AFAQ SUN SERIES

Lesson Plans English

2

Total: SLO = 97

Total: LPs = 210

ASSOCIATION FOR ACADEMIC QUALITY
AFAQ

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		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 Material:

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'.
- Introduce yourself to them in simple sentences. Have a little chitchat with students. Tell them they are in a new class. Ask them: Do you like your classroom? Get them familiar with the classroom environment. Ask them to introduce and share their names one by one. Ask them at random to share their plans for the new school year.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about greetings. Ask them about 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'.

Activity 1:

Demonstrate a short dialogue with a child. Say Assalaamu Alaikum; introduce yourself; and ask him/her how he/she is. Involve students in pairs to repeat the greetings.

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 the children how they are doing. Encourage the children to respond to you.

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 ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Rain **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 the picture(s) in the text.
- Recite poems.

Resource Material:

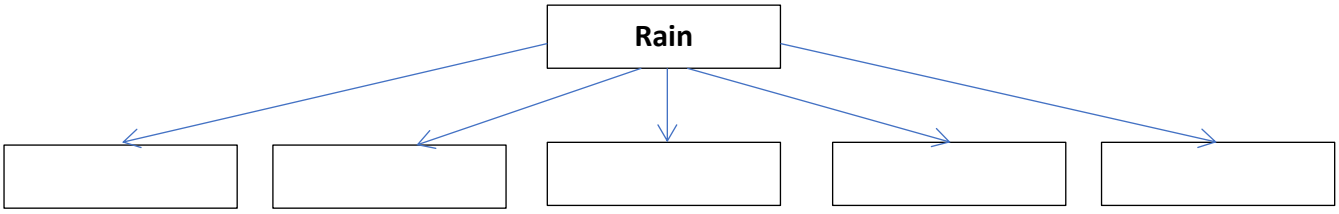
Chalk/Marker, White/Blackboard, Textbook pages 1 and 2

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. Encourage them to say, 'Alhamdulillah'.

Ask students at random to share the names of their favourite poems. 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 poem.



Main Activities/Concept Building: (27 min)

Tell students that today they are going to start the new unit 'Rain'. Tell them that it's a poem about rain. Ask students to open their textbooks at page 1. Ask students to look at the given pictures given in 'Let's Get Started' and share the names of different seasons. Encourage them to tell which seasons do they like the most and why.

Ask students to open their textbooks at page 2. Ask them to look at the pictures and name different objects shown. Encourage them to get involved in the poem by describing the pictures and making predictions.

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. Tell them that rain is a blessing of Allah (SWT). It makes the grass green and it makes gardens grow. We should be thankful to Allah (SWT) for all His blessings. Encourage them to read correctly. Help them if they need it. Tell the name of a poet to them.

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 ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Rain **Topic: Initial & Final Sounds** **Date**: _____

Objective(s):

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

Pronounce the initial and the final sound of common words depicted in pictures with their corresponding letters.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3, Pictures of different objects

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 some pictures of different objects on the board (e.g. duck, tree, star, goat, etc.). Ask students to look at the given pictures and say their names. Encourage them to tell their initial and final sounds. Praise them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn the initial and final sounds of words. Explain the concept of initial and final sounds of different words by pronouncing them aloud. Ask them to pronounce the sounds with the correct pronunciation. Ask them to open their textbooks at page 3. Read statement (i) from the 'Phonics' section. Ask them to read and say the given words with their initial and final sounds aloud.

Read the given words with the correct pronunciation and ask them to read them after you 3-4 times. Tell them that the letters highlighted in green are initial sounds and the letters highlighted in red are final sounds.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Say the names of different objects and ask students to tell their initial and final sounds.

Homework: (2 min)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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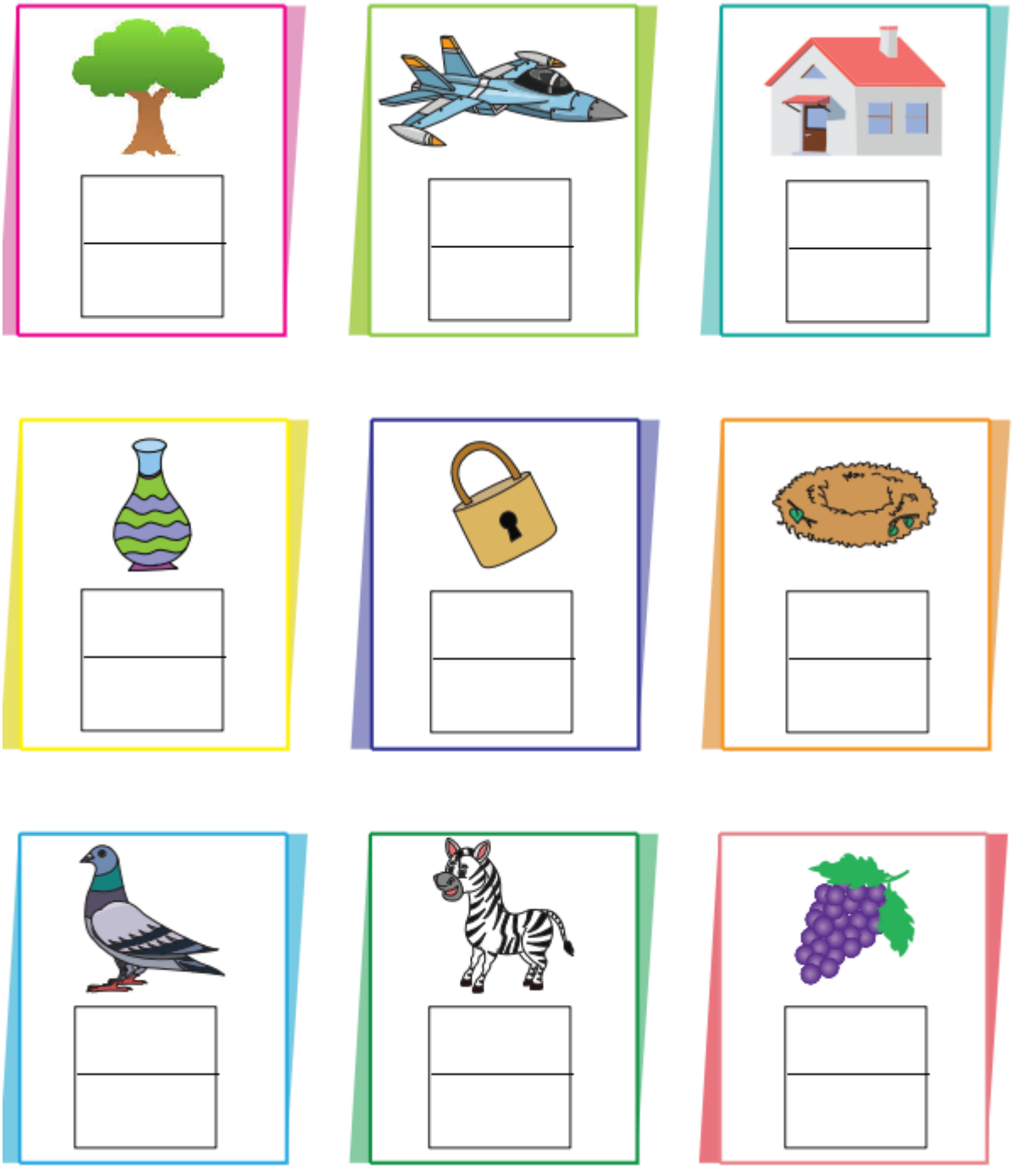
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Write the initial and final sounds for the given pictures.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Rain **Topic: Initial & Final Sounds** **Date**: _____

Objective(s):

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

Match the initial and the final sounds of common words depicted in pictures with their corresponding letters.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3

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'.

Have students recall the concept of initial and final sounds of different words by pronouncing them aloud. Write different words on the board. Ask them to pronounce the words with the correct pronunciation. Encourage them to tell the initial and final sounds of the given words. Praise them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to solve activities on the initial and final sounds of letters.

Activity 1:

Ask students to open their textbooks at page 3. Encourage them to look at the given pictures and say their names aloud. Now read statement (ii) from the 'Phonics' section. Ask them to say and match each picture with its initial letter sound. Praise them for their correct responses.

Activity 2:

Ask students to open their textbooks at page 3. Encourage them to look at the given pictures and say their names aloud. Now read the statement (iii) from the 'Phonics' section. Ask them to say and match each picture with its final letter sound. Praise them for their correct responses.

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 ☐

Reason/Comments:

_____

_____

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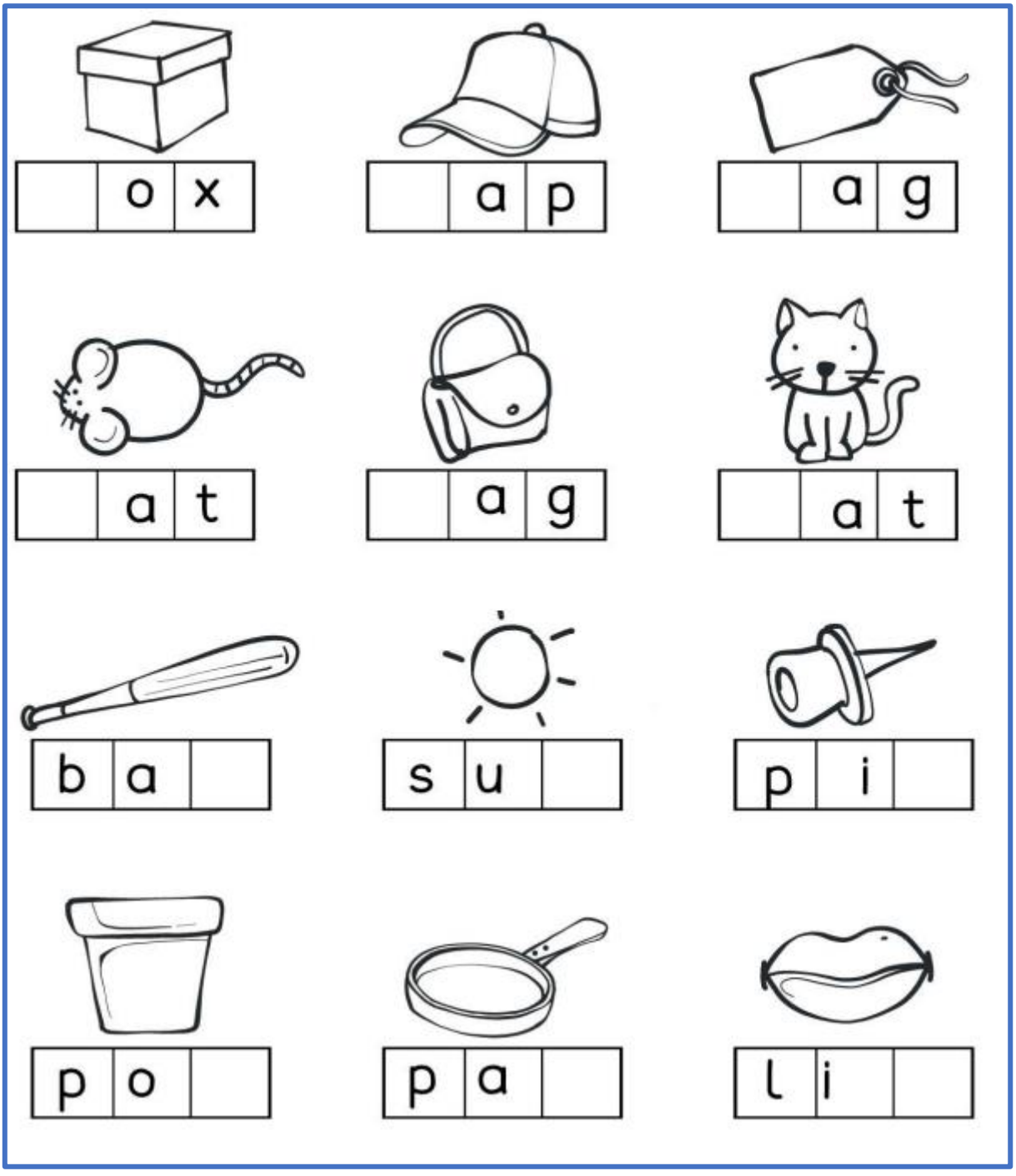
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Write the initial and final sounds of the given words.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Rain **Topic:** Sounds of Letters **Date**: _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 4, flashcards of letters

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'.

Place the flashcards of letters on the table, in the correct order. Ask students to close their eyes. Take away one of the flashcards and then ask your students to open their eyes again. The first student to shout out the missing letter can keep the flashcard. At the end of the game, the student having the most letter cards is the winner.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn sounds of the letters. Ask students to open their textbooks at page 4. Read statement (i) from the 'Listening and Speaking' section. Ask them to say aloud the sounds of the given letters in random order with the correct pronunciation.

Activity 1:

Divide the class into two groups. Make two columns on the board, Group A and Group B. Read statement (ii) from the 'Listening and Speaking' section. Ask each group to say a few words using the sounds they have read. Write the words on the board. The group that says more words will win the game.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Bring some objects to the class e.g. doll, glass, leaf, pencil, etc. Ask students to say their names and the initial letter sounds.

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	2		40 min

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

Unit Name: Rain **Topic:** Reciting poem **Date**: _____

Objective(s):

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

Read and recite short poems or rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 4, cutouts of any poem

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 in the class reciting any poem. Tell students that you're reciting your favourite poem. Encourage them to raise their hands one by one and recite one of their favourite poems each. Ask them to come to the front of the class and recite their favourite poems with actions. Praise them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to recite a poem. Ask them to open their textbooks at page 4. Read statement (iii) from the 'Listening and Speaking' section. Read the given poem with the correct pronunciation and ask them to repeat it after you 3-4 times. Encourage them to underline the colour names in the poem.

Activity 1:

Paste cutouts of any famous poem and its characters on the soft board. Ask students to guess the poem and name its characters. Ask some students at random to do its action as well. Appreciate the class by clapping.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to recite the poem with the correct pronunciation.

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	2		40 min

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

Unit Name: Rain **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 poem.
- Comprehend simple poems read aloud in class.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 4, any stuffed toy

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 sit in a circle. Throw the toy to a student and ask, 'What's your name?' Ask them to answer in a complete sentence. Ask this 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 'where do you live?', 'who do you live with?', 'when do you come to school?', 'how do you get to school?' and/or any other questions you'd like to review your students with.

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 4. 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.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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

Unit Name: Rain **Topic: Digraphs** **Date**: _____

Objective(s):

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

Identify, articulate, and differentiate between the sounds of individual letters, and digraphs in the initial and final positions of a word.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 5, flashcards, basket

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 flashcards of the words with digraphs and put them in a basket. Place the basket on the table. Divide students into two teams. One student from one team comes to the front of the class, chooses a word from the basket, and acts out the word without speaking. Whichever team says the correct word first earns a point. The next student to act out a word comes from the other team, and the game will go on. (Put those words which students can act, like brush, phone, thumb, etc.). Praise them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn the concept of digraphs.

Explain to students the concept of digraphs. Tell them that a digraph is a group of two letters that makes a single sound. Give some examples and write them on the board.

Ask them to open their textbooks at page 5. Read statement (ii) from the 'Comprehension' section. Ask them to read and pronounce the given words with digraphs in different positions. Encourage them to read with the correct pronunciation. Tell them that the letters highlighted in red are digraphs in the initial and final position.

Activity 1:

Now ask students to open their textbooks at page 5. Read statement (iii) from the 'Comprehension' section. Ask them to think and write two words each with digraphs in initial and final positions.

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).

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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

Unit Name: Rain **Topic: Thinking Skills** **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 5, 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'.

Bring picture cards of different seasons (for example, the picture of a child playing in the snow for winter, picture of a child swimming in a pool for summer, picture of a child watering the plants for spring, and a labelled picture for autumn) and paste them on the board. Now ask students to look at the given pictures and tell what activities the children in them are doing. Encourage them to guess the names of the seasons from their activities. Try to involve all students in the activity. Appreciate them for their responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read about different seasons of Pakistan. Bring to the class a chart of the different seasons of Pakistan and their fruits, with the clothes for each season written on it. Paste the chart on the board. Point to each season and say its name, fruits and clothes aloud. Ask students to read after you 3-4 times. Now encourage students to say some sentences about their favourite season. Involve all students in the discussion. Ask students to take out their notebooks and write information about fruits and clothes during each season. Help them if need be. Ask them to write neatly with correct spelling.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to say some sentences about their favourite season.

Homework: (2 min)

Write five sentences about your favourite season in your notebook.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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

Unit Name: Rain **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 5, 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 are 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 5. 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 what it means 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.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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

Unit Name: Rain **Topic: Rhyming Words** **Date**: _____

Objective(s):

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

Articulate and recognize simple rhyming words.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 6, ice-cream sticks, basket

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 words on ice-cream sticks and put them in a basket. Call students one by one and ask them to pick one ice-cream stick from the basket. Encourage them to read the given word aloud and think of a rhyming word. Write that word on the back of the ice-cream stick and read it aloud for the class. Praise them for their correct responses. Try to involve all the students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn rhyming words.

Have them recall the concept of rhyming words. Tell them that rhyming words have the same ending sounds. Ask them to open their textbooks at page 6. Read statement (ii) from the 'Vocabulary' section. Read the given rhyming words aloud and ask them to repeat after you 3-4 times.

Activity 1:

Ask students to open their textbooks at page 6. Read statement (iii) from the 'Vocabulary' section. Ask students to read the given words aloud. Encourage them to make a rhyming word for each given word. Take rounds while they are doing their work. Appreciate the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Read all the rhyming words aloud and ask students to repeat after you.

Assessment: (5 min)

Ask students to solve the given worksheet.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

Match the rhyming words.

