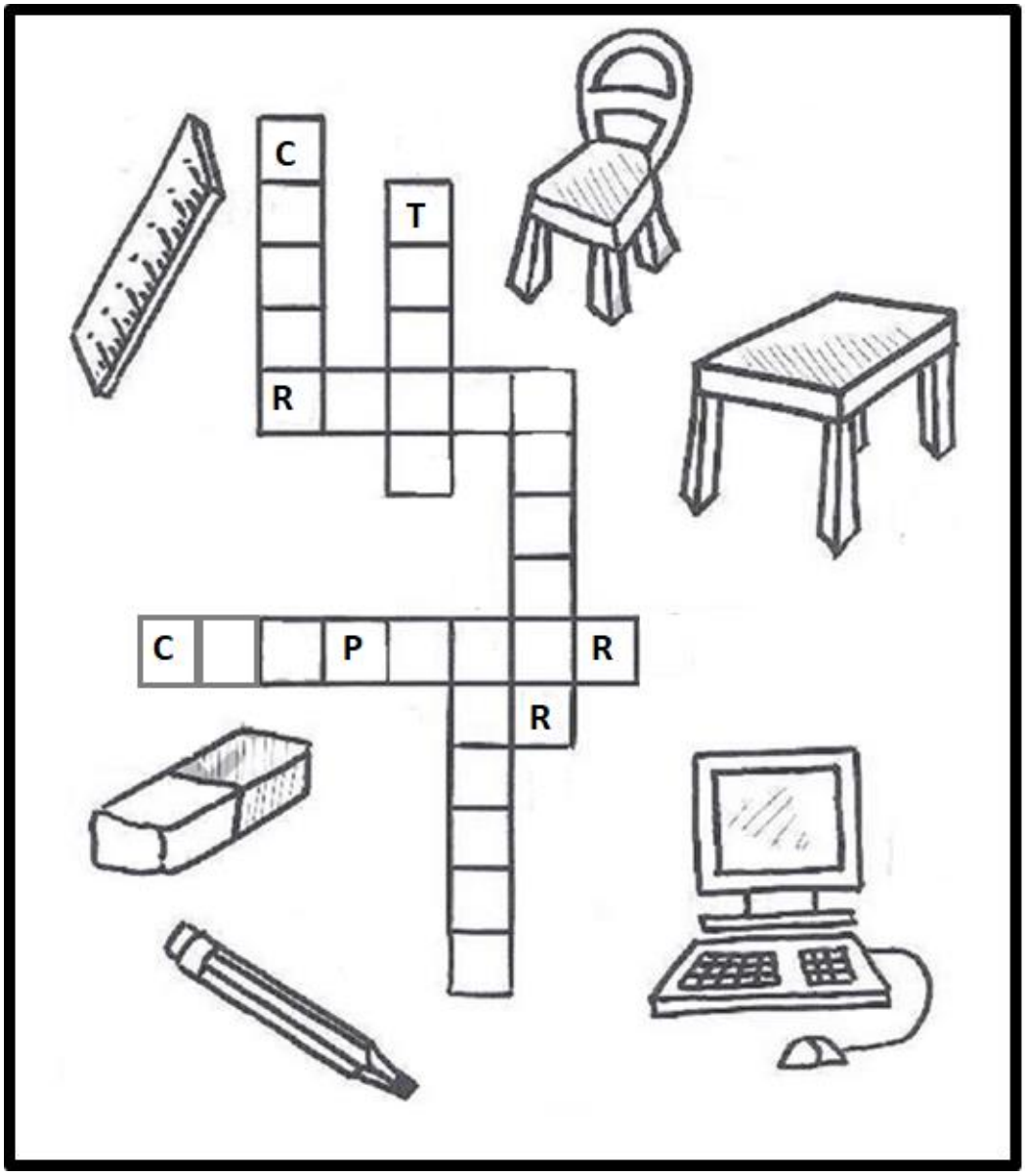
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name:_____ Date:_____

Complete the given crossword with the help of the pictures.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: I Love the Earth **Topic:** Directions **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the different categories of nouns, in the immediate environment and direction (left/right).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to raise the hand which they use to eat with. Praise their responses. Tell them that we should always eat with our right hand. Tell the students that they are going to play a fun activity. Ask them to raise their right hand. Appreciate them for raising the correct hand. Now ask them to raise their left hand. Repeat the process and ask them speedily to raise their left or right hand.

Main Activities/Concept Building: (25 mins)

Tell the students that today they are going learn about directions. Read the statement (v) in the 'Vocabulary Section'. Bring the picture cards in the classroom and place them on the board. Tell the students these arrows point towards the right or left. These arrows help us to find any location or place. Read the statement (vi) in the 'Vocabulary Section' aloud. Now read each example and ask students to colour the objects as directed. Encourage them for their correct answers.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Point towards any object in the class. Ask the students at random: Where is this object located? Left or right? Repeat the process two to three times.

Homework: (2 mins)

Learn the classwork at home. Practice the directions at home with their parents or siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:_____

_____

Picture Cards

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Unit Name: I Love the Earth **Topic:** Rhyming words **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Articulate and identify simple rhyming words in text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the concept of rhyming words to the students. Ask the students at random: What are rhyming words? Note their responses. Praise them for correct answers.

Main Activities/Concept Building: (25 mins)

Tell the students that today they are going to learn about rhyming words. Tell them that rhyming words have the same ending sounds. Ask them to open their textbook to page 72 and read statement (vii). Read the given rhyming words one by one and ask them to repeat after you. Read statement (viii) aloud. Ask them to read the poem again on page 66 and circle the rhyming words. Write rhyming words in each box. Appreciate them for their correct answers. Share some more examples of rhyming words on the whiteboard.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask any random student to come forward and share some examples of rhyming words.

Homework: (2 mins)

Ask the students to write five pairs of rhyming words in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 1**

Unit Name: I Love the Earth **Topic:** Adjectives of Quality **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise some describing words showing quality.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring the picture cards (attached at the end) in the classroom and paste them on the board. Point toward the picture card of lemon ask students at random to tell how is it taste? Note their answers. Tell students that a lemon tastes sour. Point towards the picture card of a cake piece and ask students to tell how is it taste? Tell all students that it tastes sweet. Show the picture card of flower to students and ask them to tell when we touch a flower petal, how does it feel? Tell them that flower petal felt so soft and smooth. Appreciate them by clapping for their correct answers.

Main Activities/Concept Building: (25 mins)

Ask students to get to the 'Grammar Section' on textbook page 72. Read the statement (i) aloud. Tell students that today we are going to learn the adjectives of quality. Tell them that adjective of quality is a word that describes the quality of noun. Read the given examples and ask students to repeat after you. Read the highlighted words in the given examples. Tell them that words "nice", "cute", "bright" and "clean" are adjectives of quality as they are describing the noun "girl", "baby" "star" and "room". Make pairs of students. Ask them to use any adjective of quality in their own sentences and share them with each other. Make sure to involve all students in the activity.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to say a sentence using adjectives of quality.

Homework: (2 mins)

Ask them to learn the concept they have learned in the classroom today at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:_____

_____

Picture Cards

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 2**

Unit Name: I Love the Earth **Topic:** Adjectives of quality **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use some describing words showing quality.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Recall the concept of adjective of quality in class. Ask students at random to tell what is adjective of quality. Appreciate them for their correct answers.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn about adjectives of quality again. Revise the concept of adjective of quality two to three times for the better understanding of students. Ask students to get to the 'Grammar Section' on textbook page 72. Read the statement number (ii) aloud. Ask them to read the given examples one by one and underline the adjectives of quality them. Praise them for their correct answers by clapping.

Activity: Make two groups of students. Show them the word cards and paste them on the board. Ask students at random to use any of the given adjective of quality in their own sentence. Praise them for their correct answers by clapping.

Sum Up: (3 mins)

Summarise the lesson by reading aloud the given examples 2 -3 times.

Assessment: (5 mins)

Say any adjective of quality of your choice and students at random to use it in a sentence.

Homework: (2 mins)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**

Unit Name: I Love the Earth **Topic:** Question words **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise and use questioning words: what, who, where.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72-73

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Throw the toy to a learner and ask, 'What's your name?' Praise the student for the correct answer. Throw the ball to another student at random and ask 'Where do you live?', 'Who do you live with?', 'What did you eat for breakfast?' etc. Praise them for their correct answers. Involve all students in the activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the 'Question Words'. Tell them that we use question words to ask questions. They begin with 'wh'. Tell them that 'what', 'who' and 'where' are question words. Tell students that 'what' is used to ask for information. Tell them that 'who' is used to ask about people. Tell them that 'where' is used to ask for the location of people and things.

Activity 1: Tell students to get to the 'Grammar Section' on textbook page 72. Read the statement number (iii) aloud. Ask them to read the given examples. Ask them to notice the use of highlighted question words. Ask students at random to make a question by using 'what', 'where' or 'who'. Praise them for their correct answers.

Activity 2: Tell students to get to the 'Grammar Section' on textbook page 73. Read the statement number (iv) aloud. Ask them to make questions using question words. Praise them for their correct making of questions.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to tell why we use question words.

Homework: (2 mins)

Ask students to learn the concept of question words at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: I Love the Earth **Topic:** complete simple sentences **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Fill in missing information to complete simple sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask the students at random a few questions related to Earth. Ask them to share the anything related to nature they like. Ask them to share the reason for dislike as well. Suggested questions.

- What is your favourite weather?
- Which things you like the most on the Earth?
- Which natural things you like the most on the Earth?
- What things you don't like about nature?

Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students to get to the 'Guided Writing Section', textbook page 73 and read the statement. Ask students to read the given sentences aloud. Write these sentences on the board and word bank as well. Call five students at random in front of the class one by one and ask them to fill one sentences using word bank. Once they have done. Appreciate and correct them if needed. You may repeat this activity with other students.

Ask them to read the given sentences and fill in the blanks using correct words in their textbooks. Help them if need be. Praise them for their correct answers.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the students at random to come forward and read the sentences aloud.

Homework: (2 mins)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 5**

Unit Name: I Love the Earth **Topic:** Creative Writing **Date**:

Objective(s):

At the end of this period, the students will be able to:

- Creative Writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show students the picture from the book page 73 and discuss the pollution on the Earth. Tell them about the things related to the Earth.

Main Activities/Concept Building: (25 mins)

Ask the students to open page 73 of the textbook. Involve them to look at the picture first and then discuss it. Ask them to find the reason why Earth become polluted and share their reasons with you. Then ask them to think of some ways to make the Earth clean. Encourage them to make sentences about the Earth using given words and share with you. After then, make three to four simple sentences orally and involve all students in this activity. Tell them to share their sentences with you and noted these sentences on the board. Correct them if needed. Ask them to write sentences of their own about the pictures in the given lines.

Sum Up: (3 mins)

Summarise the key concepts with your student by involving them to say a few sentences about the picture.

Assessment: (5 mins)

Assess your students' concepts by asking questions related to the lesson.

Homework: (2 mins)

Copy the sentences in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: I Love the Earth **Topic:** Review 2 **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Review-2

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 74

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Call students at random in front of the class and ask them to share the name of their favourite fruit. Ask them to share the weather of their likeness as well. Repeat the process with other students as well. Appreciate them all by clapping for them.

Main Activities/Concept Building: (27 min)

Recall the concept of 'beginning' sounds. Ask students at random to tell what 'initial' sound is. Appreciate them for their correct answers. Ask students to open their textbooks at page 74.

Read the statement (i) from 'Oral Communication' section. Say the given words aloud. Ask students to circle the words that begin with same sound.

Make pair of students. call a pair of students in front of class and ask them to tell about their favourite stories also tell why they like that stories. Appreciate them for their correct pronunciations. Encourage other students to share their favourite stories.

Recall the concept of three- letter words. Read the statement (i) from 'Reading and Critical Thinking' section. Encourage students to read the given words and learn their spellings.

Recall the concept of action words. Read the statement (ii) from 'Reading and Critical Thinking' section. Encourage students to write action words for the given pictures. Ask them to write neatly with correct spelling. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Appreciate the students who finish their work first to boost their confidence.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to tell what are action words and three- letter words. Note their answers.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: I Love the Earth **Topic:** Review 2 **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Review-2

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 74

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Call students at random in front of the class and ask them to share the name of their favourite vegetable. Ask them to share the reason of their likeness as well. Repeat the process with other students as well. Appreciate them all by clapping for them.

Main Activities/Concept Building: (27 min)

Ask students to open their textbooks at page 74. Read statement (i) from the 'Aspects of Language' section. Encourage students to write the name of two objects at home and objects in classroom. Recall the concept of gender nouns. Ask students at random to share examples of gender nouns aloud. Read statement (ii) from the 'Aspects of Language' section. Encourage students to fill in the blanks using correct gender nouns using correct spellings.

Read statement from the 'Writing' section. Encourage students to write five sentences on how to save water in their notebooks in neat writing. Encourage them to use correct spellings and punctuation. Take rounds while they are doing their work. Help them if need it.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read aloud their sentences on how to save water. Ask them to tell what are action words.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 1

Unit Name: The Eid Day **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use pre-reading strategies to predict a story by looking at picture (s) the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 75, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them how many Eid do Muslims celebrate? Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 9 'The Eid Day'.

Activity 1:

Read the title of unit aloud. Ask them to look at the given picture carefully. Then ask them to discuss this picture and say some sentences about it. Ask them to name the festival at the picture and tell what people are doing?

Activity 2:

Engage them in a discussion. And ask them to share how do they spend their Eid day. Appreciate them at their active participation.

Activity 3:

Make pairs of students. Bring given worksheet to class and distribute among students. Then ask them to complete it. Guide them and help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to say some sentences about Eid festival.