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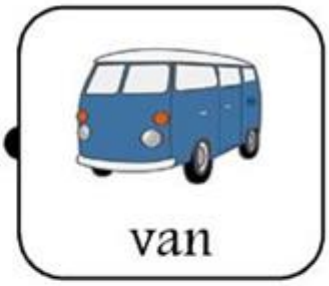
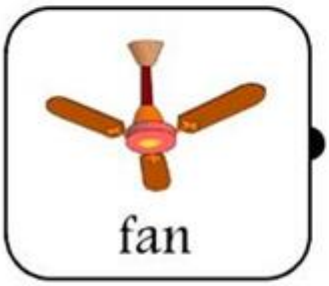
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min





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

Unit Name: Rain **Topic: Animal Names** **Date**:

Objective(s):

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Recognize and classify animals, for example, in pictures and their immediate surroundings into different categories of naming words.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 6, 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'.

Paste picture cards of different animals (wild + farm) on the board. Ask students to look at the given pictures and say their names aloud. Encourage them to share the names of their favourite animals. Ask them the reasons for liking them. Where do those animals live? Appreciate them for their responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about animals' categories of nouns.

Discuss nouns categories in general with students. Ask students what we mean by nouns categories and why we classify nouns in different categories. For example, why do we classify certain objects as persons, places, things, animals, and so on? Establish that categories are an arrangement of objects, ideas, or information into groups. Also, explain to them the difference between farm and wild animals.

Ask them to open their textbooks at page 6. Read statement (iv) from the 'Vocabulary' section.

Read the names of the given farm and wild animals one by one. Ask students to read after you 3-4 times.

Ask them if they know the names of other farm or wild animals. Appreciate them for their correct responses.

Activity 1:

Mix picture cards of different farm and wild animals in a box. Call students at random, say the name of any animal 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 at random to share the names of two wild and two farm animals.

Homework: (2 min)

Learn the names of wild and farm animals.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

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

Unit Name: Rain **Topic: Animal Names** **Date**: _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Recognize and classify into different categories of some simple naming words from pictures and immediate surroundings e.g. animals

Resource Materials:

Chalk/marker, white/blackboard, textbook page 6

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'.

Draw two columns on the board. One for farm animals and the other for wild animals. Now divide the class into two groups, group A and group B. Ask group A to tell the names of farm animals and group B to tell the names of wild animals. Ask each group to say the name of animals on their turns. Write the names on the board. After completing the activity, appreciate them and correct them if they give a wrong answer.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to write the names of different animals. Have them recall the difference between farm and wild animals. Ask them to open their textbooks at page 6. Read statement (v) from the 'Vocabulary' section. Ask students to look at the given picture and tell the names of different animals they see. Now ask them to write the names of five animals by looking at the picture. Encourage them to do their work on their own. Help them if need be. Ask them to write neatly with the correct spelling. Take rounds while they are doing their work.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 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:

_____

_____

Worksheet

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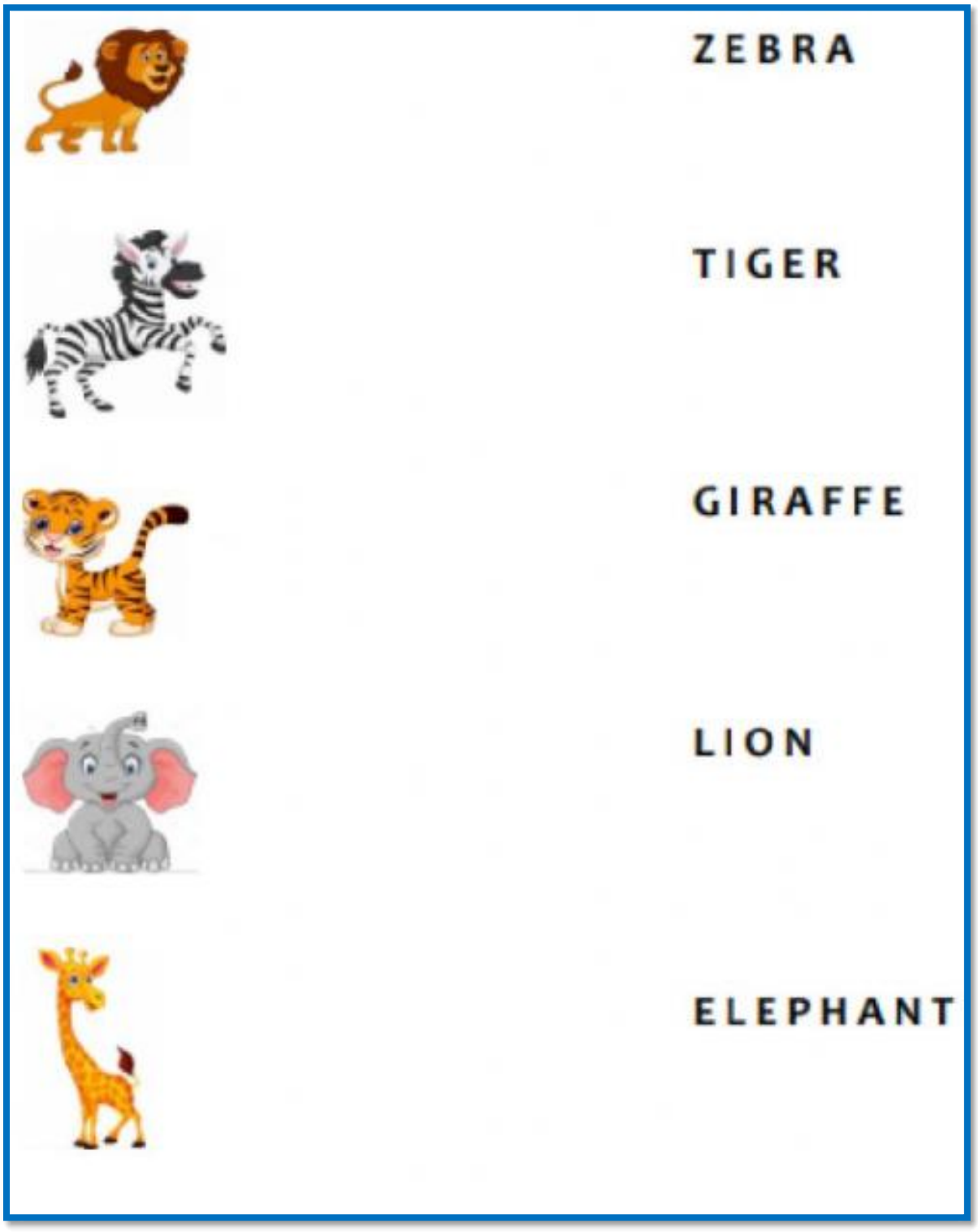
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Name: _____ **Date: _____**

Match the animals and their names.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Unit Name: Rain **Topic: Naming Words** **Date**: _____

Objective(s):

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

Recognize and match common singular naming words from the immediate environment.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 7

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'.

Show students different objects from the classroom, for example pencil, pen, bag, notebook, eraser, book, chair, table, etc. Point to different objects and ask students to tell their names. For example, you can show a pencil and ask any student to tell what it is. 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 learn to name words or nouns. Have them recall that naming words are the names of people, animals, places and things. Tell them that naming words are also called nouns. Now ask them to open their textbooks at page 7. Read statement (i) from the 'Grammar' section. Ask students to look at the given pictures and read their names.

Activity 1:

Now read statement (ii) from the 'Grammar' section. Ask students to look at the given pictures and tell their names. Now match the pictures with their correct names. Encourage them to do their work on their own. Help them if need.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to tell what naming words are. Also share some examples.

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	2		40 min

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

Unit Name: Rain **Topic: Naming Words** **Date**: _____

Objective(s):

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

- Classify naming words into different categories such as person, pet, animal, place or thing.
- Use naming words in their speech and writing.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 7, picture cards, worksheet

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'.

Paste pictures of different objects (e.g. duck, school, book, girl, etc.) on the left side of the board and write their names on the right side of the board. Now call random students to come to the front of the class and ask them to match the pictures with their names. Appreciate them for their correct responses.

Main Activities/Concept Building: (23 min)

Tell students that today they are going to solve the activity of naming words or nouns. Have them recall that naming words are the names of people, animals, places and things. Tell them that naming words are also called nouns.

Activity 1:

Read statement (iii) from the 'Grammar' section. Ask students to classify the given naming words into different categories i.e. person, place, thing and animal. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need. 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 solve the given worksheet.

Homework: (2 min)

Do activity (iv) from textbook page 7 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	2		40 min

Worksheet

Name: _____ **Date: _____**

Circle the pictures that names places.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Rain **Topic: Syllables** **Date**: _____

Objective(s):

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

Read simple two/three syllable words with correct spellings. Leave spaces between words.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 8

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 one-syllable words on the board. Ask students to read the given words aloud with correct pronunciation. Ask them to tell what they know about one-syllable words. Encourage them to share more examples. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn two- and three-syllable words. Tell them that syllable means a word or a part of a word that contains a single vowel sound and that can be pronounced as a single unit. Tell them that words can be divided into one, two, three or more syllables. Tell them that two-syllable words have two vowel sounds. Three-syllable words have three vowel sounds. Now ask them to open their textbooks at page 8. Read statement (i) from the 'Writing' section. Ask students to read the given words and observe the number of syllables. Read the given words aloud and ask them to read after you with correct pronunciation. Tell them that pen.cil, morn.ing, sev.en and gar.den are two-syllable words whereas um.brel.la and sto.ry.book are three-syllable words.

Activity 1:

Tell students that let's play a game 'syllable clapping'. Write some words on the board with their number of syllables. Tell them that you will say a word e.g. 'baby'. They are going to clap the number of syllables the word 'baby'. Show them how to clap one time as you say each syllable: /ba/ (clap) /by/ (clap). Now try it with all the words you have written on the board. Try to involve all students in the activity.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share more examples of two- and three-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	2		40 min

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

Unit Name: Rain **Topic: Syllables** **Date**: _____

Objective(s):

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

Write simple two/three syllable words with correct spellings. Leave spaces between words.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 8

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 one-, two- and three-syllable words on the board. Encourage students to read the given words with correct pronunciation. Now ask students to raise their hands and say the number of syllable of each written 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 two- and three-syllable words. Have them recall that syllable means a word or a part of a word that contains a single vowel sound and that can be pronounced as a single unit. Tell them that words can be divided into one, two, three or more syllables. Tell them that two-syllable words have two vowel sounds. Three-syllable words have three vowel sounds.

Activity 1:

Read statement (ii) from the 'Writing' section. Ask students to think of two- and three-syllable words and write them in the space provided. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need. 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 what syllables are.

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	2		40 min

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

Unit Name: Rain **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 8

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 a big word 'Seasons' on the board. Encourage students to tell how many seasons are there in Pakistan. Ask them to tell their names. Encourage them to tell which season do they like the most and why. Try to involve all students in the discussion. Appreciate them for their responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do some creative writing. Write the topic 'A Rainy Day' 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. Share your experience of a rainy day with the students. Encourage them to share their experiences as well. Tell them that every season has its own importance and beauty. We should enjoy them. Tell them that rain is a blessing of Allah (SWT). It makes the grass green and it makes garden grow. We should be thankful to Allah (SWT) for all His blessings

Activity 1:

Ask students to open their textbooks at page 8. Read statement from the 'Creative Writing' section. Ask students to write 4-5 sentences about how they spend a rainy day. Ask them to use the word bank as well. Ask them to take out their notebooks and start writing. 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. 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 share some sentences they have written about a rainy day.

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	2		40 min

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

Unit Name: All About my School **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:

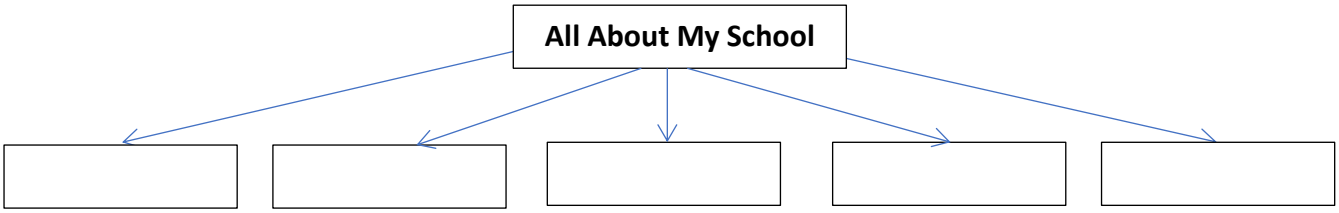
Chalk/marker, white/blackboard, textbook page 9

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 at random to share the names of their school. 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 "All About My School". Tell them that it's a diary writing about Hareem's school. Ask students to open their textbooks at page 9. Ask students to look at the given pictures given in 'Let's Get Started' and tell what the children are doing. They may answer they are painting in their art class and students are listening or discussing something with their teacher. Encourage them to tell what do they do in their school. They may answer we study and play in our schools. Ask them to tell what do children do in a classroom. Try to engage all students in the discussion. Relate it to students' own experience at school.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share some sentences about their school.

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	2		40 min

_____

_____

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

Unit Name: All About my School **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 locate specific factual information to answer simple short questions in a word or two.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 10, 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'.

Paste picture cards of a classroom, a canteen, a library, a school playground, a computer lab on the board. Ask students to look at the given pictures and tell their names. Encourage them to say some sentences about their school using them. Involve all students in the discussion. Appreciate them for their correct responses.

Main Activities/Concept Building: (23 min)

Tell students that today they are going to read the new unit "All About My School". Tell them that it's a diary writing about Hareem's school. Ask students to open their textbooks at page 10. Read the text from Hareem was busy…till… the pages of her diary.

Model the text by reading with correct pronunciation and intonation. Encourage students to repeat the text with you. Encourage them to read correctly. Help them if they need it. Ask different questions to assess their level of understanding. Relate the lesson to students' own experience at school. It will help develop better understanding of the text. Tell students that they should keep their school and classroom clean. While reading the text, ask student question given in the while-reading box i.e. what was Hareem about to write? They may answer she was writing about her school in her diary.

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 correct pronunciation.

Homework: (2 min)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

_____

_____

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

Unit Name: All About my School **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 locate specific factual information to answer simple short questions in a word or two.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 10

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 continuity of the previous lesson. Ask students different questions related to the previous lesson to check their level of understanding. Ask them to tell what was Hareem doing, who entered her room, what was Hareem writing in her diary, etc. Encourage students to raise their hands and answer the given questions correctly. Appreciate them for their correct responses.

Main Activities/Concept Building: (23 min)

Tell students that today they are going to read the complete unit "All About My School". Tell them that it's a diary writing about Hareem's school. Ask students to open their textbooks at page 10. Read the text from this is what she wrote till end.

Model the text by reading with correct pronunciation and intonation. Encourage students to repeat the text with you. Encourage them to read correctly. Help them if they need it. Ask different questions to assess their level of understanding. Relate the lesson to students' own experience at school. It will help develop better understanding of the text. Tell students that they should keep their school and classroom clean. While reading the text, ask student question given in the while-reading box i.e. how many rooms are there in Hareem's school? They may answer there are many classroom in her school.

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 correct pronunciation.

Homework: (2 min)

Learn the classwork.

Teacher's Self-Evaluation:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Reasons/Comments:

_____

_____

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

Unit Name: All About my School **Topic: Consonants and Vowels** **Date**: _____

Objective(s):

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

- Recognize and identify consonants and vowels in the English alphabet.
- Identify /classify words that begin with consonant or vowel sounds.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 11, letters cards, basket

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'.

Mix all letter cards of consonants and vowels in a basket. Put the basket on the table. Now call some students at random infront of the class and ask them to pick letter card from the basket. Encourage them to tell whether it is a consonant or a vowel. Also make words with them. Write the words on the board. 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 learn consonants and vowels. Tell them that the letters "a, e, i, o, u" are vowels. All other letters except vowels are consonants. Ask them to open their textbooks at page 11. Read statement (i) from the 'Phonics' section. Ask students to read the given words beginning with consonant and vowel sounds. Ask them to read the given words with correct pronunciation and notice the beginning sounds of consonants and vowels.

Activity 1:

Now read statement (ii) from the 'Phonics' section. Ask students to write the words beginning with vowel and consonant sounds in the correct columns. Ask them to read the words with correct pronunciation and write them in their respective columns. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need. 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 solve the given worksheet.

Homework: (0 min)

N/A

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

Read the words given below. Write the vowels and consonants in the correct columns.

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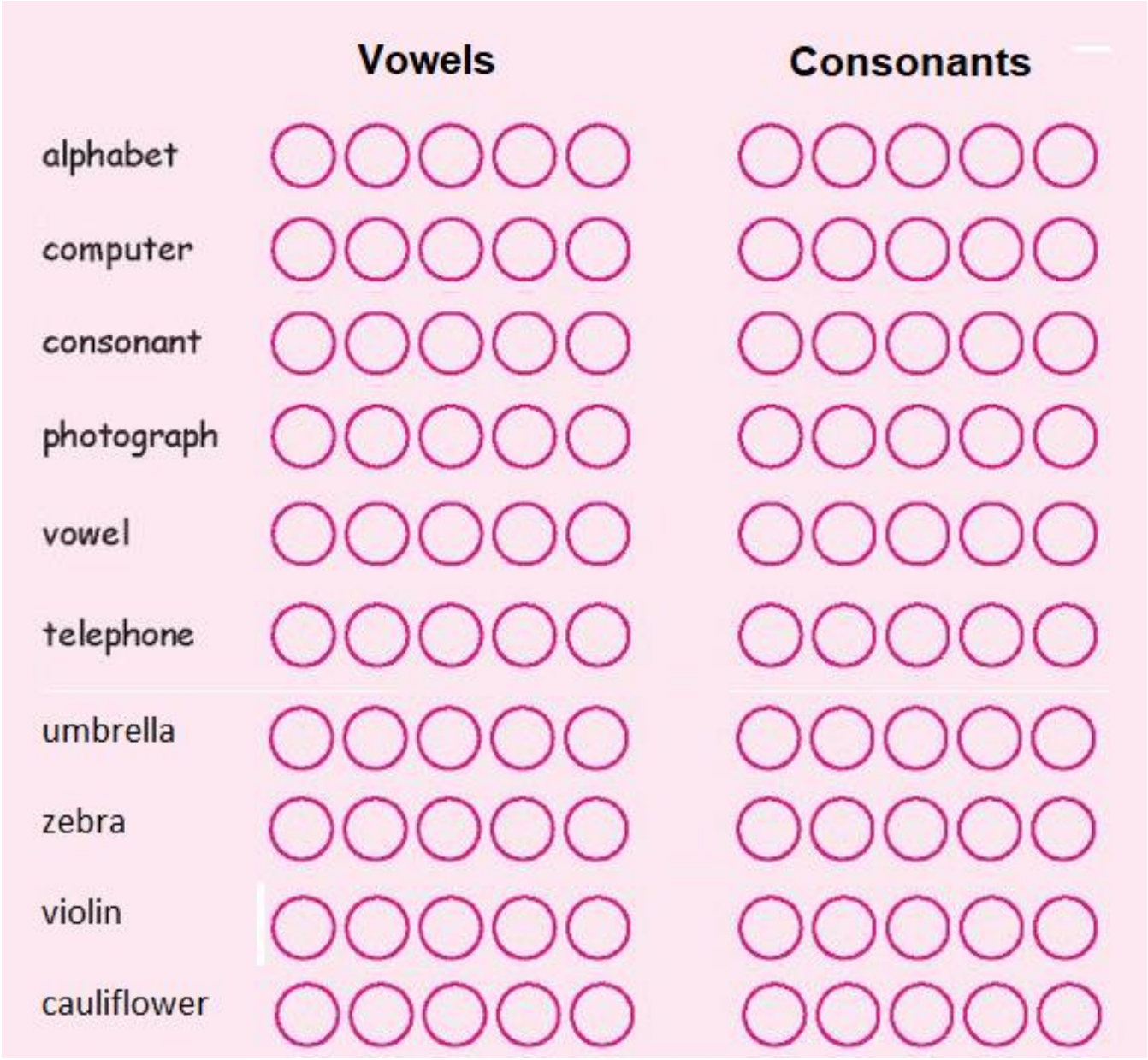
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min



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

Unit Name: All About my School **Topic:** **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	2		40 min

Resource Materials:

Chalk/marker, white/blackboard, textbook page 11

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'.

Enter the class introducing yourself and say some sentences about your family. Now make pairs of students. Ask each pair to introduce themselves to each other and also talk about their families in a few sentences. You can also write some questions on the board to help them. You can add more questions if you want to, such as

- What is your name?
- What is your date of birth?
- How many siblings do you have?
- What does your father do?
- Where do you live?

After that, invite some pairs infront of the class. Ask them that one student will introduce the other student in a few sentences to the class. Appreciate the class by

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read a dialogue about introducing self and talk about family. Ask students to open their textbooks at page 11. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand the formulaic expressions. Ask students to tell what they already know about using formulaic expressions. Tell them that we use different formulaic expressions in our conversation to make other person feel appreciated and respected. Ask them to underline different formulaic expressions in the dialogue. After that make pairs of students and ask them to practise the given dialogue.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share more formulaic expressions.

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: 3**

Unit Name: All About my School **Topic: Q/A** **Date**: _____

Objective(s):

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

- Respond to the text (post- reading) to express understanding of story through pantomime and simple role play.
- Comprehend simple story read aloud in class.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 12, 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 are doing. Encourage them to say, 'Alhamdulillah'.

Make pairs of students. Distribute sticky notes among the class. Now ask one student to tell the other student some points about Hareem's school and the other student will write the points on the sticky note. Involve all students in the activity. After that, call some pairs in front of the class and encourage them to share what they have written on the sticky notes. Appreciate them for their correct responses.

Main Activities/Concept Building: (23 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 12. 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 ☐

Reasons/Comments:

_____

_____

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

Unit Name: All About my School **Topic: Sight Words** **Date:** _____

Objective(s):

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Identify, recognize and articulate three or more lettered sight words.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 12, flashcards

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 a chart paper of sight words. Sight words should be written with different coloured markers. Use pin to display the chart paper on the board. Now ask students to read the given list of words with correct pronunciation. Encourage them to use these words in their sentences also. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn and read some new sight words. Tell them that sight words are common words that are immediately recognized as a whole by sight. These are called sight words.ask them to open their textbooks at page 12. Read statement (ii) from the 'Comprehension' section. Ask students to read the given sight words with correct pronunciation.

Activity 1:

Tell students that they are going to play a game. Divide the class into two teams. Team A and Team B. Show each team flashcard of sight word. Tell them to pronounce the sight word shown to them. If one team misses the word, the opposite team has a chance to pronounce that word in addition to their word. The team who scores more will win the game.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to tell what sight words are. Also share some examples.

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	2		40 min

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 pages 12-13, 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 activities/sections of school (for example, the picture of a library, picture of a computer lab, picture of a canteen, and a picture of a playground) and paste them on the board. Now ask students to look at the given pictures and tell what activities the children are doing in them. Encourage them to guess the names of the places shown in the pictures. Try to involve all students in the activity. Appreciate them for their responses.

Main Activities/Concept Building: (23 min)

Tell students that today they are going do an activity about different sections of school. Ask students to open their textbooks at page 12-13. Read 'Time to Think' statement. Ask students to think about their school and different places in school. Ask them to tick the sections from the given pictures their school has. Encourage them to do their work on their own. Now explain to them that computer lab provides you a chance to learn computer technology, art class is used to do different creative art activities, swimming pool is used to do swimming, library section has many books which helps you in learning, canteen provides you food when you feel hungry and in playground you play in your break time with your classmates.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to say some sentences about different sections of school.

Homework: (2 min)

Write 5-6 sentences about your school 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	2		40 min

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 13, 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 are 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 today they are going to learn the meanings of difficult words.

Ask them to open their textbooks at page 13. 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 what it means and make a sentence using that word. Appreciate the class 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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_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Objective(s):

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

- Spell simple two/three syllable words.
- Take dictation of familiar words learnt in class.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 13

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 two- and three- syllable words on the board. Ask students to read the given words with correct pronunciation. Now call some students infront of the class and ask them to write number of syllables for each given word. Encourage them to tell what syllable is. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn two- and three-syllable words. Have them recall that syllable means a word or a part of a word that contains a single vowel sound and that can be pronounced as a single unit. Tell them that words can be divided into one, two, three or more syllables. Tell them that two-syllable words have two vowel sounds. Three-syllable words have three vowel sounds. Now ask them to open their textbooks at page 13. Read statement (ii) from the 'Vocabulary' section. Ask students to read the given words and observe the number of syllables. Help them to correct their pronunciation focusing on syllables. Read the given words aloud and ask them to read after you with correct pronunciation. Tell them that lit.tle, tal.ent and hu.man are two-syllable words whereas mag.a.zine, in.for.mal and li.brar.y are three-syllable words.

Give students ten difficult words from the text to learn and ask them to get ready for the dictation.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share more examples of two- and three-syllable words.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

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_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Unit Name: All About my School **Topic: Syllables** **Date**: _____

Objective(s):

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

- Provide the missing letter in simple two/ three syllable words.
- Write simple two/ three syllable words.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 14

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'.

Draw three columns on the board. Write 'words' in one column, 'syllable division' in the next column and 'No. of syllables' in the last column. Now write some multi-syllable words in the first column. Ask students to come to the board and write the syllable division of words using a dot (.). Also write the number of syllables in the last column. 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 solve the activities of two- and three-syllable words. Have them recall the concept of two- and three- syllable words. Ask them to open their textbooks at page 14. Read statement (iii) from the 'Vocabulary' section. Ask students to complete the missing letters. Encourage them to do their work on their own. Help them if they need it.

Now ask students to read statement (iv) from the 'Vocabulary' section. Ask them to write two- and three-syllable words of your own in the given columns. Also mention their syllable division. Ask them if they can find the words from the text. Take rounds while they are doing their work. 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 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	2		40 min

Worksheet

Name: _____ **Date: _____**

Read each word and write the syllables on the space provided. One has been for you.

airplane	air	plane	
wonderful			
highway			
sand			
dinner			
rainbow			
calendar			
porcupine			
computer			
sneeze			
tadpole			
violin			
underground			

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: All About my School **Topic: Action Words** **Date**: _____

Objective(s):

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

Identify common action words.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 14

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'.

Enter the class reading a book. Ask students to guess what you are doing. They may answer you are reading a book. Now model some more simple actions and ask students to guess them. Such as writing, walking, laughing, crying, cooking, etc. Involve all students in the fun activity. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn action words. Ask them if they know what action words are. Tell them that an action word represents an action of a noun. Tell them that action words are also called verbs. Share simple examples with them. Now ask them to open their textbooks at page 14. Read statement (i) from the 'Grammar' section. Ask students to read the given sentences and notice the use of action words. Tell them that the highlighted words are action words.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

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

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	2		40 min

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

Unit Name: All About my School **Topic:** **Date**: _____

Objective(s):

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

Use common action words.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 14, sticky notes, basket

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 different coloured sticky notes. Mix them in a basket. Call some students to come to the front, pick one sticky note from the basket and perform that action. Try to involve all students in this fun activity. Appreciate the class by clapping.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn action words. Ask them if they know what action words are. Have them recall that an action word represents an action of a noun. Tell them that action words are also called verbs. Share simple examples with them. Now ask them to open their textbooks at page 14. Read statement (ii) from the 'Grammar' section. Ask students to fill in the blanks with the given word bank. Encourage them to do their work on their own. Help them if they need it.

Activity 1:

Now ask students to read the unit "All About My School" again. Ask them to find four to five action words in the text and underline them. Ask students to do their work individually on their own. Ask them to come to the board and write those action words on it. Appreciate them for their correct responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 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	2		40 min

Worksheet

Name: _____ **Date: _____**

Circle the correct action word in the given sentences.

1. Father is brushing his teeth.
2. He is hopping like a rabbit.
3. We are searching for the robbers.
4. My mother is drinking water.
5. Amir and Sana are studying in the room.
6. She is teaching the students.
7. He is jumping on the trampoline.
8. She is eating an orange.
9. The birds are flying in the sky.
10. My friend is baking a cake.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: All About my School **Topic: Adjectives** **Date**: _____

Objective(s):

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

Identify some pairs of describing words showing quality, size and colour e.g. soft-hard, big-small, black-white.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 15, 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'.

Paste picture cards of different objects on the board, Such as picture of a red balloon, a small kitten, a large tree, a sweet cake, etc. Ask students to look at the given pictures and say the name of the objects. Ask them to tell what the colour of a balloon is, what the size of a kitten and a tree is, what does cake taste like. Correct them if they give wrong answer. Appreciate them for their correct responses.

Main Activities/Concept Building: (23 min)

Tell students that today they are going to learn adjectives. Tell them that adjectives are the words used to describe nouns. They describe the quality, size and colour of nouns, for example a big school, a large building. Tell students that adjectives are also called describing words. These words have opposites as well. Ask students to open their textbooks at page 15. Read statement (iii) from the 'Grammar' section. Ask students to read the different kinds of adjectives in pairs. The three kinds of adjectives are given with their examples. Read the given pairs of adjectives and ask students to read after you with correct pronunciation. Ask them to share more adjectives from their surroundings. Ask them to say adjectives and their opposites also. Appreciate them for their responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to tell what adjectives are. Also share some examples.

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	2		40 min

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

Unit Name: All About my School **Topic: Adjectives** **Date**: _____

Objective(s):

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

Match some pairs of describing words showing quality, size and colour e.g. soft-hard, big-small, black-white.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 15

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 follow your instructions and note their responses on the board. Ask them to touch their book and tell if it is soft or hard. Ask them to take out their pencil and tell its colour. Now ask them look at the class and tell if it is dirty or clean. Try to involve all students in the activity. Appreciate them by clapping. Tell them that the words hard, soft, the colour of the pencil, clean and dirty are describing words (adjectives) used to describe a noun.

Main Activities/Concept Building: (23 min)

Tell students that today they are going to do activity of adjectives. Have them recall that adjectives are the words used to describe nouns. They describe the quality, size and colour of nouns, for example a red apple, an old man, a large building. Tell students that adjectives are also called describing words. These words have opposites as well. Ask students to open their textbooks at page 15. Read statement (iv) from the 'Grammar' section. Ask them to match the pairs of adjectives. Encourage them to do their work on their own. Take rounds while they are doing their work. 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 what describing words are. Also share some examples.

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	2		40 min

Worksheet

Name: _____ **Date: _____**

Circle the adjectives in the given words. One has been done for you.

pretty	girl	boy
tall	hair	fat
shirt	car	chair
grey	cat	door
short	dog	expensive
lamp	delicious	pie
final	card	soft
rock	old	clothes
young	thin	happy
rough	dirty	clean

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: All About my School **Topic: Writing** **Date**: _____

Objective(s):

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

Construct simple sentences of thee/four to five/six words using correct capitalization, punctuation and spellings.

Resource Materials:

Chalk/marker, white/blackboard, textbook page 15-16, picture of school

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'.

Paste big picture of a school building on the board. Ask students to look at the given picture and say different words related to it. Note their responses on the board. After that ask them to use these words in their own sentences. 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 write some sentences about school. Call some students to come to the front of the class and say some sentences about their school. Now ask them to open their textbooks at page 15. Read statement from the 'writing' section. Ask students to write four sentences using the given word bank. 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. 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 share the sentences they have written with the class.

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	2		40 min

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

Unit Name: All About my School **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 16, cushion

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'.

Have students sit in a circle. Throw the cushion to a student and ask him/her to tell the name of his/her favourite place and why he/she likes to visit that place in two to three sentences. Ask this student to throw the cushion to another student and ask the same question. Try to do it with all students.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do some creative writing. Write the topic 'My School' 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 16. Read statement from the 'Creative Writing' section. Ask students to write about their school. Ask them to write the name of their school, names of their favourite places in school, what they like about their school, what they don't like about their school. 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 share the information they have written about their school.

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	2		40 min

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

Unit Name: Be Aware! **Topic: Reading** **Date**: _____

Objective(s):

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

- Use pre-reading strategies to predict story by looking at picture(s) in the text.
- Read the text.
- Interact with text and use reading strategies (while reading) to follow sequence in a simple procedure or a picture map.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 17 and 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'.

Ask students that have they ever saw any road accident in real life? Note their responses. Ask students at random to share their experiences. Tell them that road accidents happened because people do not follow the road safety rules. We should follow some rules and traffic signs. If we do so, we can help not only ourselves but fellow citizens as well. 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 read the unit "Be Aware!". Tell them that this informative unit is about road safety and traffic signs. Ask students to open their textbooks at page 17.

Ask students to look at the given pictures and tell what they learn from these. Note their responses. Tell students that we should be aware of "do's" and "don'ts" on the road. Tell them that we should always cross a road using zebra crossing. Tell them that a zebra crossing is a place on the road that is marked with black and white stripes. These markings help the pedestrians to determine where to cross the road. Tell them that we should always use dustbins to throw trash. It makes the surroundings clean.

Tell them that we should never play on the road side and should never cross a road without looking left and right. Tell them that we should not through the litter on the ground.

Ask students to open their textbooks at page 18. Ask random students to read the story with correct pronunciation. Ask a student at random to tell when the traffic officer gave the pamphlet to Rabia's father, what will happen next? Note his/her response and appreciate the student.

Sum Up: (3 min)

Summarise the key concept of road safety and traffic signs with your students.

Assessment: (5 min)

Ask students what should we do before crossing the road?

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	2		40 min

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

Unit Name: Be Aware! **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 page18

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 sit in a circle. Throw the toy to a student and ask, 'what black and white stripes on road are called?' Ask them to answer in a complete sentence. Ask this 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 'what should we do before crossing a road?', 'where should we through the litter?', 'should we play on the road side? 'share some road safety rules' or any other questions you'd like to review your students with.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read unit "Be Aware!". Tell them that this unit is about the awareness of road safety and traffic signals. Ask students to open their textbooks at page 18. Ask students at random to read the text with correct pronunciation.

Ask students at random to look at the given chart on textbook carefully and tell what type of signs are given. Appreciate them for correct answers. Tell students that there are some common traffic signs that we all should be well aware of such as 'no parking', 'turn right', 'don't turn right' etc.

Activity 1:

Draw a traffic sign on board. Ask students at random to tell what this sign is used for. Note the responses. Appreciate them for correct answer. Keep drawing other traffic signs as well and ask other students as well. Now draw some danger signs as well and ask students to guess what these signs are used for. Make sure to involve all students in activity. Appreciate them all by clapping to boast their confidence.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (4 min)

Make pairs of students. Ask them to read the traffic signs again and tell what they mean.

Homework: (2 min)

Ask students to draw the traffic signs and danger signs 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	2		40 min

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

Unit Name: Be Aware! **Topic: consonant clusters** **Date**:

Objective(s):

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

Recognise and pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions.

Resource Material:

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're doing. Encourage them to say, 'Alhamdulillah'.

Write a consonant cluster of your own choice on the board. Encourage students to read the consonant cluster with correct pronunciation. Now ask students to raise their hands and say a word using the consonant cluster written on the board. 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 learn about consonant clusters. Tell them that a consonant cluster is a combination of two consonants making a particular sound. Tell them that constant cluster can be found in initial or final position in different words. Now ask them to open their textbooks at page 19. Read statement (i) from the 'Phonics Practice' section. Ask students to read the given words and observe the consonant clusters in initial and final positions. Read the given words aloud and ask them to read after you with correct pronunciation. Tell them that br-, sl-, and pr- are consonant clusters in initial position whereas st-, nd-, and lt- are consonant clusters in final position.

Activity 1:

Read statement (ii) from the 'Phonics Practice' section. Ask students to read the given words aloud. Ask them to circle the consonant clusters 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. Appreciate the students who finish their work first to boost their confidence.

Sum Up: (3 min)

Summarise the key concept of consonant cluster with your students.

Assessment: (5 min)

Say different words and ask students to guess the consonant clusters.