Homework: (2 mins)

Ask students to paste some of their pictures celebrating Eid in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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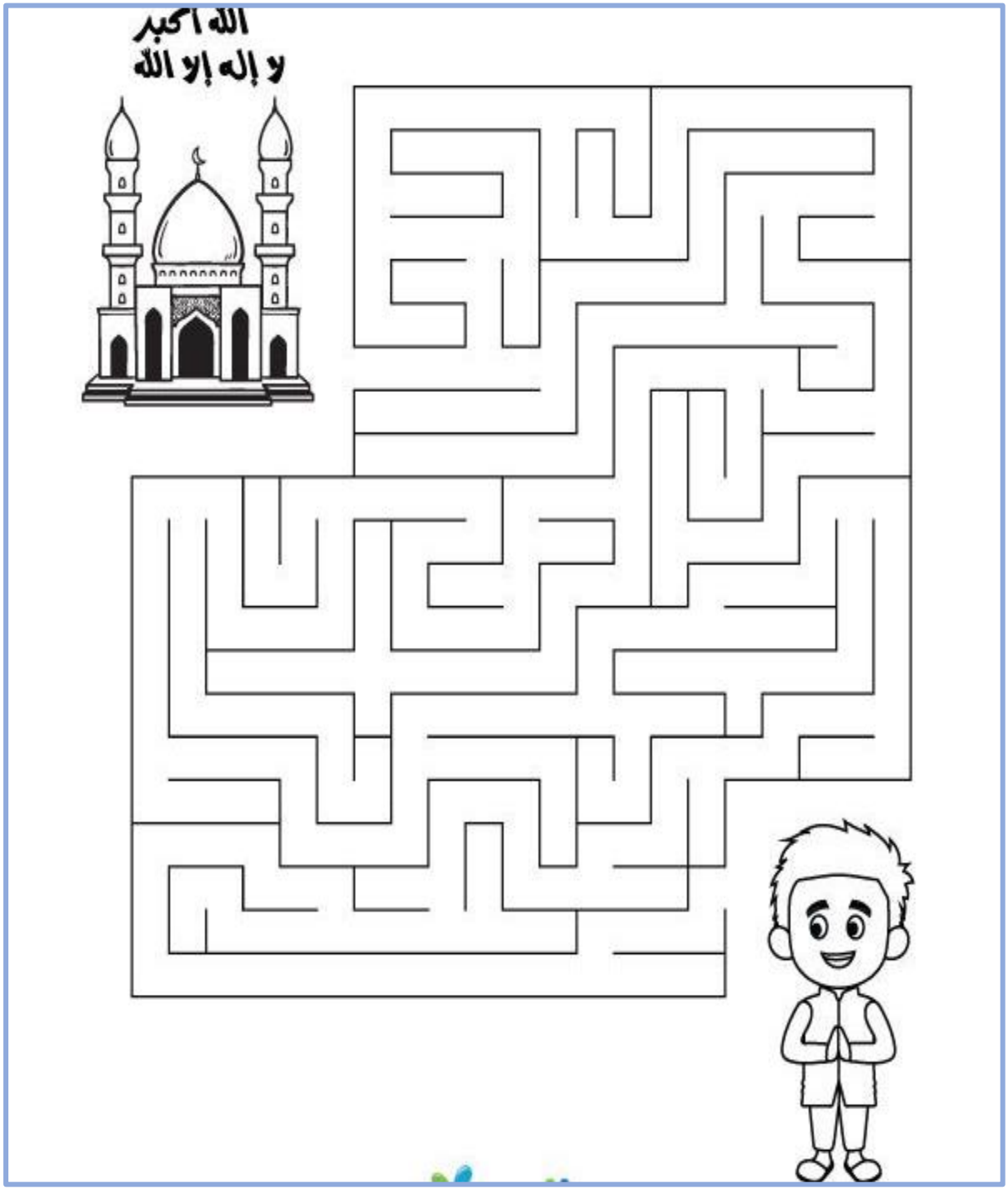
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Help Ali reach to the mosque to say Eid prayer.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 2

Unit Name: The Eid Day **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text.
- Interact with text and use reading strategies (while resting) to follow sequence in a simple procedure or a picture map.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to share how do they spend their Eid day. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read half unit 9 'Eid Day'.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that they the text they are reading is a story. Explain some of the important elements of a story. Tell them that we celebrate Eid-ul-Fitr and Eid-ul-Adha are religious festivals of Muslims. We celebrate Eid-ul-Fitr after we fast in the month of Ramadan. Tell them about the importance of helping others. Ask students to look at the second picture and tell what will happen next.

Activity 2:

Make groups of students. Ask them to read the provided worksheets and colour it. Tell them that we should follow these sunnah's on Eid Day.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read some sentences with correct pronunciation.

Homework: (2 mins)

Ask students to read the story.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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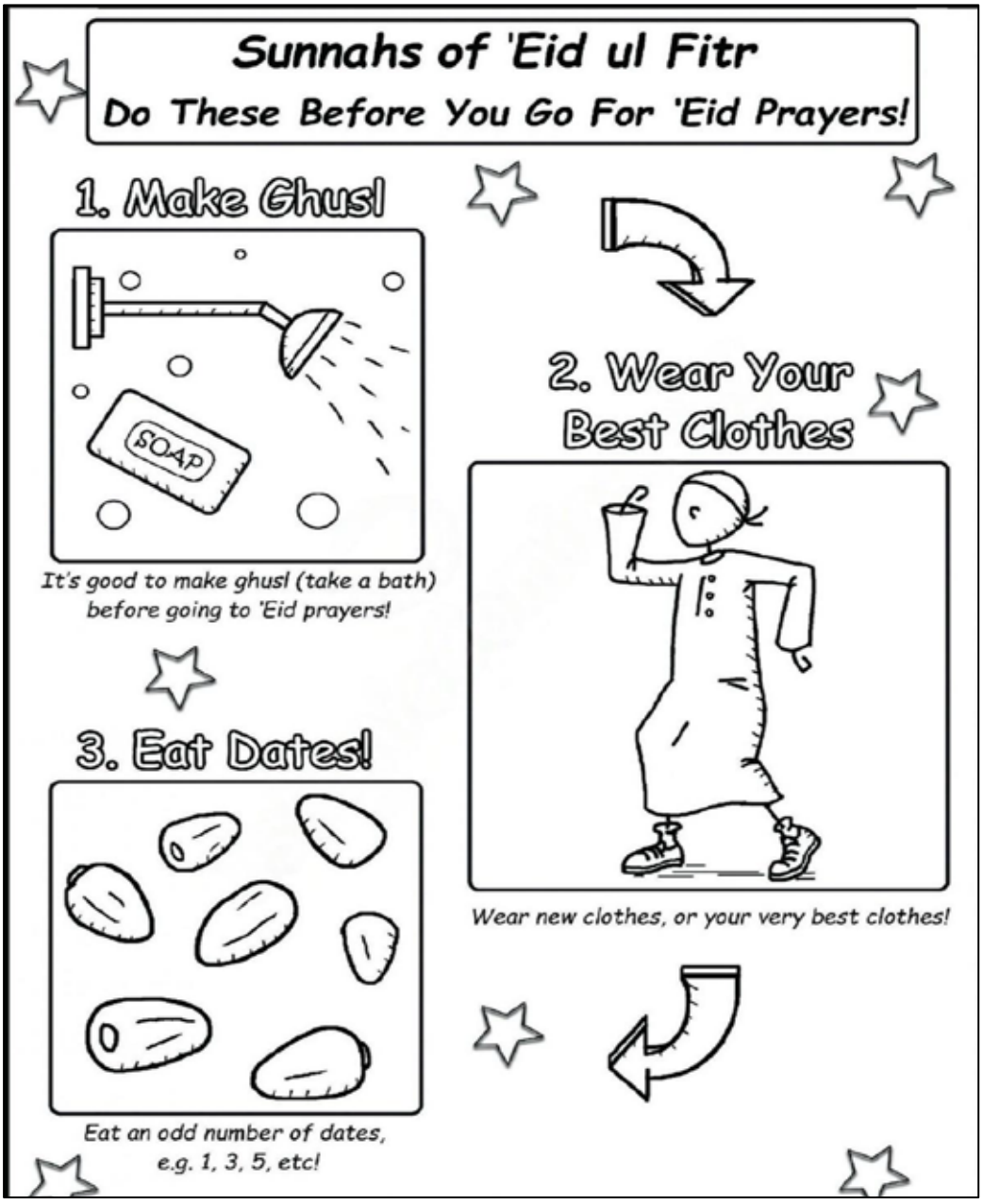
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 3

Unit Name: The Eid Day **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask different questions to recall the story. Ask them to share where did the children in story celebrate Eid and with whom. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read remaining half unit 9 'Eid Day'.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that they the text they are reading is a story. Explain some of the important elements of a story. Tell them that we celebrate Eid-ul-Fitr and Eid-ul-Adha are religious festivals of Muslims. We celebrate Eid-ul-Fitr after we fast in the month of Ramadan. Tell them about the importance of helping others. We should take care of needy people in such festivals.

Activity 2:

Bring given worksheet to class. Distribute among students. Read the questions and their options aloud. Ask them to tick the correct answers. Guide them in completing the worksheet.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read some sentences from text with correct pronunciation.

Homework: (2 mins)

Ask students to read the story.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Tick the correct answers.

1. What do Muslim people do during Ramadan? Tick two.
   - ☐ eat special meals
   - ☐ give up bad habits
   - ☐ do good deeds
   - ☐ wear special clothes
2. How many times a day do Muslim people pray during Ramadan? tick one.
   - ☐ three
   - ☐ one
   - ☐ five
3. In the lunar calendar, which month is Ramadan? Tick one.
   - ☐ the first month
   - ☐ the ninth month
   - ☐ the third month
4. How do Muslim people celebrate Eid al-Fitr? Tick two.
   - ☐ they pray
   - ☐ they go to the zoo
   - ☐ they give gifts and send cards
5. What does 'Eid Mubarak' mean? Tick one.
   - ☐ Happy Eid!
   - ☐ Have a blessed Eid!
   - ☐ Good luck!

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 4

Unit Name: The Eid Day **Topic: Digraphs** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise and pronounce some common consonant digraphs in initial position (/th/, /ph/,/ch/).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring picture cards of digraphs 'th, ph, ch'. Show these picture cards to students and ask them to guess names of these pictures.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read digraphs. Tell them that a digraph is a combination of two consonants that make a single sound. Write some examples of digraphs on board and read these words with correct pronunciation for their better understanding.

Activity 1:

Ask students to open the textbooks at page 77. Read statement (i) from Phonics section. Ask them to read the given digraphs and their words with correct pronunciation.

Activity 2:

Read statement (ii) from Phonics section. Ask them to say the sounds of given digraphs correctly and match them with their words.

The correct answers are:

Ch: cheese

Th: thumb, this

Ph: photo: phone

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some words with learnt digraphs.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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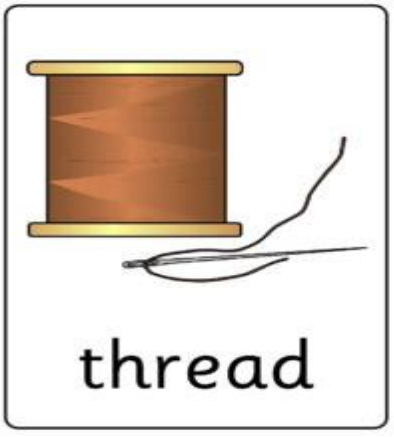
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Picture cards



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 5

Unit Name: The Eid Day **Topic: Oral Communication** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Demonstrate use of common conventions and dynamics of group oral interactions in group to express needs.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask them to share how do they express when they need any new thing from their parents. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to express needs. Tell them that we should use polite expressions to express whenever we need anything.

Activity 1:

Ask students to open the textbooks at page 77. Read the statement. Ask them to read the given dialogue with correct pronunciation and notice the use of different expressions of need.

Activity 2:

Make pairs of students. Ask them to role-play the given dialogue to understand needs, requests and commands.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them if they need new clothes how do they express to their parents.

Homework: (2 mins)

Ask students to practice the given dialogue with their siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 6

Unit Name: The Eid Day **Topic: Question/ Answers** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Respond to the text (post reading) to express understanding of story through pantomime. (Question/ Answers)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask different questions to recall the story. How many characters are there in the story? Which Eid has been discussed in the story? Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do questions answers of the unit.

Activity 1:

Ask them to open the textbooks at page 78. Read the given statement (i) from Comprehension section. Ask them to read the given questions one by one. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook.

The correct answers are:

- Their grandfather went to a child welfare centre near to them and gave Eidi and gifts to children there.
- Muslims celebrate Eid-ul-Fitr on First Shawwal. It is a special event as it is gift for Muslims for fasting in the month of Ramadan.

Yes, I like Eid festivals. These days are filled with happiness and joy. We meet our relatives and friends. We play with them and eat tasty dishes

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask questions from students and ask them to share their correct answers.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 7

Unit Name: The Eid Day **Topic: Alphabetical order** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Arrange a list of words in alphabetical order.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring word cards to the class. Have students sit in a circle. Paste them these word cards at random on the board. Then ask students to tell which word will come first, second and third. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn alphabetical order. Tell them that we use alphabetical order to arrange words in a list. It makes it easier to catch a name or a title in the list.

Activity 1:

Ask students to open the textbooks at page 78. Read the statement (ii) from Comprehension section. Ask them to read the given words aloud and note their arrangement.

Activity 2:

Read the statement (iii) from Comprehension section. Ask them to read the given words carefully and write them in alphabetical order in the given space.

The correct answers are: day, event, gift, happy, lunch, mother, ready

Activity 3:

Ask students to say their names aloud and sit in alphabetical order. Guide them in following correct alphabetical order. Appreciate them at their correct responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them to look around and write names of five words in correct alphabetical order. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to make a list of ten things at home with correct alphabetical order.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 1

Unit Name: The Eid Day **Topic: Brainstorming** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Brainstorm to gather ideas for various activities/tasks.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Elicit from students' different ways to generate new ideas.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn brainstorming. Tell them that it is way of thinking to create good ideas. Conduct a brainstorming activity in the class and ask students different questions like what is your favourite dish on Eid and why. What is your favourite activity on Eid day. After that explain a mind map on board.

Activity 1:

Ask students to open the textbooks at page 78. Read the statement (iv) from Comprehension section. Ask them to read the given mind map about Eid-ul-Fitr. Encourage them to think some more ideas about this topic. Write these ideas on the board.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to think ideas about their favourite place and share them.

Homework: (2 mins)

Ask students to brainstorm their ideas about their friend and make a mind map about it in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 2

Unit Name: The Eid Day **Topic: Brainstorming** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Brainstorm to gather ideas for various activities/tasks.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78-79

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write a topic 'My favourite toy' on the board. Ask students to think of their ideas and share them with their classmates. Write some of their ideas on the board.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn brainstorming. Tell them that it is way of thinking to create good ideas. Conduct a brainstorming activity in the class and ask students different questions like what is your favourite game and why.

Activity 1:

Ask students to open the textbooks at page 78. Read the statement (v) from Comprehension section. Ask them to fill in the given mind map about different activities they do during summer vacations. Guide them by writing some vocabulary on board.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some of their activities with class.