Homework: (2 min)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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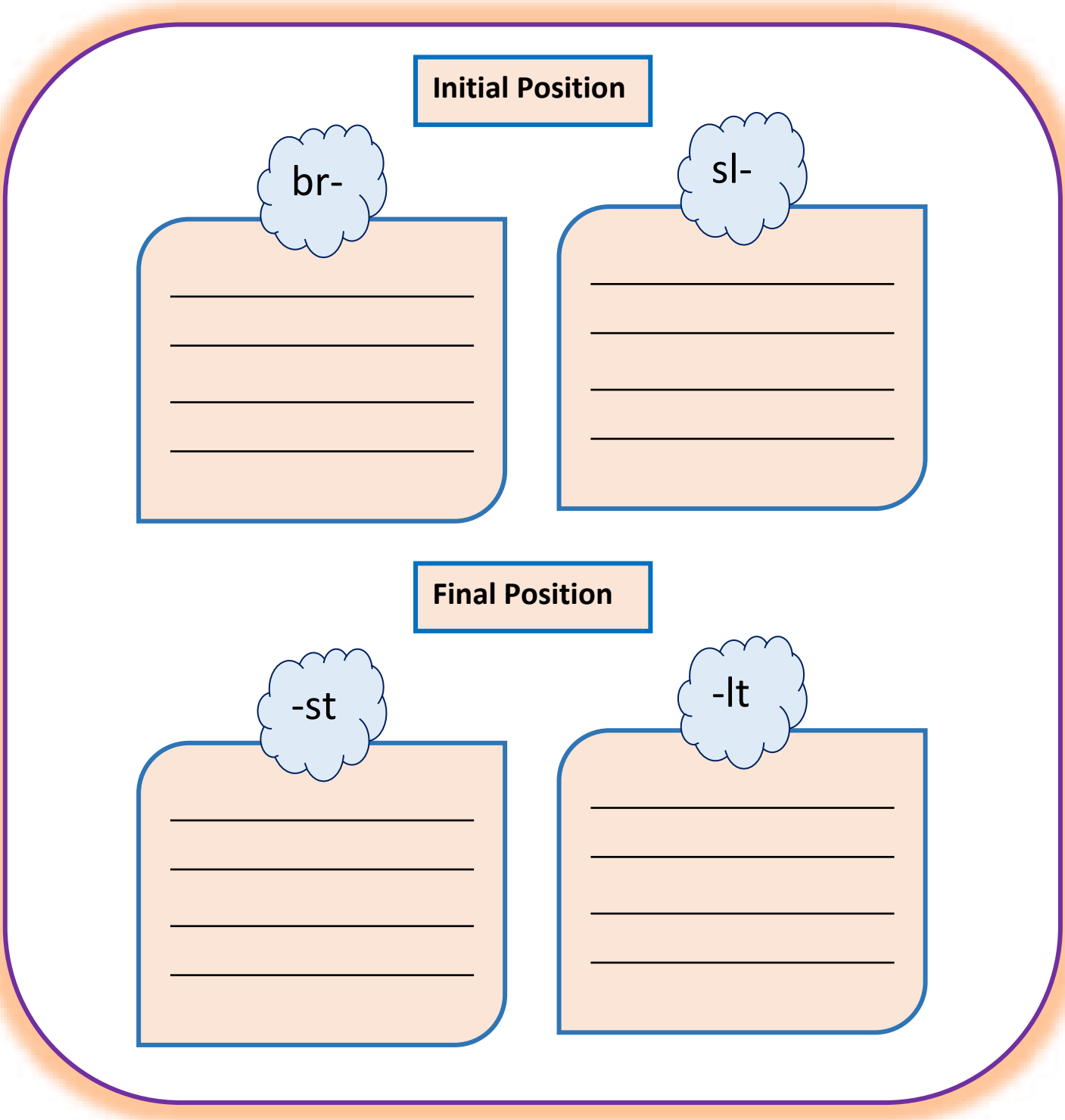
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Read the words consonant clusters in initial and final positions. Write three word using given consonant cluster each.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Be Aware! **Topic:** **Date**:

Objective(s):

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

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

Resource Material:

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're doing. Encourage them to say, 'Alhamdulillah'.

Make pairs of students. Ask them to greet each other in proper manners and then ask each other any question of their choice, such as

- Have you done your homework?
- Do you play football?
- Did you know how to make a sandwich?
- Do you have a pet?

Encourage them to respond to each other properly using social courtesies and polite gestures. Make sure to involve all students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read a dialogue about basic routine greetings and basic social courtesies. Ask students to open their textbooks at page 19. Read statement from the 'Listening and Speaking practice' section. Ask them to practise the given dialogue to understand some basic social courtesies. Tell them that we use routine greetings, different polite words and social courtesies in our conversation to make other person feel appreciated and respected. Make pairs of students and ask them to practise the given dialogue.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (7 min)

Ask students to think and share some more routine greetings and social courtesies.

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	2		40 min

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

Unit Name: Be Aware! **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.
- Comprehend simple story read aloud in class.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 20

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'.

Make pairs of students. Ask each pair to share a road safety rule with each other. Encourage them for their correct answers. Draw some danger sign on the board and ask students at random to raise hands if they know the 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 'Be Aware'.

Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 20. Read 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: (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	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Be Aware! **Topic: naming, action, describing words** **Date**: _____

Objective(s):

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

Read more naming, action and describing words and match with pictures.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 20, Ice cream sticks, cups, 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'.

Tell students that we are going to play a fun activity today. Divide the class into two groups. Give each group a topic to think of as many things/objects related to the topic 'school'. Ask them to discuss with fellow group members write as many names of things as they can. Ask them to write these names on a piece of paper. The group with the maximum number of names wins the game. Appreciate students for their good work to boost their confidence.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn and read some new naming, action and describing words. Recall the concept of naming, action and describing words. Tell students that naming words are the names of people, animals, places and things. Tell them that naming words are also called nouns. Tell students that an action word represents an action of a noun. Tell students that describing words are also called adjectives. Tell students that adjectives are the words used to describe nouns. They describe the quality, size and colour of nouns. Ask students at random to share some naming and action words with you. Appreciate them for their correct answers.

Activity 1:

Ask students to open their textbooks at page 20. Read statement (ii) from the 'Comprehension Time' section aloud. Ask students to read aloud naming, action and describing words given in their textbooks. Correct the pronunciation if need be. Ask students to read statement (iii) from the 'Reading and Critical Thinking Practice' section aloud. Encourage them to match the pictures with correct words. Take rounds while they are doing their work. Appreciate the students who finish their work first to boost their confidence.

Activity 2:

Tell students that we are going to play a fun activity today. Write few naming, action and describing words on ice cream sticks and put them in a basket. Put three cups on table as well labelled as 'naming words' 'action words' and 'describing words'. Now ask students at random to pick one ice cream stick and read the word aloud. Correct their pronunciation if need be. Then ask that student to put the ice cream sticks in correct cups. Appreciate them for their correct answers to boast their confidence.

Sum Up: (3 min)

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Summarise the key concepts with your students.

Assessment: **(5 min)**

Ask students to share more naming, action and describing words.

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	2		40 min

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

Unit Name: Be Aware! **Topic: Thinking Skills** **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 20

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 have ever walked across a street. Ask them if they know the rules for walking across the street. Appreciate them for their responses. Tell them that before crossing a road, we should stop to look right and left first. Then we should check the distance of vehicles coming on the road from both sides. When, we find safe distance, then we should cross the road using zebra crossing. Tell your students that today they will be learning more about traffic safety and how to be safe while on the roads.

Main Activities/Concept Building: (25 min)

Tell students that today they are going do an activity about road safety and different traffic signs. Ask students to open their textbooks at page 20. Read 'Time to Think' statement. Ask students to think about some traffic signs they have noticed on road. Tell them that there are many traffic signs that are being used to protect people from getting injured on roads. We should all be aware of these signs to avoid any accident on road. Recall the previously learnt traffic signs to students by drawing them on the board. Read statement from the 'Time to Think' section aloud. Ask students to write and draw three traffic signs on their notebooks. Help them if need be. 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: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking random questions about road safety and traffic rules.

Homework: (2 min)

Learn the classwork. Write and draw two more traffic signs with the help of internet.

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	2		40 min

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

Unit Name: Be Aware! **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 21, tennis ball

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 some difficult words from the unit on the board. Ask students at random 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: (27 min)

Tell students that today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 21. 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:

Ask students to sit in a circle. Write the vocabulary words on board. Bring a ball and through it towards random students. Ask the student to catch the ball. Then ask them to tell the meaning of any vocabulary word written on board. Appreciate the class by clapping.

Sum Up: (3 min)

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

Assessment: (3 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 ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Be Aware! **Topic: Naming Words** **Date**: _____

Objective(s):

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

Recognize and classify into different categories, some simple naming words from pictures and immediate surrounding e.g. fruits and vegetables**.**

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 21, 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'.

Paste picture cards of different fruits and vegetables on the board. Ask students to look at the given pictures and say their names aloud. Encourage them to share the names of their favourite animals. Ask them the reasons for liking them. Appreciate them for their responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about some fruits and vegetables.

Discuss nouns categories in general with students. Ask them to open their textbooks at page 21. Read statement (ii) from the 'Vocabulary' section. Read the names of the given fruits and vegetables one by one. Ask students to read after you 3-4 times. Ask them if they know the names of other fruits and vegetables. Ask them to share the names with fellow students. Appreciate them for their correct responses.

Activity 1:

Mix picture cards of different fruits and vegetables in a box. Call students at random to pick any card from the box and say that name aloud. 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 at random to share two fruits and vegetables names of their choice.

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	2		40 min

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

Unit Name: Be Aware! **Topic: Naming Words** **Date**: _____

Objective(s):

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

Recognize and classify into different categories, some simple naming words from pictures and immediate surrounding e.g. fruits and vegetables**.**

Resource Material:

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'.

Draw two columns on the board. One for fruits and the other for vegetables. Now divide the class into two groups, group A and group B. Ask group A to tell the names of fruits and group B to tell the names of vegetables. Ask each group to say the name on their turns. Write the names on the board. After completing the activity, appreciate them to boost their confidence.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to write the names of fruits and animals. Recall the names of different fruits and vegetables. Tell them that in summers we enjoy fruits like mango and watermelon while in winters we can enjoy oranges and grape fruits etc. Ask them to open their textbooks at page 21. Read statement (iii) from the 'Vocabulary' section. Ask students write the names of their favourite fruits and vegetables in the given blanks with correct spellings. Encourage them to do their work on their own. Help them if need be. Ask them to write neatly. Take rounds while they are doing their work.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pair of students and ask them to share names of different fruits and vegetables with each other.

Homework: (2 min)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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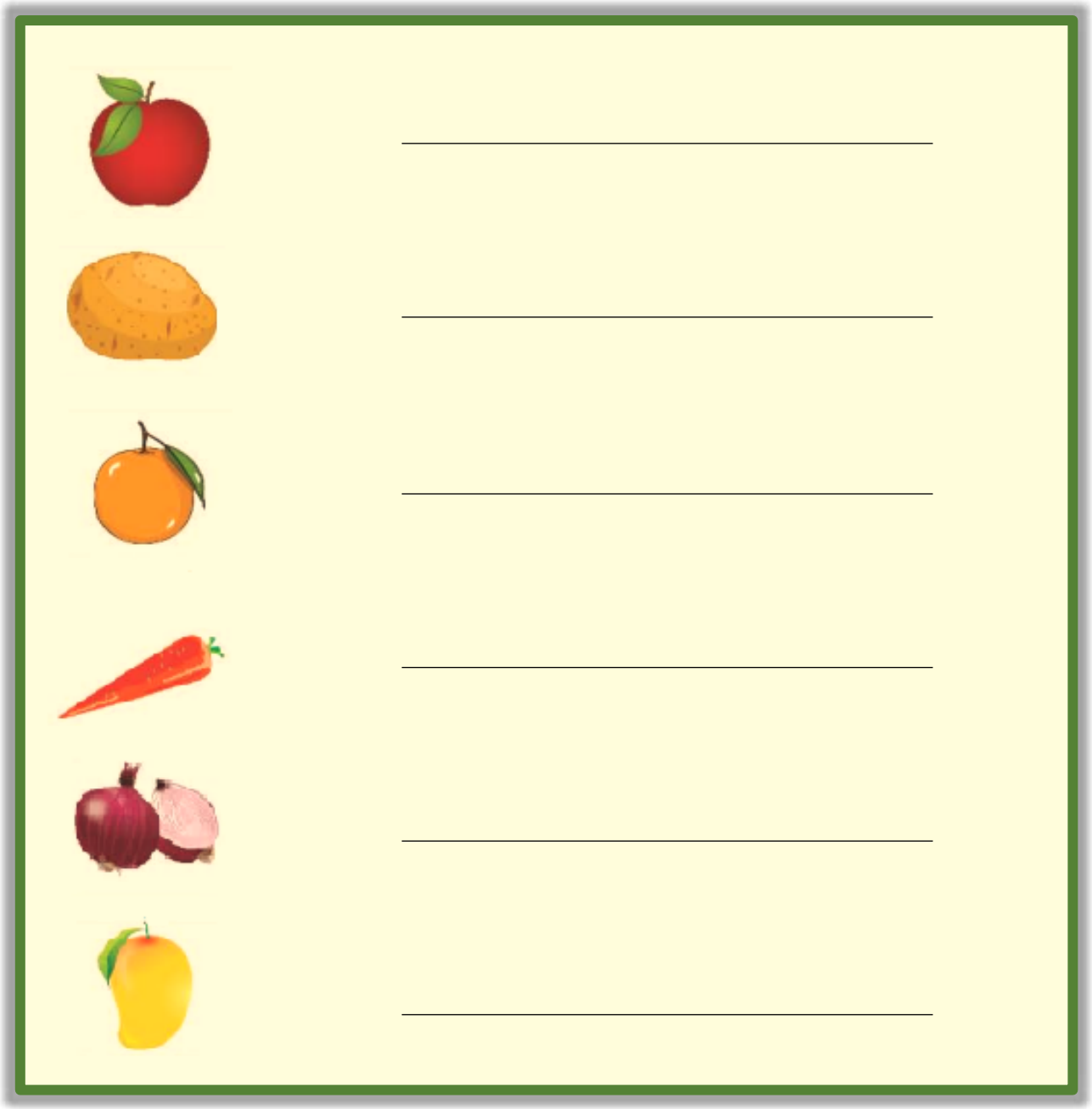
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Write the names of given fruits and vegetables with correct spellings.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Be Aware! **Topic: s/es Sound** **Date**: _____

Objective(s):

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

Identify and change the number of simple naming words by adding or removing “s” and “es”.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 22

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’.

Say the names of different objects from the classroom, for example pencil, pen, bag, notebook, eraser, book, chair, table, etc. Point to different objects and ask students to tell their names. Now show a pencil and ask any student to tell what it is. Then pick another pencil and show both pencils to students and ask them what it is. Note their answer. Tell them that these are pencils. Involve all students in the activity using different classroom objects to make plurals. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about singulars and plurals. Recall the concept of naming words. Tell students that naming words are the names of people, animals, places and things. Tell them that naming words are also called nouns. Tell students that singular nouns refer to one person or thing. Plural nouns refer to more than one person or thing. We add ‘s’ to most nouns to make them plurals. Nouns ending in ‘s’, ‘x’, ‘z’, ‘ch’ and ‘sh’ form their plurals by adding ‘es’.

Now ask them to open their textbooks at page 22. Read statement (i) from the ‘Grammar’ section. Ask students to look at the given list of singulars and plurals and read them aloud. Correct their pronunciation if need be.

Activity 1:

Ask students to open their textbooks at page 22. Read statement (ii) from the ‘Grammar’ section. Recall the concept that we add ‘s’ to most nouns to make them plurals. Nouns ending in ‘s’, ‘x’, ‘z’, ‘ch’ and ‘sh’ form their plurals by adding ‘es’. Ask students to write the singulars and plurals accordingly. Help them if need be. Encourage them to do their work on their own. Help them if need be. Ask them to write neatly. Take rounds while they are doing their work.

Sum Up: (3 min)

Summarise the key concept of singular plural nouns with your students.

Assessment: (5 min)

Write some singular nouns on board and ask students at random to guess the plurals.

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	2		40 min

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

Unit Name: Be Aware! **Topic: Pronouns** **Date**: _____

Objective(s):

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

Recognize that some words substitute particular and general naming words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 22 and 23, chart paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 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'. Recall the concept of noun to students. Write 'People, Places, Things' on the board. Now ask students at random to find an object around and say the name of object. For example; pencil, door, fellow students (Zara, Ali), classroom, notebook, friends, teachers, etc. Work with students to identify these nouns and write them on board in correct columns. Use each noun in a simple sentence. For example, 'This pencil is red.', 'Zara is intelligent.', 'Teachers are in corridor.' etc.

Main Activities/Concept Building: (26 min)

Tell students that today they are going to learn about pronouns. Tell them that pronouns are also called substitution words. Tell students that pronouns are words that replace nouns. Bring a chart paper of 'pronouns 'in the classroom and hang it on the board. Read the pronouns aloud. Tell students that we can replace nous with pronouns. Write few sentences on board. Demonstrate to students that how to replace noun with a pronoun by crossing out the noun and writing the pronoun under each sentence, for example; 'It is red.', 'She is intelligent.', 'They are in corridor.' etc. Make sure to involve all students in the activity. Ask students to open their textbooks at page 22. Read statement (iii) from the 'Grammar' section. Ask students to carefully read the examples and notice the pronouns used in place of nouns. Write each sentence on board and replace the nouns with substitution words below each example.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (2 min)

Write few sentences on board and ask students to replace he nouns with pronouns for their better understanding of concept.

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	2		40 min

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

Unit Name: Be Aware! **Topic: Pronouns** **Date**: _____

Objective(s):

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

Recognize that some words substitute particular and general naming words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 22 and 23, pronoun cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 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'.

Recall the concept of pronouns. Ask students at random to tell what are pronouns. Note their answers. Bring large chart papers with one pronoun written on each piece (I, he, she, we, they, it). Ask students to stand in a row and show them first chart "I". Shout "I" and point towards yourself. Ask students to say aloud 'I' and point towards themselves. Hold the next chart paper "he" card and point to some boy and say "he" and ask students to follow you. For "she" point towards a girl. Make sure that every student understands the differences. For "we", bring couple of students together in a group with you and shout "we". Finally, for "they", point at other students in groups while shouting "they" and get everyone to do the same. Repeat the activity again if needed.

Main Activities/Concept Building: (24 min)

Tell students that today they are going to complete activity of substitution words (pronouns). Ask students at random to tell what are pronouns. Appreciate them for their correct answers. Ask students to open their textbooks at page 23. Read statement (iv) from the 'Grammar' section. Write the given examples on board. Call students at random to replace the nouns in given examples with correct pronouns. Correct them if needed. Make sure to involve all the students in this activity. Ask students to take out their notebooks and write the examples with substitution words with correct spellings. Take rounds of class and help students if need be.

Sum Up: (2 min)

Summarise the key concept of pronouns with your students.

Assessment: (2 min)

Ask students to recite the poem with the correct pronunciation.

Homework: (2 min)

Ask students to write and 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	2		40 min

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

Unit Name: Be Aware! **Topic: Position Words** **Date**: _____

Objective(s):

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

Recognize a few words showing position e.g. in, on, to.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 23 and 24, stuffed toy, basket, box

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 today we are going to play a fun activity. Bring a stuffed toy and a basket in the classroom and place it on the table. Now put the stuffed toy in basket and students to tell where the stuffed toy is? Encourage students to answer your questions by taking turns. Note their answers. Tell them that toy is 'in' the basket. Write the answer on board and underline 'in'. Now place the stuff toy on the basket and repeat the process. Finally place the stuff toy near to a box and place a basket at some distance as well. Now tell students that this toy is near 'to' the box. Write the sentence on board and underline 'to'. Appreciate students for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about position words. Tell them that position words tell us about the position on place on nouns/naming words. Ask students to open their textbooks at page 23. Read statement (v) from the 'Grammar' section. Ask students at random to read the examples and look at the pictures carefully. Explain the positions in each picture to clarify the differences.

Activity 1:

Make pair of students. Ask each pair to think of sentences using each position word from their textbook. Ask pair of students to come in front of the class and say their sentence using position words. Encourage them for their correct answers. Make sure to involve all students in the activity.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (4 min)

Assess your students by asking what are position words.

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	2		40 min

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

Unit Name: Be Aware! **Topic: Position Words** **Date**: _____

Objective(s):

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

Identify and use a few words showing position e.g. in, on, to.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 23 and 24

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 few nouns on the board. For example; lion, grass, Aslam, hospital, Zara, table, etc. Make two groups of students. Ask both groups to use these nouns in their own sentences using position word. Encourage them to think of as many sentences as they can. Appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn position words. Recall the concept of position words to students. Tell them that position words tell us about the position or palace of naming words. Ask students at random to share some sentences using position words. Ask students to open their textbooks at page 24. Read statement (vi) from the 'Grammar' section. Ask students to read the sentences aloud and look at the pictures carefully. Explain the positions in each picture to clarify the differences.

Ask students at random to guess the correct position word for each given example. Appreciate students for their correct answers. Write the sentences with correct position words on the board. Ask students to fill in the blanks writing position words with neat hand writing.

Activity 1:

Ask students to use the position words which are given above (Grammar section vi) in sentences of your own. Encourage students to share sentences using the position words. Make sure to involve all students. Appreciate for their correct answers. Write sentences on board and ask students to copy them in their notebooks. Ask them to write neatly. Take rounds while they are doing their work.

Sum Up: (3 min)

Summarise the key concept of position words with your students.

Assessment: (5 min)

Ask students what are position words. Encourage them to share an example of position words as well.

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	2		40 min

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

Unit Name: Be Aware! **Topic: Writing** **Date**: _____

Objective(s):

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

Fill in missing information to complete a simple paragraph.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 24, cushion

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 activity today. Ask students to sit in a circle. Through the cushion towards a student and ask them to share a basic manner that they like to follow. Ask them to tell fellow students that why they like this manner so much. Repeat the process with other students as well. Write the manners shared by students on board to make a list. Now repeat the process by asking students to share some rules they like to follow in school and classroom. Make of list of rules on board as well. Appreciate students for their answers by clapping for them.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to do an interesting activity. Ask students to open their textbooks at page 24. Read statement from the 'Writing' section. Read the word from word bank aloud. Read a sentence and ask students to guess the correct word using the word bank to fill in the blank. Write the correct sentence on board and ask students to fill the blank in their textbooks as well. Say each sentence one by one and ask students to share their answers with you. Write complete paragraph on board and underline the words needed to be filled in blanks. Encourage students to fill the paragraph in their textbook with neat writing.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask them to share some basic classrooms rules with each other.

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	2		40 min

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

Unit Name: Be Aware! **Topic: 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 24, chart paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 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 'Traffic Rules' in capital letters on top of the chart paper. Ask students at random to share some basic traffic rules they remember. Write down the rules on chart paper to make a list. Some basic traffic rules could be; Always use zebra crossing to cross the road, do not run on the road, always walk on sidewalk/pavements, never stick your hand or head out of a moving vehicle, always wear seat belt in car, always use helmet on bicycle/motorbike ride, always follow traffic lights, never play on roads, etc. encourage students to say these rules aloud for two to three times. Make sure to involve all students.

Main Activities/Concept Building: (24 min)

Tell students that today they are going to do some creative writing. Write the topic 'Traffic Rules' 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. Recall the concept of 'traffic signs' and 'danger sign' they have read in the before. Ask students to open their textbooks at page 24. Read statement from the 'Creative Writing' section. Ask students to say some traffic rules aloud by taking turns. Ask them to write five traffic rules 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: (2 min)

Ask students at random to share a traffic sign 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	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Pre-Reading** **Date**: _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 25, tennis ball

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 sit in a circle. Through tennis ball to a random student and ask him/her to tell what is their favourite fruit. 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 foods. Now repeat the process to ask about their favourite drink. 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 'pop, pop, popcorn'. Tell them that 'Pop, Pop, popcorn is a very interesting poem by "Helen Moore'. Ask students to open their textbooks at page 25. Encourage them to get involved in the poem by describing the pictures and making predictions. Ask them to look at the given picture of different food items. Encourage them to say the names of given food items aloud by taking turns. Encourage them to share with fellow students about their favourite food, favourite fruit, and favourite vegetable name. now point towards each picture in the book and ask them if the food item in picture is healthy or junk food. Note their responses. Tell them that we should not eat junk food as it is not good for our health. We should use fresh fruits and vegetables in our diet to keep ourselves healthy and active.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (7 min)

Make two columns on board and name them fruits and vegetables. Ask students to write the name of their favourite fruit and vegetable in columns. Make sure that students write names with correct spellings. Appreciate them for their answers.

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	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Reading** **Date**: _____

Objective(s):

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

Read and recite short poems or rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26

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 at random to share the name of their favourite poem. Ask them to tell the reason for their likeness.

Write the names of poems on board and make a list. Ask students that have they read all of these poems before. Encourage random students to recite their favourite poems in front class as well. Appreciate them for their recitation to boost their confidence.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read a new unit 'pop, pop, popcorn'. Tell them that 'Pop, Pop, popcorn is a very interesting poem by "Helen Moore'. Ask students at random if they like popcorns. Ask them about the last time they ate popcorns. Ask them to share their experiences. Tell them that popcorns are very yummy and easy to make snack. Ask students at random have they ever tried making popcorns at home.

Ask students to open their textbooks at page 26. 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.

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 ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Digraphs** **Date**:

Objective(s):

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

Pronounce some common consonant digraphs in initial and final position.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 27, 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'.

Prepare a chart using digraphs 'ch'' 'sh', 'th' in initial and final position. Write words in random order on chart. Bring chart paper of digraphs and place it on the board. Ask student at random to read a word with correct pronunciation. Make sure to involve all students in the activity. Then ask students to guess the words with similar initial and ending sounds. Encourage students to make pairs of words on board with similar digraphs in initial and final position. Help them if need be. Appreciate them for their correct answers.

Main Activities/Concept Building: (27 min)

Tell students that they are going to learn the concept of digraphs today. Explain to students the concept of digraphs. Tell them that a digraph is a group of two letters that makes a single sound. Give some examples and write them on the board. Ask them to open their textbooks at page 27. Read statement (i) from the 'Oral Communication' section. Ask them to read and pronounce the given words with digraphs in different positions. Encourage them to read with the correct pronunciation. Tell them that the letters highlighted in red are digraphs in the initial and final position.

Activity 1:

Ask students to open their textbooks at page 27. Read statement (ii) from the 'Oral Communication' section. Ask them to think and write two words each with digraphs in initial and final positions. 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: (3 min)

Ask students to recite the digraphs with correct pronunciation.

Homework: (2 min)

Ask them to complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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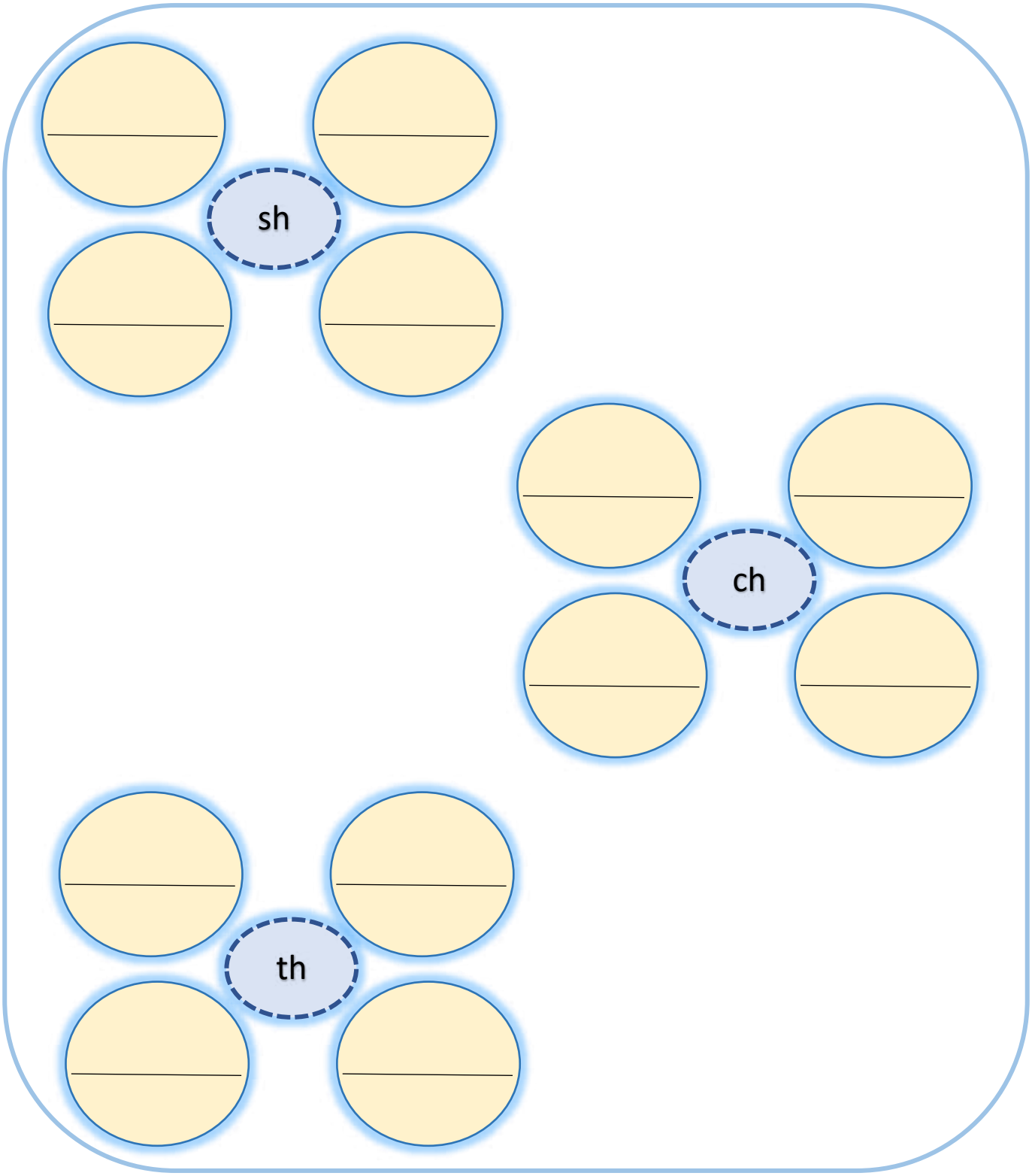
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Write words using given digraphs in initial and final position.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Request and command** **Date**: _____

Objective(s):

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

Articulate, recognize and use some formulaic expressions to listen and respond to more commands.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 27

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'.

Enter the class and greet students. Encourage them to reply you in proper way. Ask student at random; can you give a pencil? Note their response. Now ask another student to pass you a piece of paper. Note their responses. Keep repeating the process with other students as well. Say 'thank you', 'thank you so much' when students follow your command. Use other questions as well for example; can you bring me textbook? Can you please shut the door? Can you give me some water? etc.

After that, invite some pairs in front of the class. Ask them repeat each question with fellow students as well. Encourage them to say thank you to fellow student if they fulfilled the commands. Appreciate students for their good gestures.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read a dialogue about commands. Ask students to open their textbooks at page 27. Read statement from the 'Listening and Speaking Practice' section. Ask them to practise the given dialogue to understand the formulaic expressions. Tell students that we use different formulaic expressions in our conversation to give commands to some person. Tell them that we should politely ask for something we need. Tell students that we should always say 'thank you' when other follow our command and help us. After that make pairs of students and ask them to practise the given dialogue with correct pronunciation.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share more previously learnt formulaic expressions.

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	2		40 min

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

Unit Name: Pop, pop, Popcorn **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 story through pantomime and simple role play.
- Comprehend simple poems read aloud in class.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 27,28, small pot with lid, corn kernels, oven mittens

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 today we are going to perform an interesting role play. Write the method of making popcorns on the board. Read the method aloud and ask students to repeat after you as well. Pretend to make popcorns in front of the class. Use a pot and pretend to add oil in it, pretend to put pot on stove in medium flame and add corn kernels in it. Close the lid of pot. Now pretend to listen the pooping sound of kernels. Use oven mittens before touching pot to demonstrate safety measures. Remove the lid and pretend that popcorns are ready to eat. Now call students at random to come in front of the class and pretend to make popcorns. Ask them to act as they are actually making popcorns. Appreciate them for their involvement in the role play act. Tell students that they can enjoy making popcorns at home with help of their mother.

Main Activities/Concept Building: (27 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 27,28. 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	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Consonant Blend** **Date**: _____

Objective(s):

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

Identify initial and final consonant blends.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 28

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 student to sit in a circle. Bring flash cards of consonant blends 'sp-', 'pl-', '-nk' and '-sk'. Read the sounds of these blends aloud and ask students to repeat after you. Bring a basket full of different words written ice cream sticks. For example; splash, spike, spray, sprout, plank, play, plough, plum, sank, bank, tank, frank, task, mask, flask, disk etc. Call students at random to pick a sticky note and say the word aloud. Ask him/her to tell the consonant blend used in the written word. Repeat the process with other students as well to practice all the consonant blends. Appreciate them for their correct answer by clapping.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about consonant blends. Tell them that consonant blends are groups of two or three consonants in words that makes a distinct sound. Ask students to open their textbooks at page 28. Read statement (ii) from the 'Reading and Critical Thinking' section. Read the given examples of consonant blends in initial and final position with correct pronunciation. Encourage students to repeat the consonant blends after you.

Ask students at random to say a blend and then share a word using the blend. Repeat the process with all students. Make sure to involve all students in the activity.

Sum Up: (3 min)

Summarise the concept of consonant blend to student.

Assessment: (3 min)

Make pairs of students. Ask them share some words using consonant blends with each other.

Homework: (2 min)

Ask them to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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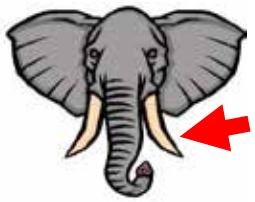
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Write names according to the pictures and circle consonant blends.

_____



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Consonant Blend/Thinking Skill** **Date**: _____

Objective(s):

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

- Identify initial and final consonant blends.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 28, sticky notes

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 sit in a circle. Bring some sticky notes and consonant blend 'sp-', 'pl-', '-nk' and '-sk' on it. Paste them on the board. Write few words as well using these consonant blend on the board. Say a word aloud. Ask students at random to touch the correct sticky note on board. Appreciate them for their correct answers. Repeat the activity three to four times.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about consonant blends as well. Ask students at random to share with fellow students what consonant blends are. Encourage them to raise their hands to answer. Ask students to open their textbooks at page 28. Read statement (iii) from the 'Reading and Critical Thinking' section. Encourage them to complete the given words using the consonant blends. Ask them to complete their work in neat hand writing. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Activity 1:

Tell students that today they are going to do a fun activity. Ask students to open their textbooks at page 9. Read the title 'All About My School'. Ask students at random to read the unit with correct pronunciation. Read statement from 'Time to Think' section. Now ask students to find ten consonant blends form unit 'All About My School'. 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 consonant blend aloud to share with fellow students.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to write a word using consonant blends.

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	2		40 min

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

Unit Name: Pop, pop, Popcorn **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 28, tennis ball

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 some difficult words from previously learnt units 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 today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 28. 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:

Ask students to sit in a circle. Throw a ball to students at random. Ask them to say the meaning of any difficult word you ask. Make sure to involve all student in activity. Appreciate the class by clapping.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to read the poem aloud. Encourage them to share the meanings of difficult words with fellow students.

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 ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic:** **Date**: _____

Objective(s):

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

Articulate, recognize and use some formulaic expressions to introduce self and talk about family.

Resource Material:

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

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'.

Make students sit in a circle. tell students that today we are going to talk about ourselves and our dear family members. Introduce yourself and say some sentences about your family. Now ask students to introduce themselves to each other and also talk about their families. You can also ask some questions to help them, such as;

- What is your date of birth?
- Where do you live?
- How many family members do you have?
- How many siblings do you have?
- What re their names?
- What does your father do?

Encourage students to share the answers of these questions aloud. Appreciate the class by clapping to boost their confidence.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read a dialogue about introducing self and talk about family. Ask students to open their textbooks at page 28. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand the formulaic expressions. Ask students to tell what they already know about using formulaic expressions. Tell them that we use different formulaic expressions in our conversation to make other person feel appreciated and respected. After that make pairs of students and ask them to practise the given dialogue. Encourage students to incorporate some information about their family in their dialogue practice as well.