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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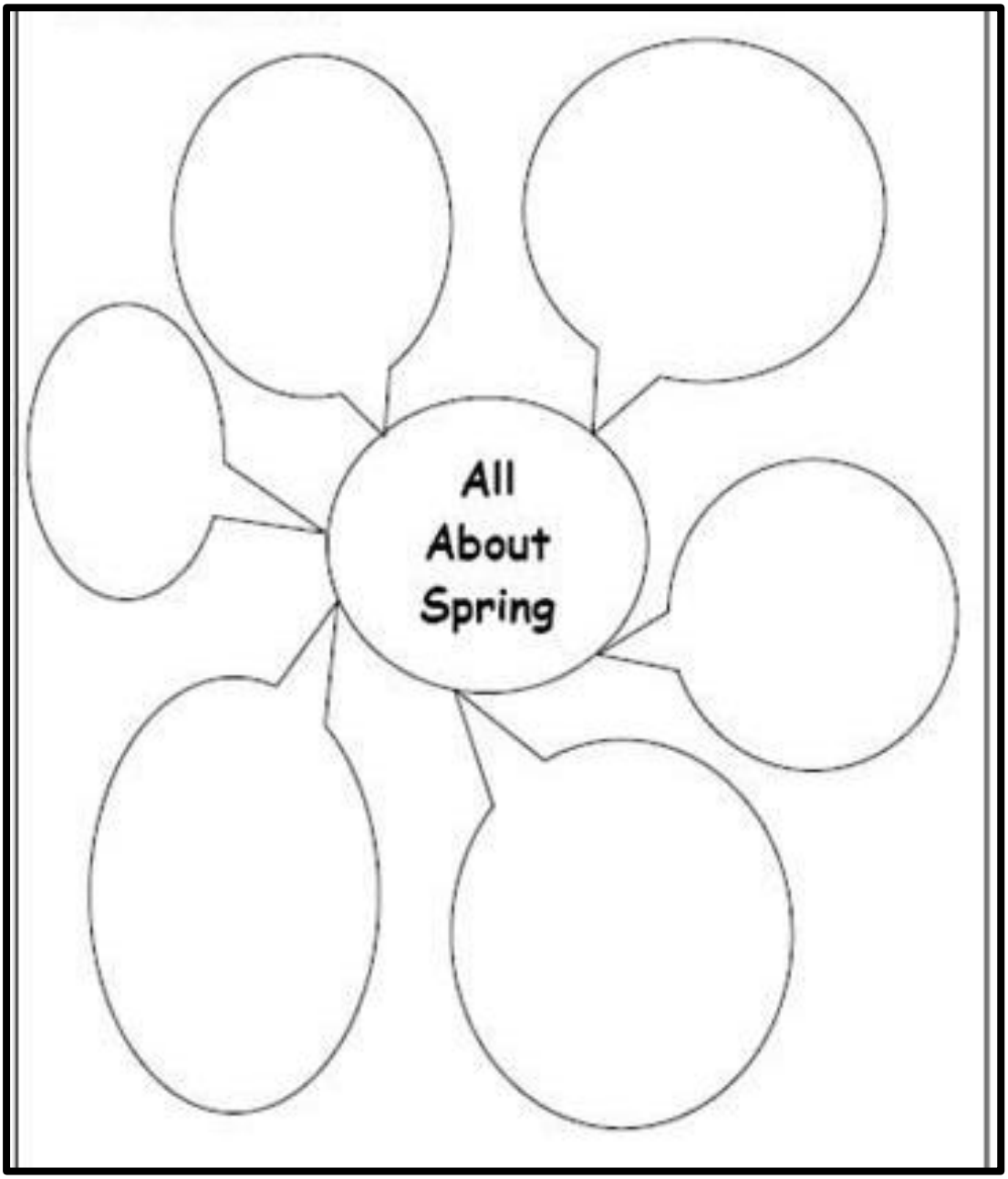
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet for homework



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 3

Unit Name: The Eid Day **Topic: Critical Thinking** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79, Islamiyat Book

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask them to share what they know about Ramadan. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do activity of critical thinking.

Activity 1:

Ask students to open the textbooks at page 79. Read the given statement (i). Ask them to open their Islamiyat book an read some information about Ramadan. Then ask different questions from their Islamiyat book.

Activity 2:

Then read the given statement (ii). Ask them to make a list of six different things they do during the month of Ramadan. Help them if need be. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share what they know about fasting in Ramadan.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 4

Unit Name: The Eid Day **Topic: Words Meanings** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from story on the board and encourage students to share their correct meanings. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn words and meanings.

Activity 1:

Ask students to open textbook page at 79. Then read statement (i) from Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some of their sentences.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Write sentences of given words.

Event

_____

Duty

_____

Wonderful

_____

Prayer

_____

Share

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 5

Unit Name: The Eid Day **Topic: Parts of body** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the different categories of some: parts of body.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80, flashcards

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Prepare flashcards of the parts of the body used in the song. Slowly reveal each flashcard card and have your students touch their part of the body (so, when you show the "head" flashcard get everyone to touch their heads). Read each word three times and then ask your students to individually say each word. Encourage them at their correct responses.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to learn parts of body. Tell them that each part of body has its uses and we should be thankful to Allah (SWT) for His blessings.

Activity 1:

Ask students to open the textbooks at page 80. Read the statement (ii) from Vocabular section. Ask them to look at the given picture and read the given parts of body with their spellings. Ask them to learn these names.

Activity 2:

Read the statement (ii) from Vocabular section. Ask them to look at the given pictures and fill in the missing letters. Guide them in completing the activity. The correct answers are: arm, eye, nose, foot, head, ear

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Point to some parts of body and ask students to share their correct names.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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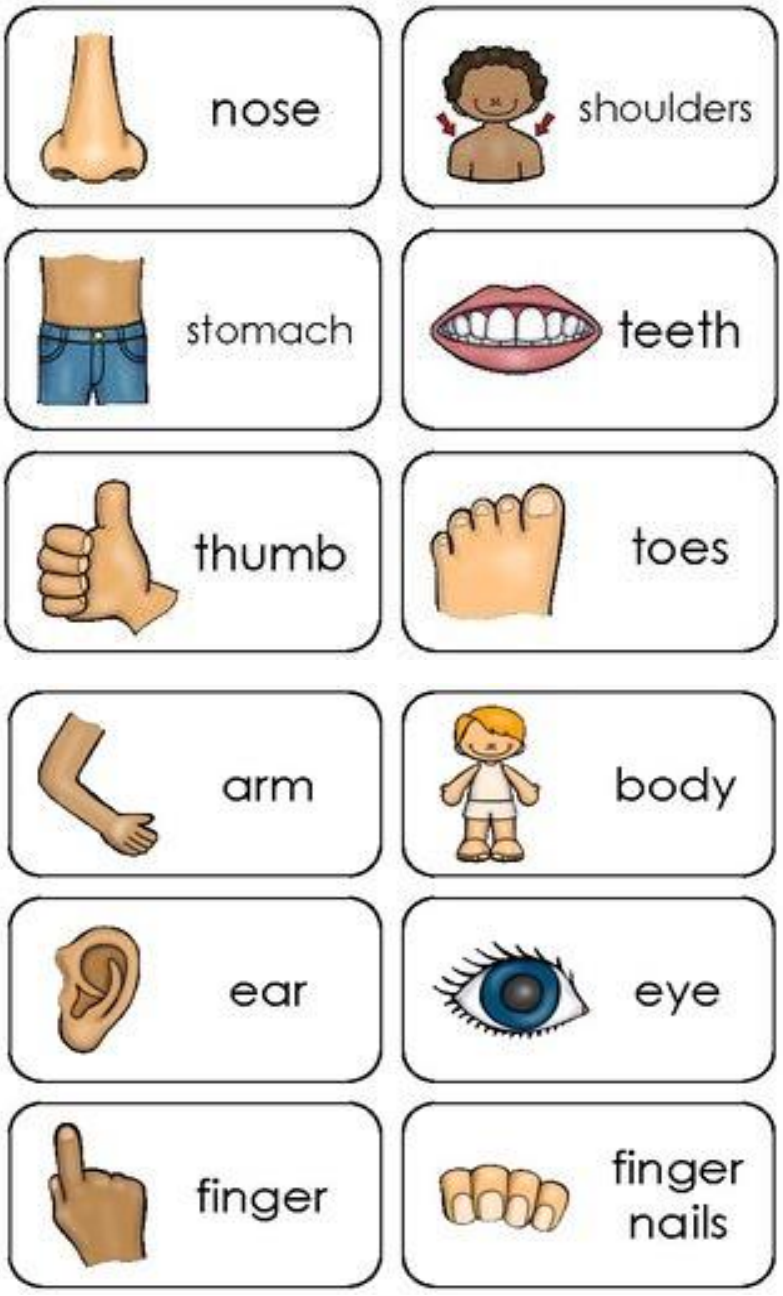
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Flashcards



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 6

Unit Name: The Eid Day **Topic: Describing words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise some describing words showing size.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 81, flashcards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show some objects to students. Ask them to describe these objects. Write their responses on the board.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn describing words of size. Tell them that describing words tell something about a noun. An adjective of size tells us about the size of a noun.

Activity 1:

Ask students to open the textbooks at page 81. Read the statement (i) from Grammar section. Ask them to look at the pictures carefully and read the given examples.

Activity 2:

Put these flashcards in the basket. Then call students at random and ask them to pick any card and use that adjective in his/her sentence.

Activity 3:

Bring given worksheet to class and distribute among students ask them to complete it. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some adjectives of size and their examples.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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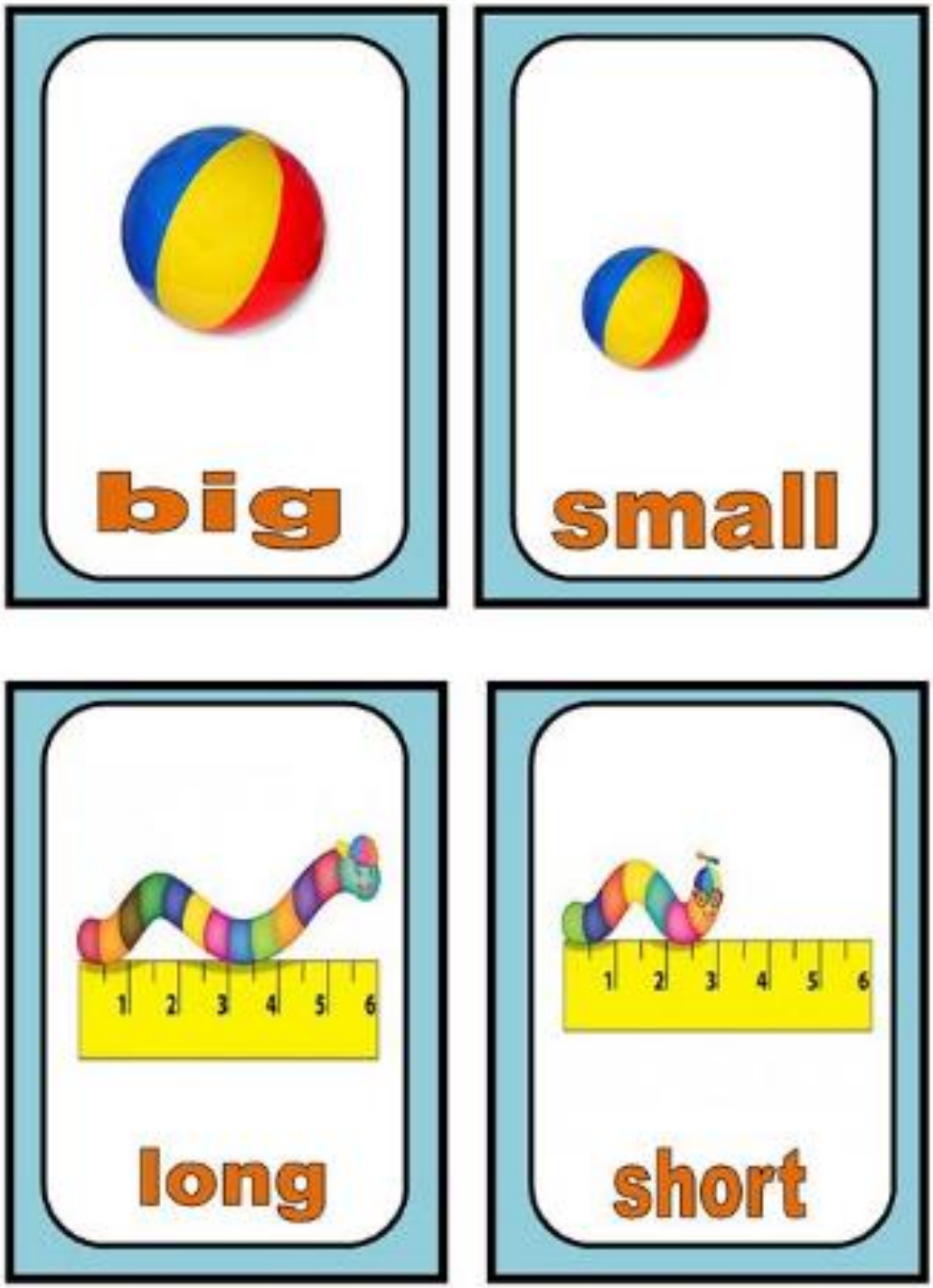
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Flashcards



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Q. Select the correct answer :

1. I used a hand lens to see the _____ ants. (little / huge)

2. Jumbo the elephant is very _____. (large / little)

3. Giraffes eat leaves from the _____ trees. (tall / little)

4. The _____ boy could not reach the fruits. (tall / short)

5. The _____ cow gives us milk. (fat / thin)

6. Ben has a _____ string. (long / short)

7. Tom has a _____ box. Tina has a _____ box. (big / small)

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 7

Unit Name: The Eid Day **Topic: Describing words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use some describing words showing size.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 81, toys

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to look around and tell some adjectives of size. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to describing words of size. Tell them that describing words tell something about a noun. An adjective of size tells us about the size of a noun.

Activity 1:

Ask students to open the textbooks at page 81. Read the statement (ii) from Grammar section. Ask them to look at given pictures carefully and circle the correct pictures.

Activity 2:

Show them toys of different sizes to students. Then ask them which toys are small, long, short or big. Call students at random and ask them to put them in their tagged baskets according to their sizes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some adjectives of size.

Homework: (2 mins)

Ask students to draw any two small and two big objects in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 1

Unit Name: The Eid Day **Topic: Articles** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise that plural nouns do not take the articles a or an.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some words on the board. Read them aloud. Ask students to share which words begin with vowel sound and which begin with consonant sound. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn use of articles with plural nouns. Tell them that the indefinite articles a and an are used to modify singular nouns. When using a plural noun, these two articles are unnecessary. Plural nouns can take either a definite article or no article at all. Write some examples on the board to reinforce the concept.

Activity 1: Write a singular noun in one column. Write it's plural in the second column. For example: book/books. Point to the singular noun (book) and ask the students: is it singular or plural? The students reply: singular Point to the plural noun (books) and ask the students: is it singular or plural? The students reply: plural. Ask the whole class: which noun will take article; singular or plural? If students give correct answer, encourage them with words like well done! Good!

If students give incorrect answer, teach them again that articles are always used before singular nouns. Ask students: which article should be used before 'book'; 'a' or 'an'?

Activity 2: Ask students to open the textbooks at page 82. Read the statement (iii) from Grammar section. Ask them to read the given sentences carefully. Explain them that singular nouns take article whereas plural nouns do not take articles. Encourage them to share more examples.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share any sentence of plural nouns.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 2

Unit Name: The Eid Day **Topic: Articles** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise that plural nouns do not take the articles a or an.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some singular and plural words on the board. Call students at random and ask them to write articles where needed. Note their responses.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn use of articles with plural nouns. Tell them that the indefinite articles a and an are used to modify singular nouns. When using a plural noun, these two articles are unnecessary. Plural nouns can take either a definite article or no article at all. Write some examples on the board to reinforce the concept.

Activity 1:

Ask students to open the textbooks at page 82. Read the statement (iv) from Grammar section. Ask them to read the given sentences and use articles where need. Check their work side by side. The correct answers are:

- I have a new school bag.
- They have two cars.
- Umar is eating an orange.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Make pairs of students. Distribute provided worksheet among them. Ask them to complete it. Give golden stars to students who complete the worksheet without any help.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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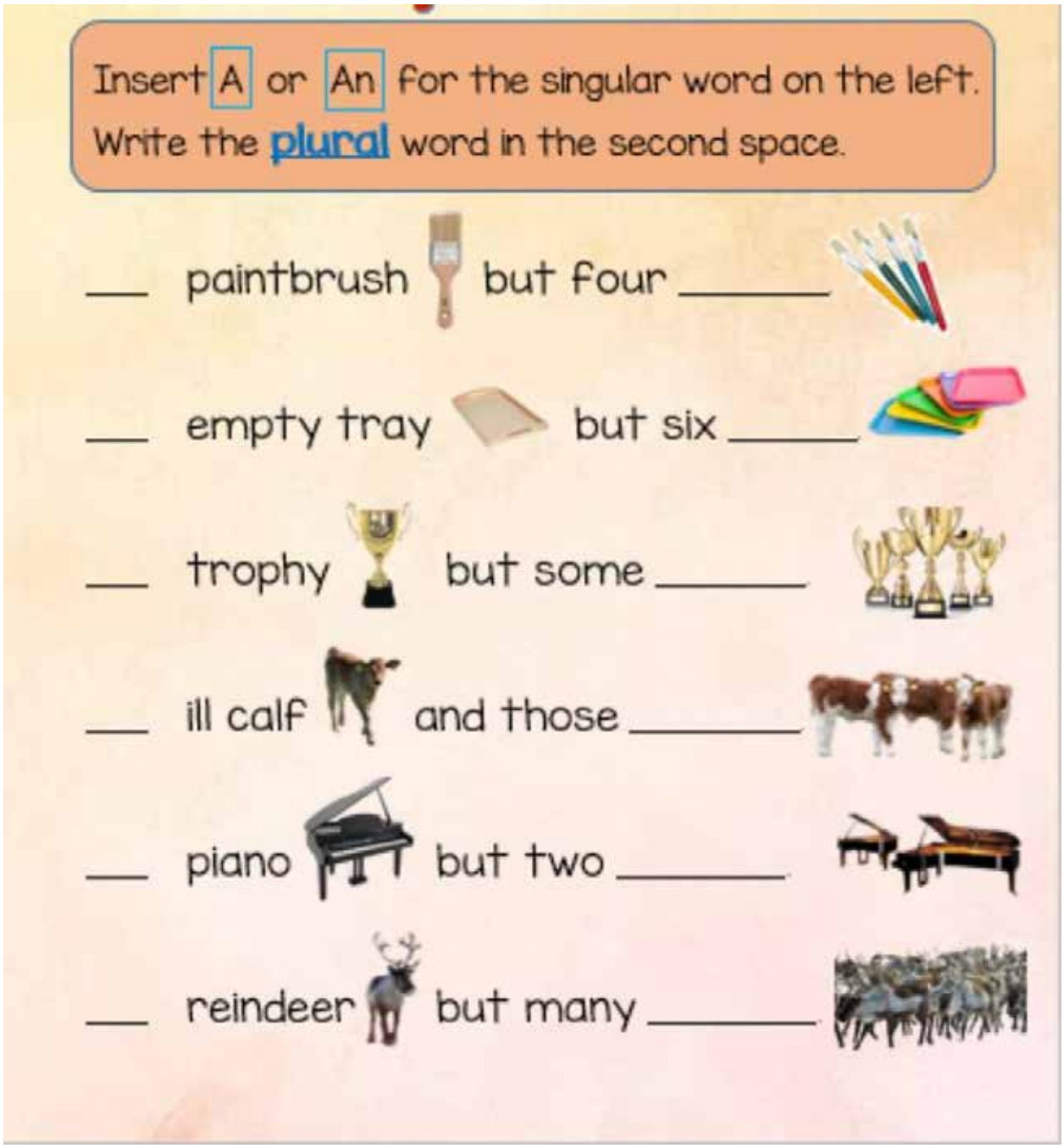
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 3

Unit Name: The Eid Day **Topic: Greeting Cards** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the conventions of a greeting card and make/fill in through guided activity, simple greeting cards: draw illustrations to make greeting cards.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82, colour pencils, crayons, chart papers, beads.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring greeting cards to the class. Have students sit in a circle. Ask them "what is this?" note their responses. Ask them did they ever use greeting card to greet their friends.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to make greeting cards. Before conducting the lesson instruct the students to bring chart papers, colour pencils, crayons or whatever material is available, e.g. bottle tops wrappers, beads, ribbon, wool, etc. to decorate cards. Tell them that greeting cards are given to wish people on different occasions.

Activity 1:

Ask students to open the textbooks at page 82. Read the statement (i) from writing section. Ask them to look at he given greeting card and read the greetings.

Activity 2: Make groups of students. Divide the class in groups of five. Give each group a topic for example: birthday, Eid, Mother`s day etc. Give a piece of chart paper, cut and folded like a small greeting card to each group. Now ask each group to make a greeting card on the topic/event they have been given. Ask them to decorate it or make illustrations/pictures on the card. Provide them materials and colour pencils/crayons. When they finish their work ask each group to show their cards to class. Encourage them at their active participation. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell uses of greeting cards.

Homework: (2 mins)

Ask students to make a greeting card of their own and bring it to school for the next lesson.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 4

Unit Name: The Eid Day **Topic: Writing** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Write names of addressee and sender.
- Write appropriate words and formulaic expressions

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 83, greeting cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell them that this lesson is continuity of previous lesson. Ask them to share:

Why do we send greeting cards?

Name any two occasions on which we send greeting cards.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write greeting cards. Tell them that the person to whom something is addressed is called addressee. Sender is the person who sent greeting card.

Activity 1:

Ask students to open the textbooks at page 83. Read the statement (ii) from writing section. Read the given steps for making and writing a greeting card. Explain them by showing different greeting cards. Write the format of writing greeting cards on the board.

Activity 1:

Ask students to show their greeting cards. Ask them to write the name of the person whom they are sending the card at the top of the page on left side. Remind them to capitalize names of sender and addresses. Ask them to write the wish or formulaic expressions in the middle and their names at the end. Display the cards in the class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students on their written work / greeting cards that they have made in activity.

Homework: (2 mins)

Ask students to make and write a birthday greeting card.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 5

Unit Name: The Eid Day **Topic: Creative writing** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Creative Writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 83

Teaching & Learning Activities:

Opening Activities/Warm-up: (6 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask them to share how many friends and siblings they have. Note their responses.

Main Activities/Concept Building: (24 mins)

Tell students that today they are going to do creative writing. Tell them that creative writing helps us to exercise our creative minds and practice using our imaginations.

Activity 1:

Ask students to open the textbooks at page 83. Read the statement. Ask them to write about things they would like to share about their friends and siblings. Write some vocabulary on the board for their guidance. Ask them to think about their ideas before writing. Encourage them to write sentences on their own with correct spelling and punctuation. Check their work side by side. Ask them to revise their work after completing it.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some of their sentences with class.

Homework: (2 mins)

Ask students to write a few sentences on helping others.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 6

Unit Name: The Foolish Crow **Topic: Pre-reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use pre-reading strategies to predict a story by looking at picture(s) in the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 84

Teaching & Learning Activities:

Opening Activities/Warm-up: (6 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle and ask them to share did they ever visit a zoo. Ask them to share their experiences.

Main Activities/Concept Building: (24 mins)

Tell students that today they are going to read unit 10 'The Foolish Crow'.

Activity 1:

Read the title of unit aloud. Ask them to open textbook page 84 and look at the given picture carefully. Then ask them to discuss the picture and say some sentences about it. Ask them to name three animals from the given picture. Ask them to tell which is their favourite animal.

Activity 2:

Engage them in a discussion. And ask them to share how should we take care of animals and birds around us. Appreciate them at their active participation.

Activity 3:

Make groups of students. Ask them to read the provided worksheets and complete it. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some sentences about heir favourite animal.

Homework: (2 mins)

Paste pictures of any three wild animals in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Look at the given pictures and complete the given information.

I'm an.....
I live in .....
I can.....

I'm a .....
I live in .....
I can.....

I'm a .....
I live in .....
I can.....

I'm a .....
I live in .....
I can.....

I'm a .....
I live in .....
I can.....

I'm a .....
I live in .....
I can.....

I'm a .....
I live in .....
I can.....

I'm a .....
I live in .....
I can.....

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 3 **Lesson Plan:** 7

Unit Name: The Foolish Crow **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 85, stuff animal toys

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring some stuff animal toys to class and put them in a basket. Call students at random and ask them to pick any stuff animal toy and say a sentence about it. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 10 'The Foolish Crow'. (first and second paragraphs)

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that they the text they are reading is a story. Explain some of the important elements of a story. Tell them that all animals and birds have their unique features. Tell some informative facts about different animals and birds.

Activity 2:

Make pairs of students. Bring given worksheet to class and distribute among students. Then ask them to colour it. Guide them and help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read some sentences from text with correct pronunciation.

Homework: (2 mins)

Ask students to write two facts about their favourite animal.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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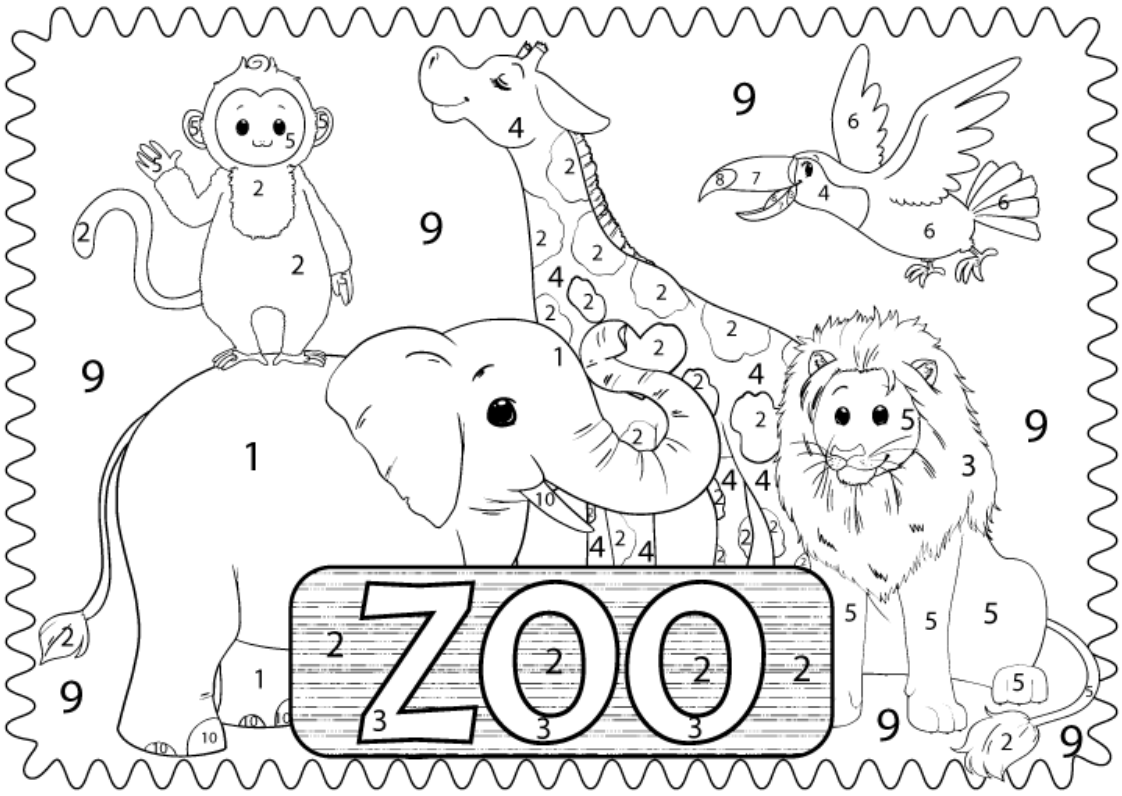
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Look at the given pictures and complete the given information.



Color Key

1 gray 2 brown 3 orange

4 yellow 5 light brown 6 black

7 green 8 red 9 light blue

10 white

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 1

Unit Name: The Foolish Crow **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text.
- Interact with the text and use reading strategies (while reading) to guess what follows in a story.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 85

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".
Ask them to share which is their favourite bird and why.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 10 'The Foolish Crow'. (third and fourth paragraphs)

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Ask them to look at the pictures of story and discuss them. Describe the theme of text. Tell them that they the text they are reading is a story. Explain some of the important elements of a story. Tell them that all animals and birds have their unique features. Tell some informative facts about different animals and birds. Ask them to guess what will happen next.

Activity 2:

Make pairs of students. Bring given worksheet to class and distribute among students. Then ask them to colour and match. Guide them and help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read some sentences with correct pronunciation.

Homework: (2 mins)

Ask students to read the text.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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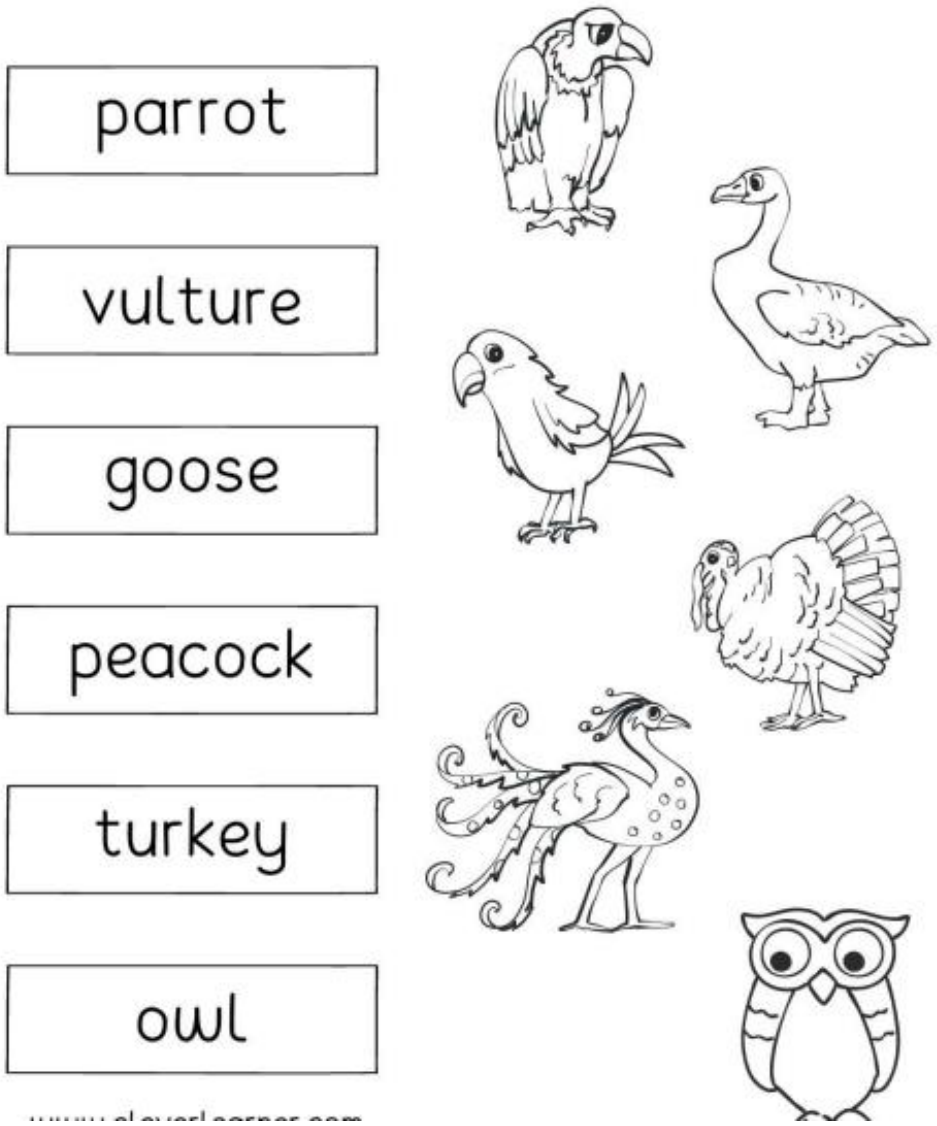
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Colour and match each picture to its name.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 2

Unit Name: The Foolish Crow **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 85-86

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to tell names of characters of story.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 10 'The Foolish Crow'. (fifth paragraph)

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Ask them to look at the pictures of story and discuss them. Recall the theme of text. Tell them that they the text they are reading is a story. Explain some of the important elements of a story. Tell them that all animals and birds have their unique features. Tell them that we should be always thankful to Allah (SWT).