Sum Up: (5 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 ☐

Reason/Comments:

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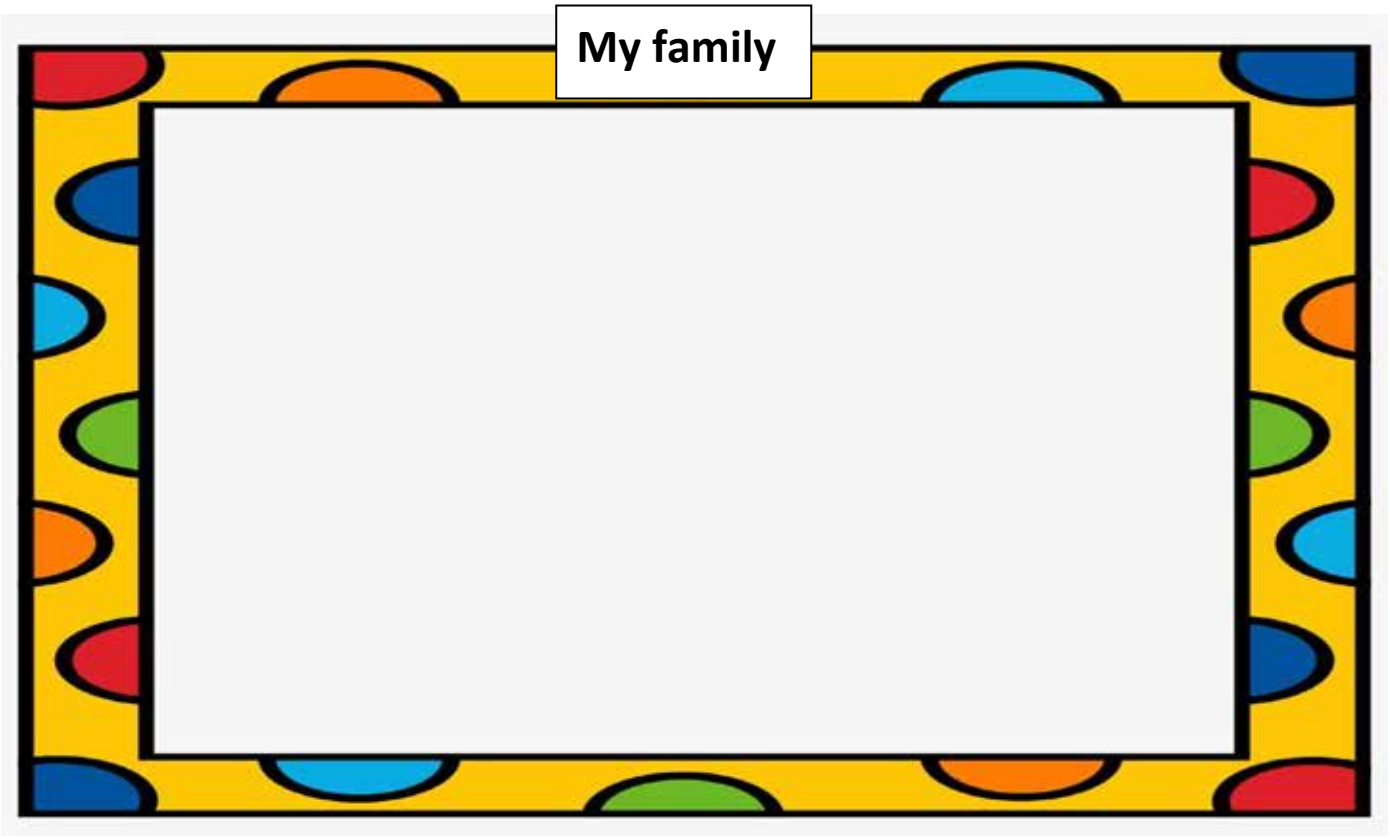
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Draw a picture of your family. Write the answers of given questions.



1. My name is _____.
2. I'm _____ years old.
3. My mother's name is _____.
4. My mother is a/an _____.
5. My father's name is _____.
6. My father is a/an _____.
7. My grandmother's name is _____.
8. My grandfather's name is _____.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Rhyming Words** **Date**: _____

Objective(s):

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

Articulate and use simple rhyming words in writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29, 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 are doing. Encourage them to say, 'Alhamdulillah'.

Write some words sticky notes and paste them on the board. Call students one by one and ask them to pick one word from sticky notes. Encourage them to read the given word aloud and think of a rhyming word. Encourage them to write that word on board and read it aloud for the class with correct spellings. Praise them for their correct responses. Try to involve all the students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn rhyming words. Have them recall the previously learnt concept of rhyming words. Tell them that rhyming words have the same ending sounds. Ask them to open their textbooks at page 29. Read statement (iii) from the 'Vocabulary' section. Read the given rhyming words aloud and ask them to repeat after you 3-4 times.

Activity 1:

Ask students to open their textbooks at page 6. Read statement (iii) from the 'Vocabulary' section. Ask students to read the given words aloud. Encourage them to tick the rhyming words. 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 recite the poem with the correct pronunciation.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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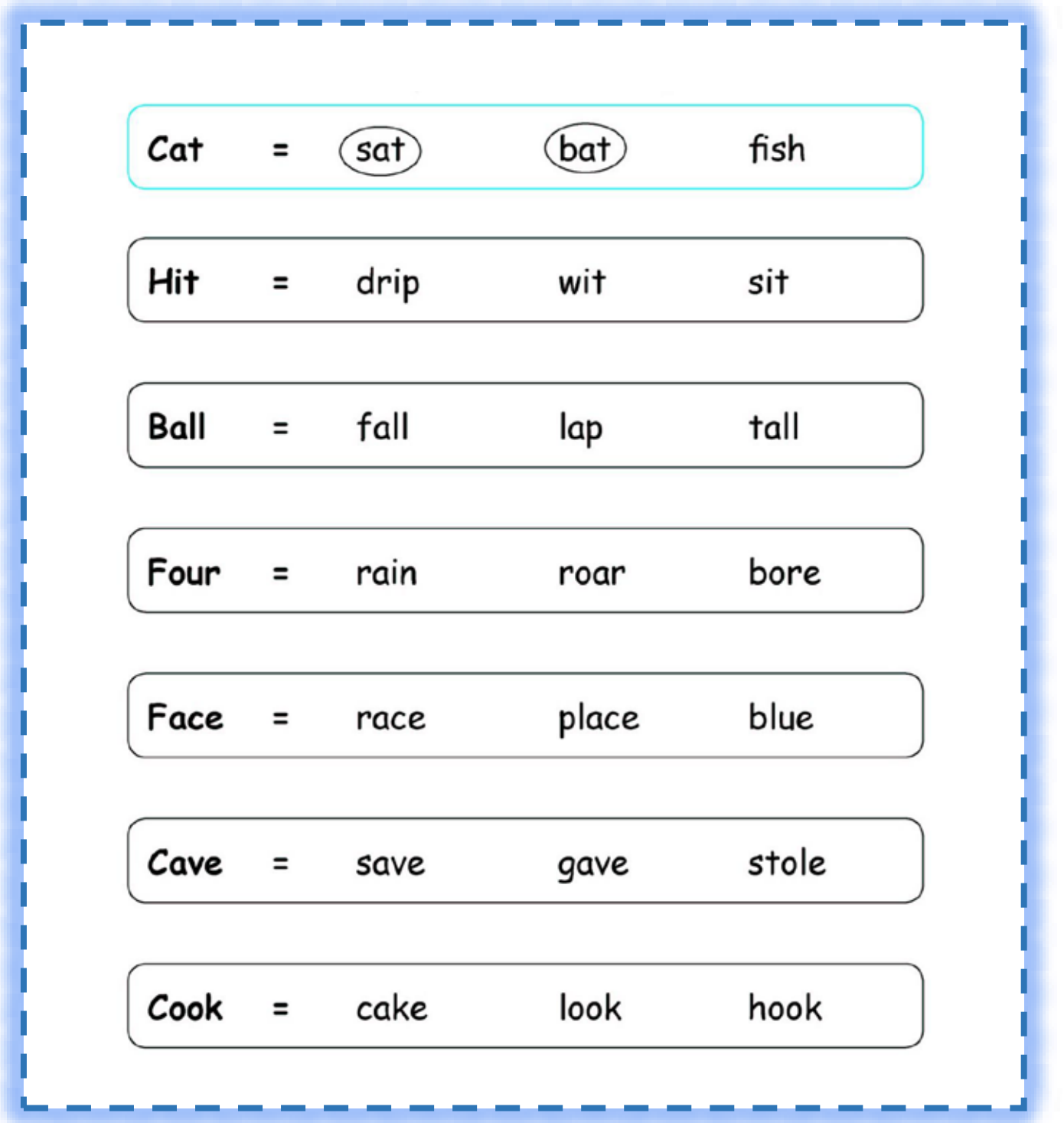
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Circle the words that rhymes with each given word. One has been done for you.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Substitution Words** **Date**: _____

Objective(s):

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

Illustrate the use of substitution words learnt earlier as subjective case.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29 and 30, 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'.

Write 'he', 'she', 'it', 'we', 'they', and 'you' on the board. Hold a pencil in your hand and say 'What is this?'. Students should reply 'this is a pencil'. Appreciate students for their correct answers. Write the sentence on board 'I am holding a pencil' and underline 'my'. Say aloud 'we are Muslims' and ask students to repeat after you. Write this sentence on the board and underline 'we'. Repeat the process for other pronouns as well by writing different sentences on board and underline the pronouns.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn more about pronouns. Recall the concept of pronouns. Tell them that pronouns are also called substitution words. Tell students that pronouns are words that replace nouns. Tell them that when we replace a subject with a pronoun, we use these pronouns: 'I, you, he, she, it, they'. Explain to students what is 'subject' in sentences. The subject of a sentence is the person, place, or thing that is doing some action (verb) or is being described. The subject tells us what or whom the sentence is about.

Bring a chart paper of 'pronouns 'in the classroom and hang it on the board. Read the pronouns aloud. Tell students that we can replace nous (subjective case) with pronouns. Write few sentences on board. Demonstrate to students that how use pronouns in sentences. Ask students to open their textbooks at page 29. Read statement (i) from the 'Grammar' section. Ask students to carefully read the examples and notice the pronouns used in subjective case. For better understanding, write each sentence on board and replace pronouns with suitable nouns. Involve students in guessing suitable nouns as well.

Activity 1:

Ask students to open their textbooks at page 30. Read statement (ii) from the 'Grammar' section. Ask students to fill in the blanks by using the correct pronouns .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 sentences aloud to share with fellow students.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by encouraging them to share some sentences using pronouns in subjective case.

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	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Is, Are, Am** **Date**: ____

Objective(s):

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

Use am, is, are with different substitutions and pointing words in short sentences to identify and describe a person, place and thing e.g. I am …

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 30

Teaching & Learning Activities:

Opening Activities/Warm-up: **(10 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 ply an interesting activity today. Write three sentences on the board. For example; 'my name is Azhar', 'my name am Azhar.', 'my name are Azhar'. Underline verbs in each sentence. Ask a student at random to come in front of the class and tick the correct sentence. If they tick wrong sentence, help them by reading the correct sentence aloud. Write more sentences on board to involve students in activity. For example; 'I am a teacher, I are a teacher, I is a teacher'. Repeat the process four to five times using different sentences. Appreciate students for their correct answers.

Main Activities/Concept Building: **(22 min)**

Tell students that today they are going to learn a new thing that is use of 'is', 'are', 'am'. Tell students that 'is', 'am' and 'are' can be used with different nouns, pronouns and pointing words in simple sentences. Ask students to open their textbooks at page 30. Read statement (iii) from the 'Grammar' section. Ask students to carefully read the examples and notice the use of 'is, are, am'.
Encourage students at random to say a sentence using 'is, are, am'. Note their responses. Write sentences on board. Make sure to involve all students in activity. After writing sentences shared by students on board, read loud all the sentences two to three time. Ask students to repeat after you.

Sum Up: **(3 min)**

Summarise the concept of 'is', 'are', 'am' to students by giving few examples to them.

Assessment: **(5 min)**

Ask students to tell where can we use 'is', 'are', 'am' in sentences. Appreciate them for correct answer.

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	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Is, Are, Am** **Date**: ____

Objective(s):

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

Use am, is, are with different substitutions and pointing words in short sentences to identify and describe a person, place and thing e.g. I am …

Resource Material:

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

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 they are going to play a fun activity today. Make three to four groups of students. bring word card in classroom with different names and different professions written on them. Ask students of each group to use the word cards (name/professions) and make sentences using 'is', 'are', or 'am'. Allow each group to brainstorm ideas and make sentences. Encourage them for their correct sentences by clapping for them.

Main Activities/Concept Building: (22 min)

Recall the concept of 'is', 'are', and 'am' to students. Tell students that 'is', 'am' and 'are' can be used with different nouns, pronouns and pointing words in simple sentences. Ask students to open their textbooks at page 30. Read statement (iv) from the 'Grammar' section. Ask students to carefully read the sentences and fill in the blanks using 'is', 'am' or 'are'. Praise the students who finish their work first to boost their confidence. Ask students to read their sentences aloud to share with fellow students.

Activity 1:

Make pair of students. ask each pair to introduce themselves and each other. Encourage them to say something about fellow students as well. For example; 'I am Saad, Ali is my friend. We are Muslim.' Help students to think of sentences if need be. Appreciate them for their answers by clapping to boost their confidence.

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: (2 min)

Ask them to practice the classwork at home and write sentences 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	NSS (SNC – KPK & FEDERAL)	English	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Writing** **Date**: _____

Objective(s):

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

Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.

Resource Material:

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'.

Ask students to sit in a circle. Ask students at random to share about their hobbies. Ask them to tell fellow students which games they like the most. Ask students who they like to play the games with. Ask them do they have toys at home to play with. Ask them to share what is their favourite toy. Does it have any name? Make sure to involve all students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to write few sentences. Ask students to open their textbooks at page 31. Read statement from the 'Writing' section. Read the topic for guided writing 'My Toy'. Read the first line 'I have many toys.' aloud. Now encourage students to think of different sentences to write about their favourite toy. Encourage them share their sentences with fellow students by taking turns.

Write these sentences on board for better understanding of students. for example; 'I have many toys. My favourite toy is my doll. It was a gift from my father/mother. I name her Dolly. She is wearing a yellow dress. I like to play with my doll.' Or 'I have many toys. My favourite toy is my remote controlled truck. It is a six wheeler truck. Its colour is red. I like to play with it very much.' 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 sentences aloud to share with fellow students.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to read their sentences aloud to share with fellow students.

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	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: Writing** **Date**: _____

Objective(s):

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

Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.

Resource Material:

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'.

Ask students to sit in a circle. Ask student at random to tell have they read any interesting story? Ask them to share some details about their favourite story with fellow students. Ask other students to share their thoughts about the story. Encourage other students to share their favourite stories as well. Appreciate them by clapping to boost their confidence.

Main Activities/Concept Building: (25 min)

Tell students that today we are going to write few sentences. Write the topic 'My Favourite Book' on the board. Read and write the first line 'I have many storybooks.' aloud. Now encourage students to think of different sentences to write about their favourite story and storybook. Encourage them share their sentences with fellow students by taking turns. Write these sentences on board for better understanding of other students. For example; I have many storybooks. I like to read them before I go to sleep. My most favourite story book is 'Good Night Moon' by Margaret Wise Brown. It is a bedtime story written about a rabbit's routine before he goes to bed. Before his bedtime, the rabbit goes around the room and says goodnight to all of them. 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 sentences aloud to share with fellow students.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to read aloud their sentences aloud to share with fellow student.

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	2		40 min

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

Unit Name: Pop, pop, Popcorn **Topic: 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 31, cushion

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

encourage students to do the same. Try engaging students by asking them how they are doing. Encourage them to say, 'Alhamdulillah'.

Have students sit in a circle. Throw the cushion to a student and ask him/her to tell the name of his/her favourite food and why he/she likes this food in two to three sentences. Ask this student to throw the cushion to another student and ask the same question. Try to do it with all students.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do some creative writing. Write the topic 'Favourite Food' 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 31. Read statement from the 'Creative Writing' section. Ask students to think of different sentences and share their idea with fellow students as well. Encourage them to say their sentences aloud by taking turns. Write these sentences on the board. For example; my favourite food is fruit trifle. Its sweet and yummy. I can eat trifle daily. I like it very much because I can enjoy different fruits, custard, cake, jam and cream. I like to help my mother when she makes one for me. I like it very much

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 to solve the given worksheet.

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	2		40 min

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

Unit Name: **Topic: Review** **Date**: _____

Objective(s):

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

Review 1

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 32

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'. 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 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)

Recall the concept of 'initial' and 'final' sounds. Ask students at random to tell what 'initial' and 'final' sounds are. Appreciate them for their correct answers. Ask students to open their textbooks at page 32. Read the statement (ii) from 'Oral Communication' section. Say the given words aloud. Ask students to circle the initial sounds in each word. Encourage them to underline the final sounds in each word as well. Make pair of students. call a pair of students in front of class and ask them to introduce themselves to each other. Appreciate them for their correct pronunciations. Encourage other students to introduce themselves as well.

Recall the concept of 'initial' and 'final' consonant blend. Read the statement (i) from 'Reading and Critical Thinking' section. Encourage students to complete the given words by using correct consonant blends in initial and final position.

Recall the concept of digraphs in 'initial' and 'final' position. Read the statement (ii) from 'Reading and Critical Thinking' section. Encourage students to write words with given digraphs in initial and final position. 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 consonant blends and digraphs. Note their answers.

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	2		40 min

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

Unit Name: Be Aware! **Topic: Review** **Date**: _____

Objective(s):

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

Review 1

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 32

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'.