Activity 2:

Bring given worksheet to class and distribute among students. Then ask them to complete it. Guide them and help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read some sentences with correct pronunciation.

Homework: (2 mins)

Ask students to read the text.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 3

Unit Name: The Foolish Crow **Topic: Sight words/Oral communication** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Pronounce familiar common irregular sight words.
- Demonstrate the use of common conventions and dynamics of group-oral interactions in a group to express joy while playing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 86

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to share which is their favourite game and why do they like it.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn sight words and how to express joy while playing.

Activity 1:

Tell them that irregular sight words don't follow traditional English spelling rules. Encourage them to share some examples of sight words. Ask students to open the textbooks at page 86. Read the statement from Phonics Section. Ask them to read the given sight words and learn their spellings.

Activity 2:

Ask students to open the textbooks at page 86. Ask them to tell how do they express their joy while playing with their friends or siblings. Read the statement from Listening and speaking section. Ask them to read the given dialogue with proper intonation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to read the sight words.

Homework: (2 mins)

Ask students to learn sight words and practise the given dialogue.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 4

Unit Name: The Foolish Crow **Topic: Questions Answers** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Respond to the text (post reading) to express likes /dislikes about the story. (Question/ Answers)
- Listen to a story/fairytale of a few sentences read aloud by the teacher.
- Read aloud the same story/fairytale themselves. Identify names and characters.
- Respond orally in yes or no their likes or dislikes about the story/characters

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 87

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle and ask them to tell do they like the story. Which thing they like the most.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do question answers.

Activity 1: Read the given statement (i) from Comprehension section. Ask them to read the given questions one by one. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook. The correct answers are:

- Blakie lived in the forest with other animals.
- Blakie did not have colourful feathers and body like other animals. So, he was ungrateful and unhappy.
- We should always be grateful for what we have.

Activity 2: Ask them to share which character did they like the most. Read the given statement (ii) from Comprehension section. Ask them to write names of any two characters of a story.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some sentences about the character of Blakie.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 5

Unit Name: The Foolish Crow **Topic: Critical Thinking** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Reading and critical thinking

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 87, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask them to discuss the story. What is the moral lesson of the story.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do activity of critical thinking. Tell them that it allows us to use discipline and logical skills to solve problems.

Activity 1:

Ask students to open the textbooks at page 87. Read the statement. Ask them to read the story again and write the names of animals and birds mentioned in the story. Ask them to share a sentence about any one of them.

Activity 2:

Bring given worksheet to class and distribute among students. Then ask them to complete it. Guide them and help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to say a sentence about the story.

Homework: (2 mins)

Ask students to read some facts about animals and note down in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 6

Unit Name: The Foolish Crow **Topic: Words meanings** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 87

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from story on the board and encourage students to share their correct meanings. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn words and meanings.

Activity 1:

Ask students to open textbook page at 87. Then read statement (i) from Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to use any word in their own sentence.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Write sentences of the given words.

Foolish

_____

Apologise

_____

Competition

_____

Valuable

_____

Unhappy

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 4 **Lesson Plan:** 7

Unit Name: The Foolish Crow **Topic: Ordinal Numbers** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the different categories of nouns: first, second and third, etc.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88, flashcards , stuff toys

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Call students at random. Ask them to count their colour pencils and tell its number. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn ordinal numbers with their spelling. The ordinal numbers are similar to the actual numbers they represent. Show them flashcards of ordinal numbers for better understanding.

Activity 1:

Ask students to open the textbooks at page 88. Read the statement (ii) from Vocabulary section. Ask them to look at the positions of balloons and read ordinal numbers. Ask them to learn the spelling.

Activity 2:

Read the statement (iii) from Vocabulary Focus. Ask them to look at the given picture carefully and write ordinal numbers according to position of children in the row.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Bring some stuff toys to the class. Arrange them in a line. Then ask students to guess their position in a line. Encourage them at their correct responses.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Flashcards

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 5 **Lesson Plan:** 1

Unit Name: The Foolish Crow **Topic: Is, am and are** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise am, is, are in short sentences to identify and describe a person, place and thing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88 ,

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".
Stand in front of the class and say: "I am a teacher". (Repeat it two times. Then write sentence on the board). Call a student to the board. Ask him/her: Who are you? (Response) I am a student.
Ask a few students the same question one by one. They all must reply: "I am a student".
Write the sentence, 'I am a student', on the board.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn use of 'is, am and are' to describe a persona, place or a thing. Tell them that we use 'is' with singular nouns and pronouns. We use 'am' with plural nouns and pronouns. We also use 'are' with the pronoun 'you'. We use 'am' with the pronoun 'I'. Write some sentences on the board to explain the concept.

Activity 1:

Tell students that when we describe we talk about what we see in a person, place, animal or thing e.g. height, weight, colour of skin, eyes, hair, etc. Show a picture of a cat and ask questions to describe it. The first question may be: "What is this?" (The answer might be: "It is a cat." "What is its name? "Possible answer: "Its name is Dolly". Ask them to describe it by using different words. Repeat the procedure with a picture of two cats: What are these? (Possible answer may be: These are cats) What are their names? (Possible answer may be as: Their names are Dolly and Mano, etc.)

Activity 2: Ask students to open the textbooks at page 88. Read the statement (i) from Grammar section. Ask them to read the given sentences and note the use of is, am and are.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to say a sentence about any class object using is, am and are.

Homework: (2 mins)

Ask students to write three sentences using is, am and are.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 5 **Lesson Plan:** 2

Unit Name: The Foolish Crow **Topic: Is, am and are** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use am, is, are in short sentences to identify and describe a person, place and thing, e.g. I am.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask the rules of using am, is, and are, in sentences from students.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn use of 'is, am and are' to describe a persona, place or a thing. Tell them that we use 'is' with singular nouns and pronouns. We use 'am' with plural nouns and pronouns. We also use 'are' with the pronoun 'you'. We use 'am' with the pronoun 'I'. Write some sentences on the board to explain the concept.

Activity 1:

Ask students to open the textbooks at page 89. Read the statement (ii) from Grammar section. Ask them to complete the given sentences using is, am and are correctly. The correct answers are:

- They are working.
- You are ill.
- This is a school.
- I am cooking.
- I am a woman.
- It is a horse.

Activity 2:

Divide the students into 2 teams. Have 2 desks at the front of the class, facing each other and joined together. Place a chair with each desk. Put the duster in the middle of the 2 desks.

One student from each team comes and sits in each chair. This seat is called 'hot seat' because they will play a challenge game. Explain the rules of the game to all students.Tell them that you will ask a question.

The students sitting in the seat can take the duster whenever they want i.e. immediately when you start the question or when you have finished. Whoever takes the duster first will answer the question. Say: I will say the question only once, and then count till 10 seconds on my fingers. The student will have to answer within ten seconds. If the answer is correct, the team gets 1 point. If not, the other team gets a chance to answer the question. Ask the students if they have understood the rules. Explain again if needed. Now ask questions about use of am, is, and are. Sample questions are given below:

- Which form of be verb comes with 'I'? (Possible answer may be as; am).

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- Which form of be verb comes with ‘we’? (Possible answer may be as; are).
- Which form of be verb comes with ‘you’? (Possible answer may be as; are).

Hold a pencil in your hand and ask questions that need descriptions. E.g.

- What is this?
- What colour is it?
- Is it long or short?
- Is it thin or thick? Etc.

Keep asking questions like these from as many students as you can. You can repeat the questions to make them practice the concept. Ask the class to clap for the winner team. You may also put their names on the board, to encourage them.

Sum Up: **(3 mins)**

Summarise the key concepts with your students.

Assessment: **(5 mins)**

Ask students to say some sentences using is, am and are.

Homework: **(2 mins)**

Ask students to learn the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 5 **Lesson Plan:** 3

Unit Name: The Foolish Crow **Topic: Describing words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise some describing words showing colour.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89, different colourful objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Show them different colourful objects and ask them to share correct colour names. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn adjectives of colour. Tell them that adjectives of colour tell us about colours of a noun. Ask students the following questions to introduce the concept of adjectives and note the responses of the students on the board. What is the colour of your bag? (Expected answer may be as; black/pink/red/blue, etc.) Tell them that a bag is a noun and the words black/blue/pink/red are describing this noun. Tell them that these are adjectives of colour.

Activity 1:

Ask students to open the textbooks at page 89. Read the statement (iii) from Grammar section. Ask them to look at the given pictures and read the colours of adjectives.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Encourage them to share some more examples and use them in sentences.

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet for homework

Name: _____ **Date: _____**

Instructions: Choose the adjective in each sentence. Then type your answer in the box.

1. Sam has a green plant.

2. Did you see the blue car?

3. Dan has a pair of brown boots.

4. The yellow bird can sing.

5. The ball is red.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 5 **Lesson Plan:** 4

Unit Name: The Foolish Crow **Topic: Describing words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use some describing words showing colour.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89, pictures, flash cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring flash cards of colours and show them to students. Then ask them to share the colour names. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn adjectives of colour. Tell them that adjectives of colour tell us about colours of a noun. Ask them to share names of their favourite colours and names of any three objects with that colour.

Activity 1:

Ask students to open the textbooks at page 89. Read the statement (iv) from Grammar section. Ask them to look at the given pictures and write the adjectives of colour.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Show any picture from any newspaper and ask them to describe it by using adjectives of colour.

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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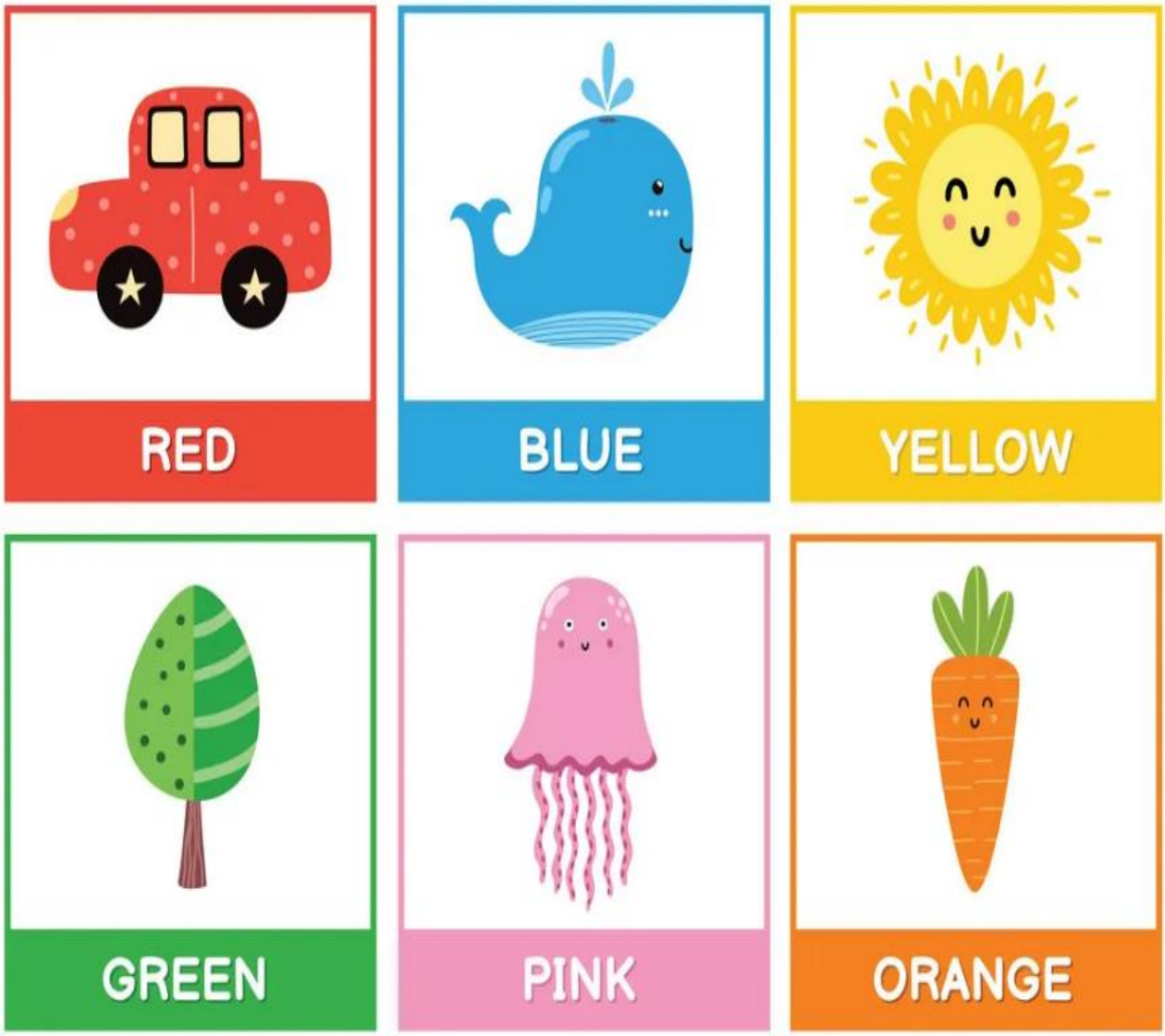
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Flashcards



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet for homework

Name: _____ **Date: _____**

Arrange the given sentences.

are brown They lions. two

one is green umbrella. It

pencils. five are They purple

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 5 **Lesson Plan:** 5

Unit Name: The Foolish Crow **Topic: Filling speech bubbles** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Identify and fill in speech bubbles with given appropriate words and formulaic expressions

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 89-90, children's magazines

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring some magazines or picture story books showing speech bubbles. Have students sit in a circle. Show the speech bubbles to students. Read some dialogues from speech bubbles.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn speech bubbles. They are used as a graphic representation of speech. They are most commonly associated with comic books. Speech within the bubble may be an exclamation, a statement or part of a conversation. We can add different words, phrases or even paragraphs into the bubble to show what is being said. Speech bubbles can also be used as thought bubbles. These will be used to represent thoughts and feelings.