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 32. Read statement (i) from the 'Aspects of Language' section. Encourage students to write the name of their favourite animal, fruit and vegetable. Recall the concept of pronouns. Ask students at random to share pronouns aloud. Read statement (ii) from the 'Aspects of Language' section. Encourage students to fill in the blanks using correct pronouns for underlined nouns. Recall the concept of 'is', 'are', and 'am' to students. Read statement (iii) from the 'Aspects of Language' section. Encourage students to write two sentences using 'is', 'are' and 'am' in their notebooks using correct spellings.

Recall the concept of action words. Ask students at random to share some action words with fellow students. recall the concept of position words. Ask students at random to tell what are position words. Appreciate them for their correct answers. Read statement (iv) from the 'Aspects of Language' section. Encourage students to circle the position words and underline action words in given sentences. Read statement from the 'Writing' section. Encourage students to write about their favourite season 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 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to read aloud their sentences about their favourite season. Ask them to tell what re position words.

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	2		40 min

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

Unit Name: Respecting Others **Topic: Reading** **Date**: _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, 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'.

Ask students that have they ever experience any disrespectful incident in their life? Note their responses. Ask students at random to share their experiences of respecting their elders. Ask them how they respect their parents at home. Appreciate them for their correct responses. Tell them that Allah (SWT) has asked us to respect everyone. It is our duty to respect and take care of our elders, parents and teachers.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read the unit "Respecting Others". Tell them that this informative unit is about how and why we should respect our elders. Ask students to open their textbooks at page 33.

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 show respect and gratitude towards our elders and seniors. It is our moral and ethical duty to be respectful towards elders. Disrespecting our elders harm not only our moral about also damage our character. If we respect others, it shows our good upbringing and we can earn blessings and prayers of our elders.

Ask students at random to tell what they can see in the given picture at page 33. Ask them to tell how the students in the picture are showing their respect towards their teacher. Note their responses. Tell them that listening to the teacher attentively is also a form of respect towards teacher. We should listen and obey our teachers while they teach.

Sum Up: (3 min)

Summarise the key concept of respecting the elders to students.

Assessment: (5 min)

Ask students what else should we do to respect our elders?

Homework: (2 min)

Complete the worksheet 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	2		40 min

Worksheet

Name: _____ **Date: _____**

Write names of objects that you can see in this picture.

_____

_____

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Respecting Others **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 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'.

Make two groups of students. Recall the unit previously discussed with them. Ask both pairs to think of some basic manners and etiquettes that show respect to our elders. Call two students from each group to come in front of the class and share an in occasion when they respected their elders by taking turns. Appreciate them both for their correct answers. Repeat the process with both groups. If one group members fail to think of some occasion, other group wins. Appreciate students for their efforts.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read unit 'Respecting Others.' Tell them that this unit is about some students. Ask students to open their textbooks at page 34. Model reading the unit with correct pronunciation and intonation. Encourage students to recite the unit themselves. Ask students at random to read the text.

Ask students at random to tell why was Sibgha's behaviour not acceptable? Note their answers. Tell them that at first, Sibgha brood about her intelligence. Not only she does this, but she also made fun of Amina, which is very bad. Ask students at random to tell who tried to stop Sibgha from hurting Amina's feelings? Note their responses. Tell them that if we try to shame others in front of everyone, shame will be brought upon ourselves by Allah (SWT) as Allah (SWT) does not like proud people.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share some information about respecting elders. 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	2		40 min

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

Unit Name: Respecting Others **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 locate specific factual information to answer simple short questions in a word or two.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 34 and 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're doing. Encourage them to say, 'Alhamdulillah'.

Ask students to sit in a circle. Throw the toy to a student and ask, 'What does respecting our elders means?' Ask them to answer in a complete sentence. Ask this 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 respect your teachers?' Note their responses. Tell them by respecting others, we obey Allah (SWT) commands and whoever obeys Allah (SWT) commands, will be rewarded a lot

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read unit "Respecting Others". Tell them that this unit is about respecting others and respecting other's emotions. Ask students to open their textbooks at page 34, 35. 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 stood first in the class eventually. Note their responses. Tell them that it was Amina, not Sibgha who stood first in the class. Ask them; "Why do Sibgha not stand first? Note their responses. Tell students that we should always respect everyone around us. Allah (SWT) dislike people who are disrespectful towards others. If we want to be successful in life, we should never let down other people by our behaviours. Ask students at random to tell what promise did Sibgha made to her mother? 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	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Respecting Others **Topic: consonant clusters** **Date**: _____

Objective(s):

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

Recognize and identify common consonant clusters (/br/, /st/, /cl/)

Resource Material:

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're doing. Encourage them to say, 'Alhamdulillah'.

Tell students that they are going to play a fun activity. Tell students that beside 'a, e, I, o, and u', all the letters are called consonants. Write the consonants clusters 'bl' in the initial position on the board.

Ask students to brainstorm and come up with words starting with 'bl'. Write the new words under 'bl' to form a list of words. Now ask different students to pronounce these words loudly. Appreciate them all for their correct responses by clapping for them.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read about consonant clusters. Tell students that consonant clusters re group of consonants with no vowels between them. Tell them that Initial consonant clusters are the sounds that are found at the beginning of words.

Ask students to open their textbooks at page 35. Read statement (i) from the 'Oral Communication' section. Read the given consonant clusters aloud with their examples. Ask students to notice the use of highlighted words in the given examples.

Activity 2:

Ask students to open their textbooks at page 35. Read statement (ii) from the 'Oral Communication' section. Encourage students to write words using the given consonant clusters in the given space. Encourage them to write answers with correct spellings. Make sure they do they their work neatly. Help them if need be.

Sum Up: (3 min)

Summarise the key concepts of consonant clusters with your students.

Assessment: (5 min)

Ask students to think and share some more words with given consonant clusters.

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	2		40 min

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

Unit Name: Respecting Others **Topic: Listening & Speaking** **Date**: _____

Objective(s):

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

Articulate, recognize and use some formulaic expressions to seek permission to do something.

Resource Material:

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're doing. Encourage them to say, 'Alhamdulillah'.

Make pairs of students. Ask them to greet each other in proper manners and then ask each other to give their pencil, eraser or any other thing in a proper manner. They can ask:

- May I use your book?
- Can I take your pencil? Etc.

Encourage students to respond to each other properly using formulaic expressions and polite gestures. Make sure to involve all students in the activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read a dialogue some formulaic expressions to seek permission to do something. Ask students to open their textbooks at page 36. Read statement from the 'Listening and Speaking practice' section. Ask them to practise the given dialogue to understand some basic formulaic expression. Tell them that if we need to ask for permission from others, we should use different polite words and social courtesies in our conversation to make other person feel appreciated and respected. Make pairs of students and ask them to practise the given dialogue.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share some more formulaic expressions to ask permission.

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	2		40 min

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

Unit Name: Respecting Others **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.
- Comprehend simple story read aloud in class.

Resource Material:

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're doing. Encourage them to say, 'Alhamdulillah'.

Make pairs of students. Ask each pair to share any incident of their life when they feel disrespected by anyone else. Encourage them for their correct answers. Ask them to tell what were their feelings at that moment. Ask them if they have ever been disrespectful towards any one? Note their responses. Tell them that if we made any mistakes, we should seek for forgiveness because Allah likes those people who asks for forgiveness for their mistakes instead of feeling about themselves. 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 'Respecting Others. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 36. Read each question from the 'Comprehension Time' section aloud. Now encourage students 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: (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	2		40 min

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

Unit Name: Respecting Others **Topic: Common Objects in Picture** **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 Material:

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're doing. Encourage them to say, 'Alhamdulillah'.

Tell students that we are going to play a fun activity today. Divide the class into two groups. Give each group a topic to think of as many things/objects related to the topic 'home'. Ask them to discuss with fellow group members write as many names of things as they can. Ask them to write these names on a piece of paper. The group with the maximum number of names wins the game. Appreciate students for their good work to boost their confidence.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to write some different names of things and objects.

Activity 1:

Ask students to open their textbooks at page 36. Read statement (ii) from the 'Comprehension Time' section aloud. Ask students to look at the given picture very carefully. Ask students to write the names of objects they can see in the picture in the given space. Help them with spellings if need be. Ask them to share names of as many objects as they can see in the picture.

Activity 2:

Tell students that we are going to play a fun activity today. Write few names of objects from the picture on ice cream sticks and put them in a basket. Ask students at random to pick a stick and share a sentences with the word written on it. Make use to involve all the students in the activity. Note their responses. Appreciate them all for their correct answers.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share names of some objects they can find in the classroom.

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	2		40 min

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

Unit Name: Respecting Others **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 37.

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'.

Ask students to raise their hand if they know what mistake did Sibgha made in the unit 'Respecting others'. Note their responses. Tell students to share what do they think about Sibgha's behaviour? Note their responses. Ask them to share their thoughts about how should Sibgha actually behave and react in the classroom. Ask them to tell what do you think Amina must have felt when Sibgha shamed her in front of whole class. 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 respecting others. Ask students to open their textbooks at page 37. Read 'Time to Think' statement. Ask students to look at the given pictures carefully. Ask them to tell what is happening in these pictures. Note their responses.

Now encourage students to share their thoughts about wrong happenings in these pictures. Ask them to tell what wrong they can see in the pictures. Ask them to tell if they have ever done this with their siblings at home? Ask them to tell if they have ever done this with class fellows at school. Note their responses.

Make pair of students and ask them to share and discuss with each other what is wrong in these pictures.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking random questions about the given pictures.

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	2		40 min

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

Unit Name: Respecting Others **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 37, soft ball

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 some difficult words from the unit on the board. Ask students at random 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: (27 min)

Tell students that today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 37. 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:

Ask students to sit in a circle. Write the vocabulary words on board. Bring a ball and through it towards random students. Ask the student to catch the ball. Then ask them to tell the meaning of any vocabulary word written on board. Appreciate the class by clapping.

Sum Up: (3 min)

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

Assessment: (3 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 ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Respecting Others **Topic: Parts of Body** **Date**: _____

Objective(s):

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

Recognize into different categories, some simple naming words from pictures and immediate surrounding e.g. parts of body.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 37, 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'.

Paste picture cards of different body parts on the board. Ask students to look at the given pictures and say their names aloud. Encourage them to share the names of their favourite body part. Ask them the reasons for liking the particular body part. Appreciate them for their responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about our body parts.

Discuss nouns categories in general with students. Ask them to open their textbooks at page 37. Read statement (ii) from the 'Vocabulary' section. Read the names of the given body parts one by one. Ask students to read after you 3-4 times. Ask them if they know the names of other body parts as well. Ask them to share the names with fellow students. Appreciate them for their correct responses.

Activity 1:

Mix picture cards of different body parts in a box. Call students at random to pick any card from the box and say that name aloud. 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 at random to share any two names of body parts with fellow students 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	2		40 min

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

Unit Name: Respecting Others **Topic: Parts of Body** **Date**: _____

Objective(s):

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

Classify into different categories, some simple naming words from pictures and immediate surrounding e.g. parts of body.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 38.

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'.

Draw two columns on the board. Now divide the class into two groups, group A and group B. Ask group A and B to tell as many names of body parts as they can. Ask each group to say the name on their turns. Write the names on the board. After completing the activity, appreciate them to boost their confidence.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to complete a crossword of body parts. Recall the names of different body parts with their spellings.

Ask them to open their textbooks at page 38. Read statement (iii) from the 'Vocabulary' section. Ask students to look the given pictures carefully and notice the numbers written with each picture. Ask them to write the names of body parts by following the numbers assign with each given picture. Tell them that they should write the name of body part according to the numbers given with pictures and written on boxes. Encourage them to do their work on their own. Help them if need be. Ask them to write neatly. Take rounds while they are doing their work. Draw a complete cross word on board at the end to help the students.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pair of students and ask them to share names of different parts of body with each other.

Homework: (2 min)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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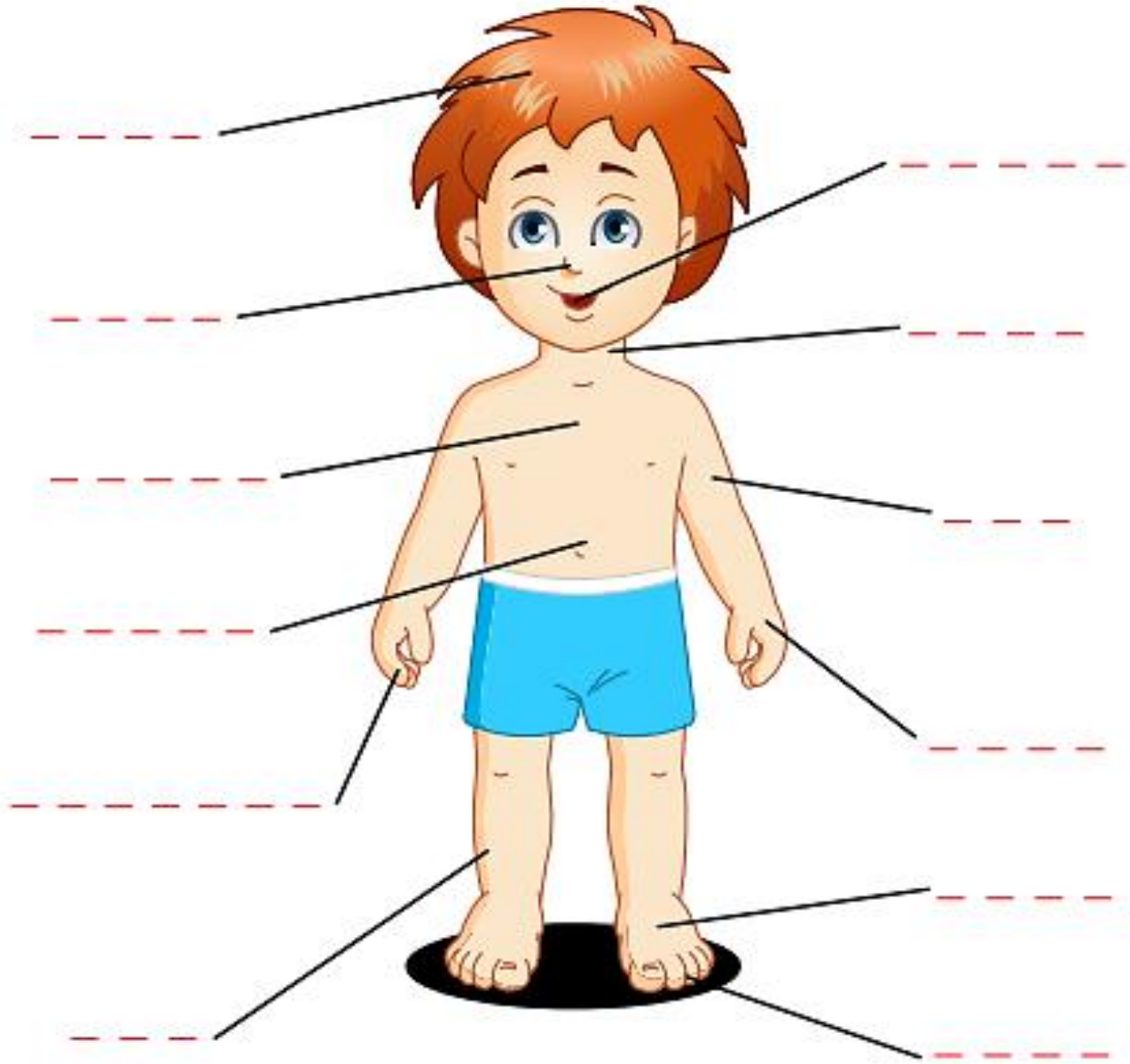
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Write parts of body by using the given word bank.

head	mouth	chest	fingers	arm	foot
nose	neck	tummy	leg	hand	toes



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Respecting Others **Topic: Substitution Words** **Date**: _____

Objective(s):

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

Recognize substitution words as objective case: me, us, you, him, her, them, it.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 38

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 today we are going to play a fun activity. Ask students at random to tell what are nouns. Note their answers. Ask them to share examples of nouns aloud. Now ask students at random to tell "What is a pronoun?" Encourage students to give examples of pronouns f they know. Appreciate them all for their correct answers.

Main Activities/Concept Building: (28 min)

Tell students that today they are going to learn about pronouns. Tell them that pronouns are also called substitution words. Tell students that pronouns are words that replace nouns. Bring a chart paper of 'pronouns' as object case in the classroom and hang it on the board. Read the pronouns aloud. Tell students that we can replace nous with pronouns. Write few sentences on board. Demonstrate to students that how to replace noun with a pronoun by crossing out the noun and writing the pronoun under each sentence, for example; 'I gave Hamza my book', 'I gave him my book' etc. write more sentences on board and encourage students to guess the pronouns. Make sure to involve all students in the activity.

Activity1:

Ask students to open their textbooks at page 38. Read statement (i) from the 'Grammar' section. Ask students to carefully read the examples and notice the pronouns used in place of nouns. Write each sentence on board and replace the nouns with substitution words below each examples for better understanding of students.

Sum Up: (2 min)

Summarise the key concept of pronouns with your students.

Assessment: (5 min)

Write few sentences on board and ask students to replace he nouns with pronouns for their better understanding of concept.

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	2		40 min

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

Unit Name: Respecting Others **Topic: Substitution Words** **Date**:

Objective(s):

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

Use substitution words as objective case: me, us, you, him, her, them, it.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 39

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'.

Recall the concept of pronouns. Ask students at random to tell what are pronouns. Note their answers. Bring large chart papers with one pronoun written on each piece (him, her, me, us, you). Ask students to stand in a row and show them first chart "him". Shout "him" and point towards a boy in the class. Ask students to say aloud 'me' and point towards themselves. Hold the next chart paper "her" card and point to some girl and say "her" and ask students to follow you. Make sure that every student understands the differences. For "us", bring couple of students together in a group with you and shout "us". Repeat the activity again if needed.

Main Activities/Concept Building: **(26 min)**

Tell students that today they are going to complete activity of substitution words (pronouns). Ask students at random to tell what are pronouns. Appreciate them for their correct answers. Ask students to open their textbooks at page 39. Read statement (ii) from the 'Grammar' section. Write the given examples on board. Call students at random to fill in blanks with correct pronouns. Correct them if needed. Make sure to involve all the students in this activity. Ask students to take out their notebooks and fill in the blanks with pronouns using correct spellings. Take rounds of class and help students if need be.