Activity 1:

Ask students to open the textbooks at page 89. Read the statement from writing section. Ask them to read the given dialogues and look at the given picture. Then ask them to fill in these speech bubbles by using given dialogues correctly. Guide them and help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Make groups of students and ask them to complete the given worksheet.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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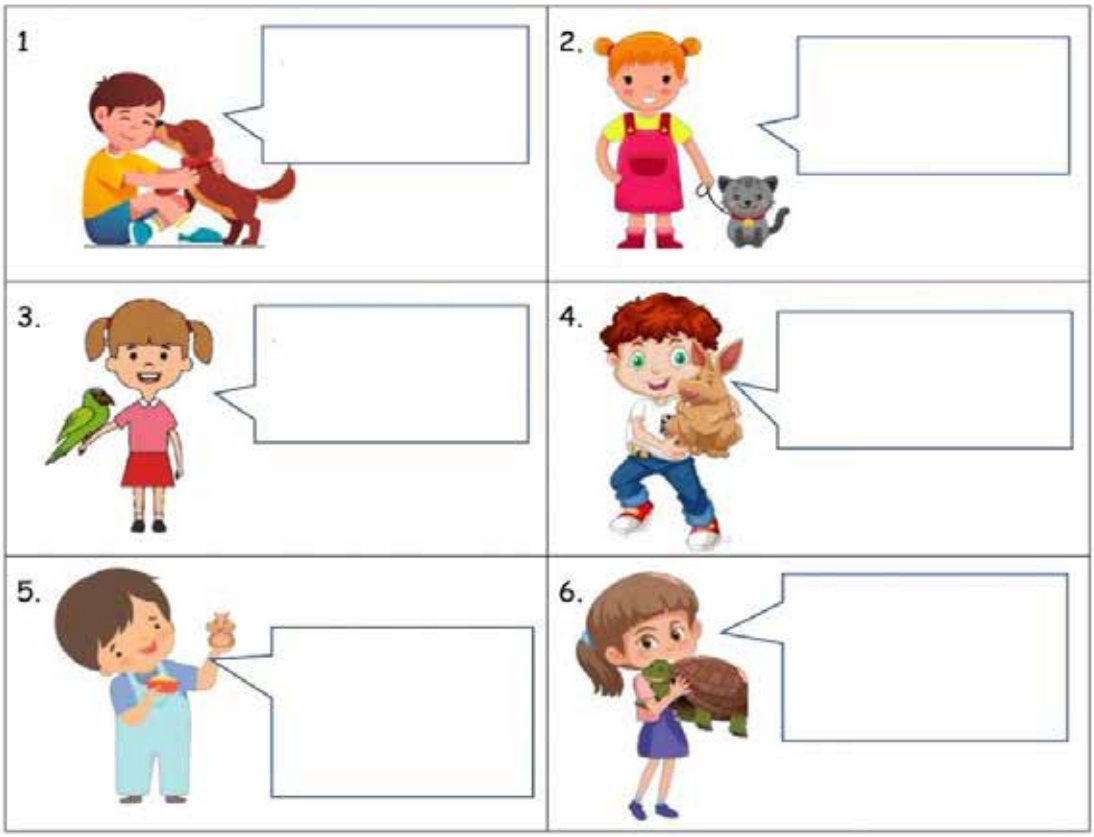
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Worksheet for Homework

Name: _____ **Date: _____**

Reda the given speech bubbles below and write them with their correct pictures



This is my hamster. It is cute.

This is my bird. It can fly.

This is my bunny. It can hop.

This is my dog. It can run.

This is my cat. It can jump.

This is my turtle. It is slow.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 5 **Lesson Plan:** 6

Unit Name: The Foolish Crow **Topic: Creative writing** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Creative Writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 90

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask them to discuss their favourite animal and share why do like it.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do creative writing.

Activity 1:

Ask students to open the textbooks at page 90. Read the statement. Encourage them to take help from the word bank. Help them if they need it. Encourage them to tell you about their favourite animal orally. Write some vocabulary on the board for their guidance. Ask them to think about their ideas before writing. After completing their work, ask them to revise their work.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read some sentences from their writing.

Homework: (2 mins)

Ask students to search any five interesting facts about your favourite animal from the internet and note down in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 5 **Lesson Plan:** 7

Unit Name: ----- **Topic: Revision** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Revision or Quiz

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 75-90

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask them to recall and discuss the stories of unit 9 and 10.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise units 9 and 10.

Activity 1:

Call students at random and ask them to read some sentences with correct pronunciation from these unit. Help them in reading correctly.

Activity 2:

Ask them to read words and meanings of these units. Encorage them to use some words in their own sentences.

Activity 3:

Ask students to learn questions and answers of these units. Make pairs of students and ask them to discuss these questions.

Activity 4:

Ask students to learn and revise different concepts from these units. Help them in revising if they face any difficulty.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask different questions from students and ask them to answer them. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to revise and learn different concepts units 9-10.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 1 **Lesson Plan:** 1

Unit Name: Rabbit **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Use pre-reading strategies to predict a story by looking at picture(s) in the text.
Recite short poems or nursery rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 91, 92, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".
Ask them do they have any pet animal or do they like animals? Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 11 'Rabbit'.

Activity 1:

Read the title of unit aloud. Ask them to look at the given picture carefully. Then ask them to discuss this picture and say some sentences about it. Ask them to name the animal in the picture and tell what is it doing?

Activity 2:

Engage them in a discussion. And ask them what animal they like the most. Also ask them about the features of a rabbit. Appreciate them at their active participation.

Activity 3:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that they the text they are reading is a poem. Explain some of the important elements of a story. Tell them that we should love animals and take care of them.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to say some sentences about favourite animal.

Homework: (2 mins)

Ask students to paste some of their favourite animal's picture in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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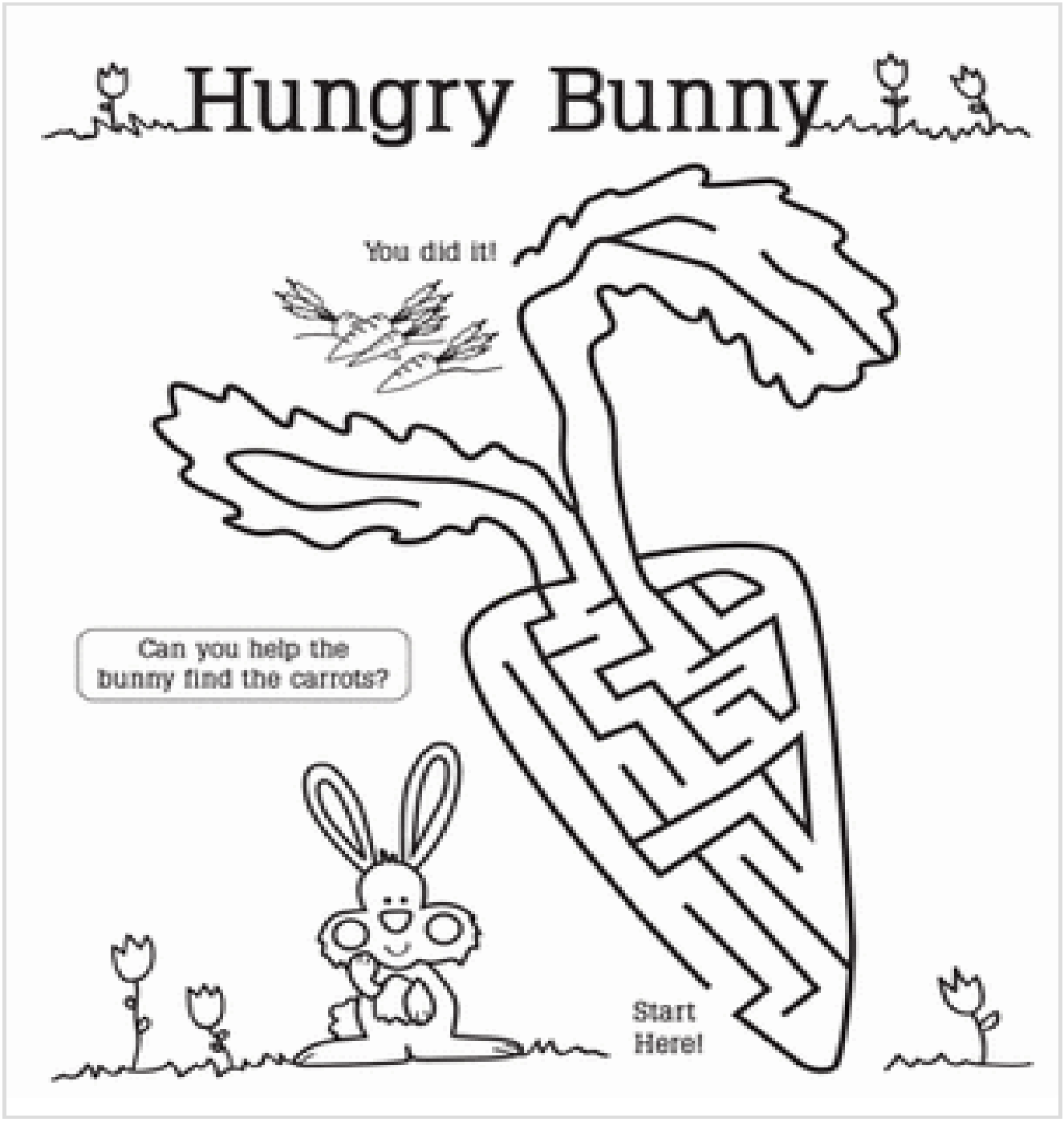
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Help Rabbit to find its carrots.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 1 **Lesson Plan:** 2

Unit Name: Rabbit **Topic: Rhyming words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Change the first sound of a word to make rhyming words, e.g. Fan, van, ran, man, etc.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 93, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to share the words that end with same sound. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about rhyming words.

Activity 1:

Have your students seated at their desks or on a mat.To motivate and activate your students, tell them that they will be learning about rhyming words, which are words that have the same ending sounds. Ask for examples of words that rhyme. For example, potential discussion questions include: What rhymes with bat? How do you know? Ask your students to identify the pictures that you will show them. Show the students a picture of a fish, a dish, a log, a frog, a dog, a hog, a cat, a hat, and a mat. Have them raise their hands if they know the answers

Activity 2:

Ask students to open page 93 of their textbooks. Ask them to read the words aloud from Phonics Practice and complete the given words by adding letters that rhyme with the previous ones.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read words with correct pronunciation.

Homework: (2 mins)

Ask students to read the poem with rhyming words.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Circle the rhyming words in each row.

Fab	Bet	Bid	Big	Nab
Fad	Get	Did	Had	Dig
Rag	Jet	Wag	Hid	Fig
Fan	Let	Kid	Pan	Gig
Rap	Met	Sap	Lid	Pig
Car	Net	Mid	Rig	Are
Fat	Pet	Mat	Rid	Wig
Way	Bid	Big	Way	Bin

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 1 **Lesson Plan:** 3

Unit Name: Rabbit **Topic: Listening and Speaking** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Demonstrate the use of common conventions and dynamics of group oral interactions in a group to recite poems.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 93

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask different questions to recall the poem. Ask them to share what was the poem about. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the new poem today.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that they the text they are reading is a poem. Explain some of the important elements of a poem. Tell them to read with correct pronunciation and intonation. Also ask them to mote rhyming words.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read poem with correct pronunciation.

Homework: (2 mins)

Ask students to read the story.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 1 **Lesson Plan:** 4

Unit Name: Rabbit **Topic: Comprehension** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Respond to the text (post reading) to express understanding of a story through pantomime. (Question/ Answers)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring picture cards of different animals in the classroom. Show these picture cards to students and ask them to guess names of these pictures. Appreciate them for good response.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to think about the answers that need to be given when somebody ask questions. Tell them the answers should always be clear and to the point.

Activity 1:

Ask students to open the textbooks at page 94. Read statement (i) from Comprehension Time. Ask them to read the given questions and come up with their answers.

Activity 2:

Note correct answers on the board and ask students to copy them in their notebooks. Keep on moving in the classroom and guide students where required.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to come up with questions if they want to ask.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 1 **Lesson Plan:** 5

Unit Name: Rabbit **Topic: Title** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Identify a book by looking at its title.
- Locate texts/lessons by looking at titles and pictures.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask them to tell their names. Note their responses. Ask them why names are needed to call them. In this way bring them towards the topic title.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about titles. Tell them every thing has a name and that is the identification of that thing. So, by the title of the book, we can identify the name of a book.

Activity 1:

Ask students to open the textbooks at page 94. Read the statement. Ask them to look at the picture and read the title of the book. Tell them that title is the name of the book.

Activity 2:

Now ask students to read the statement (ii) on page 94 and ask them to tick the book with correct title.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them if they need to call someone how will they call them.

Homework: (2 mins)

Ask students to write titles of any two books in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 1 **Lesson Plan:** 6

Unit Name: Rabbit **Topic: Reading & Critical Thinking** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Reading and critical thinking

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask different questions to recall the poem. How many rabbits are there in the poem? What are the features of a rabbit? Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the poem again and think some more sentences about it.

Activity 1:

Ask them to open the textbooks at page 94. Read the given statement from Time to Think section. Ask them to read the poem again one by one. Ask them to come up with more sentences about the poem. Ask them to note their sentences in their notebooks.

The sentences can be:

- This poem is about beautiful and white rabbit.
- The white rabbit is fluffy and soft.
- I like to keep rabbit.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask questions from students and ask them to share their correct answers.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 1 **Lesson Plan:** 7

Unit Name: Rabbit **Topic: Vocabulary** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring word cards to the class. Have students sit in a circle. Paste them these word cards at random on the board. Then ask students to tell the meaning of these words. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn new vocabulary with their meanings that will help them to increase their word bank.

Activity 1:

Ask students to open the textbooks at page 95. Read the statement (i) from Vocabulary section. Ask them to read the given words aloud and note their meanings.

Activity 2:

Read the statement (iii) from Vocabulary section. Ask them to read the given words carefully and write rhyming words for them.

The correct answers are: man and can, take and lake

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them to look around and write five words and then write rhyming words for them. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to make a list of ten rhyming words.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 2 **Lesson Plan:** 1

Unit Name: Rabbit **Topic: Animal Names** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the different categories of nouns: naming words e.g. Animals.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".
Elicit from students' names of different animals.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the names of different animals. Ask them to shar the names of animals which they already know. Note their responses on the board.

Activity 1:

Ask students to open the textbooks at page 95. Read the statement (iv) from Vocabulary section. Ask them to look at the pictures of animals and write their names. Encourage them to think some more names of animals. Write these names on the board.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share one sentence about their favourite animal.

Homework: (2 mins)

Ask students to solve worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Write each animal's name.

Tiger Bear Deer Monkey
Fox Rabbit Elephant Lion Giraffe

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 2 **Lesson Plan:** 2

Unit Name: Rabbit **Topic: Animals' Names** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Brainstorm to gather ideas for various activities/tasks.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 96

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".
Elicit from students' names of different animals.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the names of different animals. Ask them to shar the names of animals which they already know. Note their responses on the board.

Activity 1:

Ask students to open the textbooks at page 96. Read the statement (v) from Vocabulary section. Ask them to look at the pictures of animals and write their names by unscrambling the letters. Encourage them to think some more names of animals. Write these names on the board.
The correct names are:
Giraffe, rabbit, tiger, zebra, deer, tortoise

Sum Up: (5 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share one sentence about their favourite animal.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 2 **Lesson Plan:** 3

Unit Name: Rabbit **Topic: Possessive Adjectives** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise some words showing possession, e.g. My, your, his, her, their.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 96

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show your bag to students and tell them, 'this is my bag'. Then hold any student's book in your hand and say, this is his/her book.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about possessive adjectives. Tell them possessive adjectives are used to show who owns something.

Activity 1:

Ask students to open the textbooks at page 96. Read the given statement (i) from the Grammar section. Ask them to read the sentences aloud with proper stress and intonation. Instruct them to observe the use of highlighted words.

Activity 2:

Now ask students to take any of their thing from their bags and show its possession by using the possessive adjectives. Encourage students for active participation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share possessive adjectives.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 2 **Lesson Plan:** 4

Unit Name: Rabbit **Topic: Possessive Adjectives** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Identify and use words showing possession, e.g. My, your, his, her, their.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 96

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show your bag to students and tell them, 'this is my bag'. Then hold any student's book in your hand and say, this is his/her book.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about possessive adjectives. Tell them possessive adjectives are used to show who owns something.

Activity 1:

Ask students to open the textbooks at page 96. Read the given statement (ii) from the Grammar section. Ask them to read the sentences aloud with proper stress and intonation. Instruct them to choose the correct words from the given options. Write correct responses on the board.

Activity 2:

Now ask students to take any of their thing from their bags and show its possession by using the possessive adjectives. Encourage students for active participation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share possessive adjectives.

Homework: (2 mins)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Fill in the blanks with possessive adjectives.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 2 **Lesson Plan:** 5

Unit Name: Rabbit **Topic: Comma** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise comma in a list.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 97

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write a sentence on the board and reads quickly for the pupils e.g. Mummy invited Jesse Jill Jerry John Jane and Jack to my party. Ask students on how many pupils Mummy invited and how can they tell. Ask to elicit from students that to make reading and understanding sentences easier the comma can be used to indicate a brief pause. Rewrite the sentence with the comma. Display some more examples on the board where the comma is used to separate items in a list or words in a series. Guide students in identifying that the comma is used to separate items in a list or words in a series except before the word "and" in the series.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to learn about comma.

Activity 1:

Ask students to open page 97 of the textbook. Read the statement (iii) from Grammar section. Ask them to read the sentences carefully and observe how words have been separated with the use of commas.

Activity 2:

Write different sentences on the board with list of items without the use of commas and ask students to rewrite sentences in their notebooks with the use of commas.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Encourage students to tell the use of commas.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 2 **Lesson Plan:** 6

Unit Name: Rabbit **Topic:** Comma **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use the comma in a list.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 97

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write a sentence on the board and reads quickly for the pupils e.g. Mummy invited Jesse Jill Jerry John Jane and Jack to my party. Ask students on how many pupils Mummy invited and how can they tell. Ask to elicit from students that to make reading and understanding sentences easier the comma can be used to indicate a brief pause. Rewrite the sentence with the comma. Display some more examples on the board where the comma is used to separate items in a list or words in a series. Guide students in identifying that the comma is used to separate items in a list or words in a series except before the word "and" in the series.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to learn about comma.

Activity 1:

Ask students to open page 97 of the textbook. Read the statement (iv) from Grammar section. Ask them to read the sentences carefully and instruct them to rewrite sentences in their notebooks using commas.

Activity 2:

Write different sentences on the board with list of items without the use of commas and ask students to rewrite sentences in their notebooks with the use of commas.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Encourage students to tell the use of commas.

Homework: (2 mins)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Place comma (,) where they needed.

1. I have a cat dog and horse on my farm.
2. I'm going to the store to get candy popcorn jelly and bread.
3. We used blue red green and purple paint for my room.
4. Tom Mandy and Seth are best friends.
5. I'm going to ride my bike skate and swim after school.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 2 **Lesson Plan:** 7

Unit Name: Rabbit **Topic: Rhyming Words** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise and write rhyming words from a poem.
- Write their names and phone number

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 97

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to look around and tell some words then come up with the words of their own that rhyme with them. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write rhyming words again.

Activity 1:

Ask students to open the textbooks at page 97. Read the statement (i) from Writing section. Ask them to read the poem 'Rabbit' again and identify rhyming words from there and write them in the given boxes.

Activity 2:

Show them flash cards of different pictures and ask students to come up with the words that rhyme with them.

Activity 3:

Ask students to open the textbooks at page 97. Read the statement (ii) from Writing section. Ask them to read the name and phone numbers and ask students to write their own in the given boxes.

Sum Up: (5 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some rhyming words.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Flash Cards for Rhyming Words

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 3 **Lesson Plan:** 1

Unit Name: Rabbit **Topic: Creative Writing** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Creative writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 97

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write the name of any animal on the board and encourage them to some up with different sentences about it. Note their responses in the board.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write a few lines about their pet. Instruct them to be creative as much as they can. Give them time to think and note their responses on the board.

Activity 1:

Ask students to open the textbooks at page 97. Read the statement from Creative writing section. Ask them to read the given words carefully. Explain them that they need to write at least five sentences about their pet. They can get help from the given word bank. Keep on taking rounds in the classroom and guide students where required.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share what they have written.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 2

Unit Name: We Are Alive! **Topic: Articles** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use pre-reading strategies to predict a story by looking at picture(s) in the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 98

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to sit in a circle. Through tennis ball to a random student and ask him/her to tell the name of their favourite thing in the nature. Note their answers. Ask them about the reason for their likeness. Pass the tennis ball to other students one by one and ask them as well about their favourite thing in nature. Now repeat the process and ask them how they clean their environment. Note their responses. Make sure to involve all students in the activity. Appreciate them for their answers as well.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to start the new unit 'We Are Alive'. Tell them that this is a very interesting lesson.

Activity 1: Ask students to open their textbooks at page 98. Encourage them to get involved in describing the pictures. Ask them to look at the given pictures and tell what they can observe while looking at the picture and tell what they learn from this. Note their responses. Tell students that we should always take care pf plants and flowers. It is very important as healthy environment keep us healthy. It is our moral and ethical duty to clean our home, area and Earth. Ask students about the names of different flowers and about their favourite flower.

Tell students that by planting plants and trees, we can contribute in making a healthy and strong community.

Sum Up: (5 min)

Summarise the key concept of taking care of plants.

Assessment: (5 min)

Ask students at random to tell the importance of plants.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 3 **Lesson Plan:** 3

Unit Name: We Are Alive! **Topic:** Reading **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text.
- Interact with the text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 99

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to sit in a circle. Through tennis ball to a random student and ask him/her to tell the name of their favourite thing in the nature. Note their answers. Ask them about the reason for their likeness. Pass the tennis ball to other students one by one and ask them as well about their favourite thing in nature. Now repeat the process and ask them how they clean their environment. Note their responses. Make sure to involve all students in the activity. Appreciate them for their answers as well.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to start the new unit 'We are Alive!'. Tell them that this is a very interesting lesson. Ask students to open their textbooks at page 98. Encourage them to get involved in the lesson by describing the picture. Ask them to look at the given picture and tell what they can observe while looking at the picture.

Ask students to open their textbooks at page 99. Model reading the lesson with correct pronunciation and intonation. Encourage them to recite the lesson themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Encourage them to read correctly. Help them if they need it. Tell them the theme of the lesson. Tell them that it is necessary to keep our environment clean because we get fresh air, reduced pollution etc. Tell them that we should take care of plants as they are also living beings and need care like us.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students while reading question to assess their level of understanding.

Homework: (2 mins)

Ask students to revise the lesson.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 3 **Lesson Plan:** 4

Unit Name: We Are Alive! **Topic: Reading** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 99

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to sit in a circle. Through tennis ball to a random student and ask him/her to tell the name of their favourite thing in the nature. Note their answers. Ask them about the reason for their likeness. Pass the tennis ball to other students one by one and ask them as well about their favourite thing in nature. Now repeat the process and ask them how they clean their environment. Note their responses. Make sure to involve all students in the activity. Appreciate them for their answers as well.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to start the new unit 'We are Alive!'. Tell them that this is a very interesting lesson. Ask students to open their textbooks at page 98. Encourage them to get involved in the lesson by describing the picture. Ask them to look at the given picture and tell what they can observe while looking at the picture.

Ask students to open their textbooks at page 99. Model reading the lesson with correct pronunciation and intonation. Encourage them to recite the lesson themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Encourage them to read correctly. Help them if they need it. Tell them the theme of the lesson. Tell them that it is necessary to keep our environment clean because we get fresh air, reduced pollution etc. Tell them that we should take care of plants as they are also living beings and need care like us.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students while reading question to assess their level of understanding.

Homework: (2 mins)

Ask students to revise the lesson.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 3 **Lesson Plan:** 5

Unit Name: We Are Alive! **Topic: 's' & 'z' in plurals** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recognise words ending with /s/ and /z/ sounds in the plural form of a word.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 100

Teaching & Learning Activities:

Opening Activities/Warm-up: (6 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Show them different objects from classroom and ask them to tell their name first as singular and then as plural noun.

Main Activities/Concept Building: (24 mins)

Tell students that today they are going to do learn about plural sounds ending with 's' and 'z' sounds.

Activity 1:

Bring a set of two or more than two for any of the object: pencils, books, papers, cups, to the class. Hold one item at a time and write a pencil, a paper and write the word on the board. Then using a different coloured chalk, add 's' to each noun to form plural. Ask students to read both singular and plural forms. Write vocabulary about 'My Body' on the board. Using the following words as a guideline: Knee, eyebrow, ear, mouth, jaw, forehead, elbow, ankle, finger, wrist, heel, tongue, hand, arm, etc. Ask the students to say the plural form and come forward to add 's' to each word.

Activity 2:

Ask students to open the textbooks at page 100. Read the statement. Ask them to read the words with their plurals and instruct them to notice the ending sound as 's' and 'z'. Encourage them to come up with more words ending with these sounds and note them on the board.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some of their plural words with class.

Homework: (2 mins)

Ask students to write a few sentences using the plural words.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 3 **Lesson Plan:** 6

Unit Name: We Are Alive! **Topic: 's' & 'z' in plurals** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

At the end of this period, the students will be able to:

Identify words ending with /s/ and /z/ sounds in the plural form of a word.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 100

Teaching & Learning Activities:

Opening Activities/Warm-up: (6 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Show them different objects from classroom and ask them to tell their name first as singular and then as plural noun.

Main Activities/Concept Building: (24 mins)

Tell students that today they are going to do learn about plural sounds ending with 's' and 'z' sounds.

Activity 1:

Bring a set of two or more than two for any of the object: pencils, books, papers, cups, to the class. Hold one item at a time and write a pencil, a paper and write the word on the board. Then using a different coloured chalk, add 's' to each noun to form plural. Ask students to read both singular and plural forms. Write vocabulary about 'My Body' on the board. Using the following words as a guideline: Knee, eyebrow, ear, mouth, jaw, forehead, elbow, ankle, finger, wrist, heel, tongue, hand, arm, etc. Ask the students to say the plural form and come forward to add 's' to each word.

Activity 2: Ask students to open the textbooks at page 100. Read the statement (ii) from the Phonics practice. Ask them to read the words and write their plurals and instruct them to notice the ending sound as 's' and 'z'. Encourage them to come up with more words ending with these sounds and note them on the board.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some of their plural words with class.

Homework: (2 mins)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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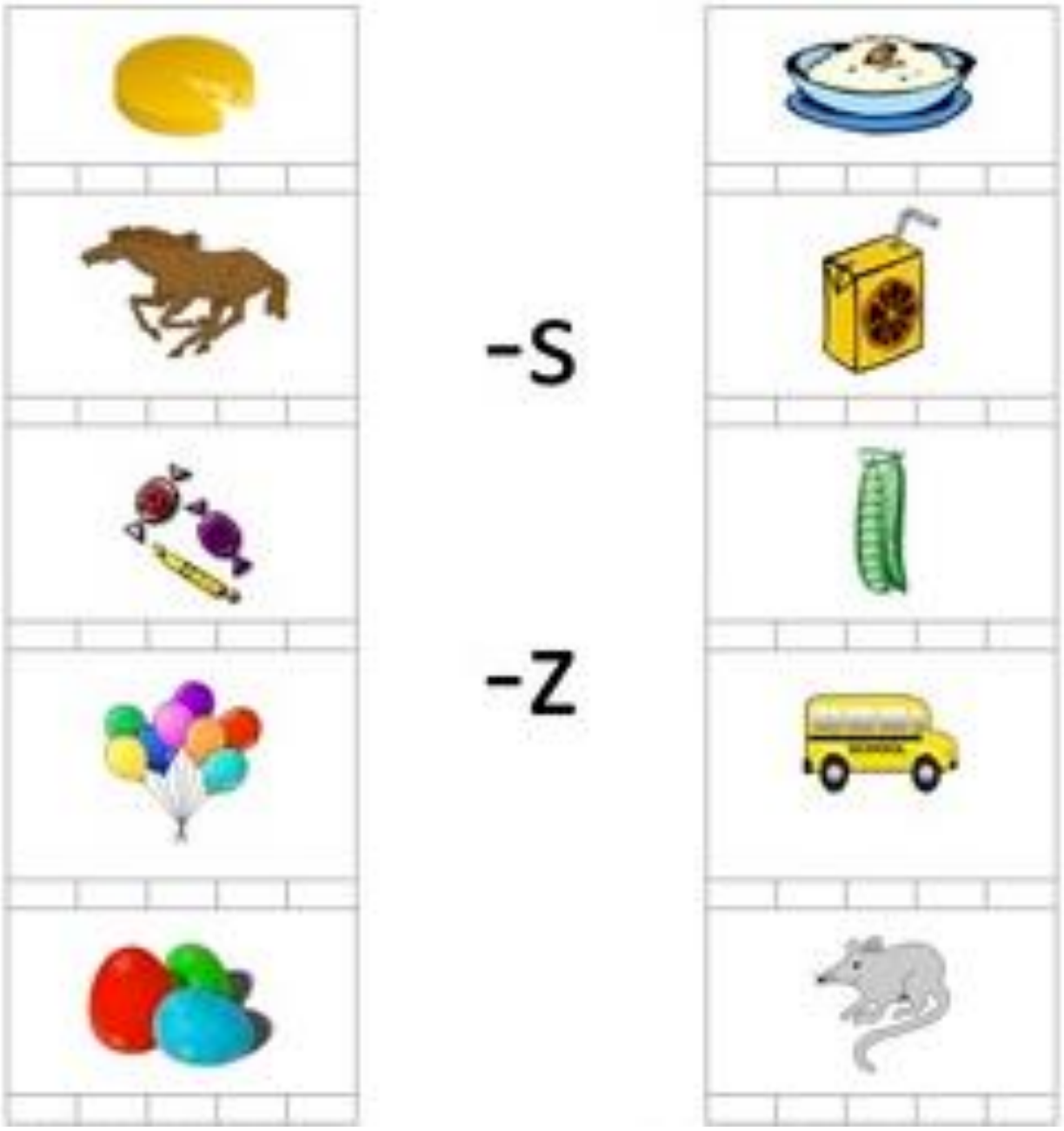
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ Date: _____

Name the pictures and match them with relevant ending sound.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 3 **Lesson Plan:** 7

Unit Name: We Are Alive! **Topic: Body Language** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Use appropriate body language for different communicative functions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 100

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Stand in front of the class and put your index finger on lips showing the gesture of silence. Ask students to tell you what you are doing. Elicit their responses and explain them that tis is the sign of silence.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study about body language.

Activity 1:

Tell students that we don't only communicate with words but also without words. Make some gestures in the classroom and ask students to judge these expressions. For example, waive hand and ask them what does it mean? Then put your finger on the side of the head as if you are thinking something and elicit students' response.

Activity 2:

Now ask students to open page 100 of their textbook and ask them to look at the pictures in the Listening and Speaking Practice and ask what each gesture suggests. Encourage them to pose more non-verbal cues.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Pose some gestures and ask students to judge it.

Homework: (2 mins)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Draw a happy face.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 4 **Lesson Plan:** 1

Unit Name: We Are Alive! **Topic:** Comprehension **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Respond to the text (post reading) to express likes/dislikes about the story. (Question/ Answers)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 101

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Make pairs of students. Ask each pair to share with each other how and when they have done something to clean their area or school. Ask students to share with each other any incident when they help plants in any way. How they tackle the situation. Appreciate them all for involving in the conversation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit 'We Are Alive!'.

Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 101. Read the statement (i) and each question from the 'Comprehension Time' section aloud. Now encourage them to find the answer of each question on their own and raise their hands one by one to give the answers. Appreciate them for their correct answers. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers with correct spellings. Praise the students who finish their work first to boost their confidence.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (4 min)

Assess your students by asking random questions from the 'Comprehension Focus' section.

Homework: (2 min)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 4 **Lesson Plan:** 2

Unit Name: We Are Alive! **Topic: Calendar** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Point out specific information in a calendar like the name of the month, and day of the week using sight reading strategies.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 101, 102

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students if they have ever seen calendars and do they know the use of calendars. Elicit their prompt responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read about calendars.

Activity 1:

Ask students to start thinking about holidays they celebrate. Express that not everyone celebrates the same holidays because of different cultures and religions. Bring calendar in the classroom and show students the use of calendar. Show them how they can count Sundays in a month. Tell them to count weeks in a month, etc.

Make them aware the multiple uses of calendars.

Activity 2:

Now ask them to open page 101 of textbook and instruct them to see the pictures of months given on the page. Ask them to read the questions carefully and write their answers by carefully observing the use of calendars. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to look at calendars and tell number of days in different months.

Homework: (2 mins)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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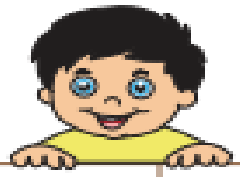
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Read at the calendar and answer the questions.

Reading Calendar ES1



January 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 New Year	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 Martin Luther King's Day	19	20	21	22	23
24	25	26	27	28	29	30
31						

1) This New Year is the beginning of which year? _____

2) What is the name of this month? _____

3) When is Martin Luther King's Day celebrated ? _____

4) How many weekend days are in this month? _____

5) On which date does the last Saturday fall? _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 4 **Lesson Plan:** 3

Unit Name: We Are Alive! **Topic: Punctuation Marks** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Identify punctuation marks in sentences (e.g. capitalization, comma. Full stop, question mark, etc.)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 102

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring some ice cream sticks with punctuation park on them. Put them in a basket and place them on the table. Write different questions on board. Read a statement and ask students to guess whether it is a question or not. Appreciate students for correct answers. Tell students that this is a question. Ask student at random to come and pick an ice cream stick with correct punctuation mark. Appreciate students if he/he picks stick with 'question mark'. Repeat the process to illustrate the use of punctuation marks.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn about punctuation marks today. Tell students that we use a full stop (.) at the end of a sentence. Tell them that we use a question mark (?) at the end of a question. Tell them that we use exclamation mark (!) to express strong feelings or emotions.

Ask students to open their textbooks at page 102. Read statement (iii) from the 'Punctuation' section.

Ask students to read each given sentence aloud. Ask students to underline capital letters and circle punctuation marks in the paragraph. Help them if need be. Appreciate them all for their correct answer.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write few statements on board and ask students to guess the correct punctuation mark for each statement/question.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 4 **Lesson Plan:** 4

Unit Name: We Are alive! **Topic: Critical Thinking** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Reading and Critical Thinking

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 102

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Make the students recall the lesson and ask students to share their likes and dislikes about the story. Ask students to clarify that why do they like any particular point in a story and why do they not like any particular aspect in a story. Encourage them to share their answers and clap for their answers.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to learn about the steps of planting a tree.

Activity 1:

Ask students to open textbook on page 102 and read the statement from the section, Time to Think. Discuss different benefits of plants in our lives. Involve them in this discussion. Appreciated them for their response. Ask them to write steps of planting trees. Observe students while they are doing their work. Rectify their mistakes and appreciate them for correct responses.

Activity 2:

Now provide students the given worksheet. Instruct them to look at the given pictures. Ask them to number the steps of planting a tree. Help them if need.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the story that was read previously. Have them share the story in simple words with their class fellows. Appreciate their efforts.

Homework: (2 mins)

Discuss the important point of this unit with your parents.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Sequence the steps for planting a tree.

Write the number to sequence the actions.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 4 **Lesson Plan:** 5

Unit Name: We Are Alive! **Topic: Vocabulary** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 103

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from story on the board and encourage students to share their correct meanings. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn words and meanings.

Activity 1:

Ask students to open textbook page at 103. Then read statement (i) from Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to use any word in their own sentence.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Worksheet

Name: _____ **Date: _____**

Arrange the letters to name the flowers.

sero .....

lotsu .....

usnowflre .....

ldogrima .....

ylil .....

synap .....

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 4 **Lesson Plan:** 6

Unit Name: We Are Alive! **Topic: Expressing Needs** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Articulate, recognize and use some common phrases and formulaic expressions to express limited needs.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 103

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to share what is their favourite thing. Ask them to share the reason of their likeness as well. Make pairs of students. Ask them to share how can they ask someone if they need their favourite thing. Make sure to involve all students in the activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn words and meanings.

Activity 1:

Ask students to open textbook page at 103. Then read statement (ii) from Vocabulary section. Then ask them to read sentences or dialogues. Ask them to notice how can they ask for anything that they need.

Activity 2:

Explain to them that they need to be polite in nature while requesting for something they need. Encourage them to use polite words in their daily conversation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to think and share some more formulaic expressions to express needs.

Homework: (2 mins)

Practice the given dialogue at home with family members.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 4 **Lesson Plan:** 7

Unit Name: We Are Alive! **Topic: Making Requests/Commands** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise physically/ orally respond to simple sentences showing request/command in a school scenario.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 103, 104

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Call students at random. Ask them to close the door or bring you, their book. Ask them what did they do.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the types of sentences that are requests and commands.

Activity 1:

Say the following sentences to the students when you go inside the class:

Stand up.

Sit down please.

Please raise your hand.

Don`t go out alone.

Ask them which one of these are requests and which one of these are commands. And why? Tell them that request is a polite way of asking people to do things you want them to do. E.g. if you are talking to your teacher/mother/father/an elder, you will make a request.

Note: you can write these commands/requests on the board to make it clearer or can prepare flashcards (with requests and commands written on them) for this activity.

Activity 2: Ask students to open the textbooks at page 103. Read the statement (i) from Grammar section. Ask them to read the sentences for commands and requests and observe their use. Ask them to use them in their daily conversation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to differentiate between commands and requests.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 5 **Lesson Plan:** 1

Unit Name: We Are Alive! **Topic: Requests and Commands** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise physically/ orally respond to simple sentences showing request/command in a school scenario.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 103, 104

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Call students at random. Ask them to close the door or bring you, their book. Ask them what did they do.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the types of sentences that are requests and commands.

Activity 1:

Say the following sentences to the students when you go inside the class:

Stand up.

Sit down please.

Please raise your hand.

Don`t go out alone.

Ask them which one of these are requests and which one of these are commands. And why? Tell them that request is a polite way of asking people to do things you want them to do. E.g. if you are talking to your teacher/mother/father/an elder, you will make a request.

Note: you can write these commands/requests on the board to make it clearer or can prepare flashcards (with requests and commands written on them) for this activity.

Activity 2: Ask students to open the textbooks at page 104. Read the statement (iii) from Grammar section. Ask them to look at the pictures and identify whether they are representing commands or requests and write them in the given boxes. Ask them to use them in their daily conversation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to differentiate between commands and requests.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 5 **Lesson Plan:** 2

Unit Name: We Are Alive! **Topic: Punctuation** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

Recall punctuation marks in sentence (e.g. capitalization, comma, full stop, question mark, etc.)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 104, 105

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring some ice cream sticks with punctuation park on them. Put them in a basket and place them on the table. Write different questions on board. Read a statement and ask students to guess whether it is a question or not. Appreciate students for correct answers. Tell students that this is a question. Ask student at random to come and pick an ice cream stick with correct punctuation mark. Appreciate students if he/he picks stick with 'question mark'. Repeat the process to illustrate the use of punctuation marks.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn about punctuation marks today. Tell students that we use a full stop (.) at the end of a sentence. Tell them that we use a question mark (?) at the end of a question. Tell them that we use exclamation mark (!) to express strong feelings or emotions.

Ask students to open their textbooks at page 104. Read statement (iv) from the 'Punctuation' section.

Ask students to read each given sentence aloud. Ask students to add correct capital letters and accurate punctuation marks in the sentences. Help them if need be. Appreciate them all for their correct answer.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write few statements on board and ask students to guess the correct punctuation mark for each statement/question.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 5 **Lesson Plan:** 3

Unit Name: We Are Alive! **Topic: Punctuation** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Construct simple sentences of three/four words using correct capitalization, punctuation and spelling.
- Identify and revise written work for spelling and punctuation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 104, 105

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring some ice cream sticks with punctuation park on them. Put them in a basket and place them on the table. Write different questions on board. Read a statement and ask students to guess whether it is a question or not. Appreciate students for correct answers. Tell students that this is a question. Ask student at random to come and pick an ice cream stick with correct punctuation mark. Appreciate students if he/he picks stick with 'question mark'. Repeat the process to illustrate the use of punctuation marks.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn about punctuation marks today. Tell students that we use a full stop (.) at the end of a sentence. Tell them that we use a question mark (?) at the end of a question. Tell them that we use exclamation mark (!) to express strong feelings or emotions.

Ask students to open their textbooks at page 105. Read statement (A) from the 'Guided Writing' section.

Ask students to write few sentences about their favourite flower. Ask students to add correct capital letters and accurate punctuation marks in the sentences. Help them if need be. Appreciate them all for their correct answer.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write few statements on board and ask students to guess the correct punctuation mark for each statement/question.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 5 **Lesson Plan:** 4

Unit Name: We Are Alive! **Topic: Creative Writing** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Creative writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 105

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show students any picture from the book and discuss the things about it. Tell them about the characters and objects in it.

Main Activities/Concept Building: (25 mins)

Ask the students to open page 105 of the textbook. Involve them to look at the picture first and then discuss it. Ask them to find the characters and objects from the picture. Tell them that there are three boys in the picture. The boys are trying to collect bottles from the ground. They want to keep their park clean, etc. Encourage them to make sentences about the picture and share with you. After then, make three simple sentences for given pictures orally and involve all students in this activity. Tell them to share their sentences with you and noted these sentences on the board. Correct them if needed. Ask them to write sentences of their own about the pictures in the given lines.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your students' concepts by asking questions related to the lesson.

Homework: (2 mins)

Copy the sentences in notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 5 **Lesson Plan:** 5

Unit Name: Review **Topic: Review 2** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Review-2

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 106

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Call students at random in front of the class and ask them to share any pair of rhyming words. Repeat the process with other students as well. Appreciate them all by clapping for them.

Main Activities/Concept Building: (27 min)

Recall the concept of rhyming words. Ask students at random to tell what rhyming word is. Appreciate them for their correct answers. Ask students to open their textbooks at page 106.

Read the statement (i) from 'Oral Communication' section. Say the given words aloud. Ask students to write words that rhyme with them.

Make pair of students. Call a pair of students in front of class and ask them to talk about their experiences when they want anything new from their parents. Appreciate them for their correct pronunciations. Encourage other students to share their experiences.

Recall the concept of writing words alphabetically. Read the statement (i) from 'Reading and Critical Thinking' section. Encourage students to read the given words and arrange them in alphabetical order.

Recall the concept of body parts. Read the statement (ii) from 'Reading and Critical Thinking' section. Encourage students to write any five parts of body. Ask them to write neatly with correct spelling. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Appreciate the students who finish their work first to boost up their confidence.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to tell what are rhyming words. Note their answers.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 5 **Lesson Plan:** 6

Unit Name: Review **Topic: Review 2** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Review 2

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 106

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask them to discuss their favourite event and share why do like it.

Main Activities/Concept Building: (25 mins)

Ask students to open their textbooks at page 106. Read statement (i) from the 'Aspects of Language' section. Encourage students to write two sentences representing command and request. Recall the concept of adjectives of size and colour. Ask students at random to share examples. Read statement (ii) from the 'Aspects of Language' section. Encourage students to fill in the blanks using adjectives of size and colour using correct spellings.

Read statement from the 'Writing' section. Encourage students to write five sentences on how they spend Eid-ul-Fitr in their notebooks in neat writing. Encourage them to use correct spellings and punctuation. Take rounds while they are doing their work. Help them if need it.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read some sentences from their writing.

Homework: (2 mins)

Ask students to search any five interesting facts about your favourite animal from the internet and note down in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	1		40 min

Term: 3 **Periodic Unit:** 2 **Week:** 5 **Lesson Plan:** 7

Unit Name: ----- **Topic: Revision** **Date**: _____

Objective(s):

At the end of this period, the students will be able to:

- Revision or Quiz

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 91-106

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Have students sit in a circle. Ask them to recall and discuss the stories of unit 11 and 12.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise units 11 and 12.

Activity 1:

Call students at random and ask them to read some sentences with correct pronunciation from these units. Help them in reading correctly.

Activity 2:

Ask them to read words and meanings of these units. Encourage them to use some words in their own sentences.

Activity 3:

Ask students to learn questions and answers of these units. Make pairs of students and ask them to discuss these questions.

Activity 4:

Ask students to learn and revise different concepts from these units. Help them in revising if they face any difficulty.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask different questions from students and ask them to answer them. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to revise and learn different concepts units 11-12.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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