Sum Up: **(2 min)**

Summarise the key concept of pronouns with your students.

Assessment: **(2 min)**

Ask students to read the pronouns aloud for three to four times.

Homework: **(2 min)**

Ask students to write and 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	2		40 min

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

Unit Name: Respecting Others **Topic: Position Words** **Date**: _____

Objective(s):

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

Recognize a few words showing position e.g. to/from, *up/down, here/there* (preposition of location)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 39

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 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 today we are going to play a fun activity. Make pair of students. Ask each pair to stand at distance with each other. Ask them to call each other by saying come 'here'. Ask other students to follow the instruction. Now encourage the pairs to tell each other to go 'there' and point towards any corner of the classroom and encourage other students to follow the instruction. Repeat the process with rest of the students. write 'here' and 'there' on the board and encourage students to repeat the word after you.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about position words. Tell them that position words tell us about the position on place on nouns/naming words. Ask students to open their textbooks at page 39. Read statement (iii) from the 'Grammar' section. Ask students at random to read the examples and look at the highlighted carefully. Explain the positions in each picture to clarify the differences.

Activity 1:

Make pair of students. Ask each pair to think of sentences using each position word from their textbook. Ask pair of students to come in front of the class and say their sentence using position words. Encourage them for their correct answers. Make sure to involve all students in the activity.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (2 min)

Assess your students by asking what are position words.

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	2		40 min

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

Unit Name: Respecting Others **Topic: Position Words** **Date**: _____

Objective(s):

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

Identify and use a few words showing position e.g. to/from, *up/down, here/there* (preposition of location)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 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'.

Write few position words on board and ask students at random to share a sentence using the words. Encourage them for their correct answers. Make pair of students. ask each pair to discuss as many sentences using the position words as they can and write them in their notebooks. Make sure to involve all students in the activity. Appreciate them by clapping for them.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn position words. Recall the concept of position words to students. Tell them that position words tell us about the position or palace of naming words. Ask students at random to share some sentences using position words.

Activity 1:

Ask students to open their textbooks at page 39. Read statement (v) from the 'Grammar' section. Ask students to read the sentences aloud. Ask students at random to guess the correct position word for each given example. Appreciate students for their correct answers. Write the correct position words on the board for each given example. Ask students to fill in the blanks writing position words with neat hand writing. Appreciate them for their good work.

Sum Up: (3 min)

Summarise the key concept of position words with your students.

Assessment: (5 min)

Ask students what are position words. Encourage them to share an example of position words as well.

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	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Respecting Others **Topic: Guided Writing** **Date**: _____

Objective(s):

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

Use the texts they read as models for their own writing.

Resource Material:

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. 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 activity today. Ask students to sit in a circle. Through the cushion towards a student and ask them to share what do they like to do in their free time. What is their hobby? Ask them to tell fellow students that why they like this hobby so much. Repeat the process with other students as well. Write the hobbies shared by students on board to make a list. Now repeat the process by asking students to share what games they like to play in school and classroom. Make of list of games on board as well. Appreciate students for their answers by clapping for them.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to do an interesting activity. Ask students to open their textbooks at page 40. Read statement (i) from the 'Writing' section. Read the given paragraph aloud. Ask students to read after you as well with correct pronunciation.

Read statement (ii) from the 'Writing' section. Read the given topics aloud. Encourage students to write a paragraph of their own using any of the above mentioned topics. Appreciate them to write the paragraph on their own. Encourage them to write the paragraph in neat hand writing. Ask them to use correct spellings. Take rounds while students complete their work. Help them if need be. Appreciate the students by clapping for them.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask them to share their written paragraphs with each other.

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	2		40 min

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

Unit Name: Respecting Others **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 40.

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 'Respecting others' in capital letters on top of the chart paper. Ask students at random to share some basic etiquettes and manners that they remember in order to respect others. Write down some basic rules on chart paper to make a list. Such as; never hurt other feelings, don't make fun of any one, always help others in need, always pay attention to others, make eye contact while talking, be attentive when elders are talking, etc. Encourage students to say these rules 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 'Respecting Others' 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 40. Read statement (i) from the 'Creative Writing' section. Ask them to write three rules of their own choice neatly in their notebooks that show respect to everyone in their classroom. 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.

Ask students to open their textbooks at page 40. Read statement (ii) from the 'Creative Writing' section. Ask them to write some ways how they show their respect towards their family members 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 some rules for respecting others 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	SUN (SNC -KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Write a short paragraph for the given topic.

Importance of Exercise

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Time to Change **Topic: Reading** **Date**: _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 41, tennis ball

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 sit in a circle. Through tennis ball to a random student and ask him/her to tell what is their favourite activity and hobby to do with their mother. 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 hobbies and activities. Now repeat the process to ask students about their favourite time of the day. 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 'Time to Change'. Tell them that 'Time to Change' is a very interesting unit. Ask students to open their textbooks at page 41. Ask them to look at the given picture of mind map carefully. Encourage them to say the names of tasks aloud by taking turns.

Ask them to tell what work they perform at home from the given mind map in order to help their mothers in their homes. Note their responses.

Ask students at random to tell is it a good manner to help somebody? Note their responses. Ask them to tell how they like to help their mothers or their siblings at home. Ask them to tell what help they offer to their mother at home in order to help them. Encourage them for their correct answers by clapping for them.

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 how they help their mothers at home.

Homework: (2 min)

Ask students to a help their mothers at home by doing one chore from the given mind map.

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	2		40 min

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

Unit Name: Time to Change **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 Material:

Chalk/Marker, White/Blackboard, Textbook page 42.

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 at random to share the name of their favourite /chore task they like to perform to help their mother at home. Ask them to tell the reason for their likeness of the task/chore. Ask students to share the reactions of their mothers when they help them. Ask them to tell if they hep their siblings when they need them. Note their responses. Make pair of students. ask them to share with each other how they help their siblings at home in different tasks. Appreciate them for their answers to boost their confidence.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read the unit "Time to Change". Tell them that this informative unit is about how we should perform our daily tasks and chores in house actively. Ask students to open their textbooks at page 42. Read the text aloud with correct pronunciation. Ask students to repeat after you aloud.

Ask students to look at the picture carefully. Read the question from while-reading section aloud and ask students at random to tell what was Almir doing when he got back home from school? Note their response. Ask students what is Almir's mistake? Note their answers. Tel them that instead of changing his uniform first, Almir is sitting on sofa and watching TV.

Ask students at random to tell what do they do when they reach home from school. Note their responses. Tell them that we should change our uniforms when we reach home from school.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask them to share their routine with each other about their activities after reaching home from school.

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	2		40 min

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

Unit Name: Time to Change **Topic: Reading** **Date**: _____

Objective(s):

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

- Read the text.
- Read aloud words and simple sentences with reasonable level of accuracy of pronunciation

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42

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 activity. Ask students at random to tell what do they do when they reach home from school. Note their responses. Now ask any other student to tell if any of them do the same activity reaching home. Make of lists of students who do the same activities when they reached home. Share your routine with students as well. Tell students what you do first after reaching home. Appreciate students for their involvement by clapping for them.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read the unit "Time to Change". Tell them that this informative unit is about how we should perform our daily tasks and chores in house actively. Ask students to open their textbooks at page 42. Read the text aloud with correct pronunciation. Ask students to repeat after you aloud.

Ask students to look at the picture carefully. Read the question from while-reading section aloud and ask students at random to tell will Uzma bring Almir lunch? Note their response. Ask students what is Almir's mistake in asking his sister to bring lunch? Note their answers.

Ask students at random to tell what does Islam teaches us about doing our work? Tell them that our Prophet (PBUH) used to do all his work by his own hands. HE never feel ashamed for doing work. Allah (SWT) also like people who do their work with their own hands.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share what Islam teaches us about doing work. Note their responses.

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	2		40 min

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

Unit Name: Time to Change **Topic: pronunciation** **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 Material:

Chalk/Marker, White/Blackboard, Textbook page 43

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 words from the unit 'Time to Change' on the board. Encourage students at random to come in front of the class and say the word aloud. Then, ask student to use the word to make sentence of their own. Appreciate them by clapping for their correct answer. Repeat the process with other students. make sure to involve all the students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do an interesting activity. Ask students to open their textbooks at page 43. Read the statement (i) form "Phonics Section" aloud. Ask students to read the given words aloud one by one.

Now encourage students to open their textbooks at page 42. Encourage students to find the words given under statement (i) in the text of unit at page 42. Appreciate them to complete their work quickly. The first student to complete this activity wins. Appreciate them all for their correct answers.

Ask students at random to share the meaning of these words as well. Appreciate them all for their efforts by clapping for them.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students to use the given words in sentences of their own.

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	2		40 min

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

Unit Name: Time to Change **Topic: change of letter and sound** **Date**: _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 43

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 today we are going to play a fun activity. Write "pen" and "hen" on the board. Underline "en" in both words. Tell students that these both words can be changed in to each other by just replacing 'p' and 'h'. Ask students at random that if they can think of any other letter that can replace 'h' or 'p' in order to make more words. Such as 'den', 'men', 'ten', 'ben' etc. appreciate them all for their efforts by clapping for them.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read about how now words are formed by changing letters. Tell them that some words differ by the first letter only. Tell them that a different letter means a different sound. Tell them that we can change the first letter of a word to make new words. Ask students to open their textbooks at page 43. Read the statement (ii) from "Phonics Practice" aloud. Read the given examples aloud and ask students to repeat after you. Ask students to notice that how by changing a single letter, a new word is made.

Read the statement (iii) from "Phonics Practice" aloud. Read the given example aloud by yourself. Encourage student to write words by changing the initial letters of the given examples. Help them while they are writing the answers with correct spellings. Praise the students who finish their work first to boost their confidence. Ask students to share their answers with fellow students aloud by taking turns. Appreciate them all for correct answers.

Sum Up: (3 min)

Summarise the key concept words, letters and their sounds.

Assessment: (5 min)

Ask students to share a pair of words that are formed by changing initial letters only.

Homework: (0 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	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Time to Change **Topic: Listening & Speaking** **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:

- Exchange some routine greetings.
- Exchange some social courtesies**.**

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 43, 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 are doing. Encourage them to say, 'Alhamdulillah'.

Enter the class and greet students. Encourage them to reply you in proper way. Ask student at random; can you give a pencil? Note their response. Now ask another student to pass you a piece of paper. Note their responses. Keep repeating the process with other students as well. Say 'thank you', 'thank you so much'. Use other questions as well for example; can you bring me textbook? Can you please shut the door? Can you give me some water? etc.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read a dialogue about routine greetings and social courtesies**.** Ask students to open their textbooks at page 43. Read statement from the 'Listening and Speaking Practice' section. Ask them to practise the given dialogue to understand the routine greetings and social courtesies. Tell students that we use different routine greetings and social courtesies in our conversation to communicate to some person. Tell them that we should politely talk to others. Tell students that we should always say greetings to each other when initiating a conversation. After that make pairs of students and ask them to practise the given dialogue with correct pronunciation.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share more previously learnt routine greetings and social courtesies

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	2		40 min

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

Unit Name: Time to Change **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 story through pantomime and simple role play.
- Comprehend simple story read aloud in class.

Resource Material:

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'.

Recall the unit 'Time to Change' 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 'Time to Change' 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 44. 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	2		40 min

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

Unit Name: Time to Change **Topic: Sentence Making** **Date**: _____

Objective(s):

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

- Recognise and practice that words in a sentence join to make sense in relation to each other.
- Identify paragraph as a graphical unit of expression.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44

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 jumbled words on board such as; 'is', 'father', 'a', 'cook', 'your'. Ask students to make sentence out of these jumbled words. Tell them that we can arrange words to make a sentence. Now use different sentences in jumbled form and encourage students at random to tell the correct sentences. Appreciate them all by clapping for them.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to rearrange some words to make sentences. Ask students to open their textbooks at page 44. Read statement (ii) from the 'Reading and Critical Thinking' section. Rad the examples one by one and encourage students to read after you.

Now ask student at random to come in front of the class and make a sentence by rearranging the first set of letters. Appreciate the student for their correct answer by clapping for them. Write the correct answer on the board. Ask other students at random to make the sentences by rearranging the words in other examples as well. Appreciate the students for their correct answers by clapping for them.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write a few jumbled words on board and ask students to rearrange them to make sentences.

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	2		40 min

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

Unit Name: Time to Change **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 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'.

Recall the unit 'Time to Change' 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 'Time to Change' 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 do an activity in their notebooks. Ask students at random to tell what does Islam teaches us about doing our work? Tell them that our Prophet (PBUH) used to do all his work by his own hands. HE never feel ashamed for doing work. Allah (SWT) also like people who do their work with their own hands.

Ask students to open their textbooks at page 44. Read 'Time to Think' statement. Ask students to look at the given pictures carefully. Ask them to share what chores they also used to perform at home in order to help their moms. Note their responses. Appreciate them for their correct answers. Encourage students to tick the pictures of the chores they use to perform at home. Appreciate them all for their answers by clapping for them.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (7 min)

Assess your students by asking random questions about house chores and duties their mother perform on daily basis.

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	2		40 min

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

Unit Name: Time to Change **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 45, soft toy

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 some difficult words from previously learnt units 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 today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 45. 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:

Ask students to sit in a circle. Throw a soft toy to students at random. Ask them to say the meaning of any difficult word you ask. Make sure to involve all student in activity. Appreciate the class by clapping.

Sum Up: **(3 min)**

Summarise the key concepts with your students.

Assessment: **(5 min)**

Ask students to read the poem aloud. Encourage them to share the meanings of difficult words with fellow students.

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 ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Time to Change **Topic: Objects names** **Date**: _____

Objective(s):

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

Recognize into different categories, some simple naming words from pictures and immediate surrounding e.g., objects in the classroom and at home.

Resource Material:

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'.

Paste picture cards of different objects from classroom on the board. Ask students to look at the given pictures and say their names aloud. Encourage them to share the names of their favourite classroom object. Ask them the reasons for liking them. Appreciate them for their responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about some objects in classroom and in living room. Discuss nouns categories in general with students. Ask them to open their textbooks at page 45. Read statement (ii) from the 'Vocabulary' section. Read the names of the given objects one by one. Ask students to read after you 3-4 times. Ask them if they know the names of other objects. Ask them to share the names with fellow students. Appreciate them for their correct responses.

Activity 1:

Mix picture cards of different classroom objects and living room objects in a box. Call students at random to pick any card from the box and say that name aloud. 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 at random to share different classroom objects and living room objects names of their choice.

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	2		40 min

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

Unit Name: Time to Change **Topic: Objects Name** **Date**: _____

Objective(s):

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

Classify into different categories, some simple naming words from pictures and immediate surrounding e.g., objects in the classroom and at home.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 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 are doing. Encourage them to say, 'Alhamdulillah'.

Draw two columns on the board. One for classroom objects and the other for living room objects. Now divide the class into two groups, group A and group B. Ask group A to tell the names of classroom objects and group B to tell the names of living room objects. Ask each group to say the name on their turns. Write the names on the board. After completing the activity, appreciate them to boost their confidence.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to write the names of classroom and living room objects. Recall the names of different classroom and living room objects. Tell them that there are many objects that are similar in classrooms and living rooms as well. Ask them to share names of such objects such as; fan. Ask them to open their textbooks at page 45. Read statement (iii) from the 'Vocabulary' section. Ask students write the names of their classroom and living room objects in the given space with correct spellings. Encourage them to do their work on their own. Help them if need be. Ask them to write neatly. Take rounds while they are doing their work.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pair of students and ask them to share names of different fruits and vegetables with each other.

Homework: (2 min)

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	2		40 min

Worksheet

Name: _____ **Date: _____**

Write the names of objects in the given tables.

Classroom Objects		

Objects at Home		

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Time to Change **Topic: Possession Words** **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, our, their, and its*

Resource Material:

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'.

Write 'he', 'she', 'it', 'we', 'they', and 'you' on the board. Ask student at random to give you a pencil. Hold a pencil in your hand and say 'What is this?'. Students should reply 'this is a pencil'. Appreciate students for their correct answers. Write a sentence on board 'I am holding your pencil' and underline 'your' while pointing towards the student. Tell students that 'your' shows that this pencil belongs to the student. Repeat the process if needed to there to four time for better understanding of students.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn more about possession words. Tell students that possession words are used to show who owns something.

Activity 1:

Ask students to open their textbooks at page 46. Read statement (i) from the 'Grammar' section. Ask students to read the given examples aloud with correct pronunciation. Ask them to notice the use of highlighted words in the sentences. Read statement (ii) from the 'Grammar' section aloud. Ask students to write sentences using the given possession words in their notebook. Encourage them to write sentences with correct spellings. Take rounds of class while student work. Help them if need be. Ask students to read their sentences aloud to share with fellow students.

Sum Up: (3 min)

Summarise the key concept of possession words with your students.

Assessment: (5 min)

Assess your students by encouraging them to share some sentences using possession words in sentences of their own.

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	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Time to Change **Topic: Articles** **Date**: _____

Objective(s):

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

- Identify *a* or *an* as articles.
- Choose between *a* or *an*.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 46.

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'.

Show different picture cards to students and encourage them to say the names of the objects. Use different picture cards such as umbrella, apple, inkpot, book, table, sun etc. show the picture card of 'umbrella' to students and ask them what is this. Now encourage them to say 'an' umbrella, 'an' umbrella. 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 46. Read the statement (iii) of 'Grammar Section' aloud. Ask students to read the given examples aloud. Ask them to look at the pictures carefully as well. Now encourage students to tick the correct articles for the given example. 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: (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	2		40 min

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

Unit Name: Time to Change **Topic: Masculine/Feminine** **Date**: _____

Objective(s):

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

Identify gender of naming words from immediate environment (masculine /feminine)

Resource Material:

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 students that they are going to play a fun activity today. Make three to four groups of students. Write a masculine on board and ask each group to write the correct feminine in their notebooks. Repeat the process for three to four times. Encourage students to share their answers aloud with fellow students as well. The team with most correct answers will win.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about gender nouns. Recall the concept of nouns with students. Tell them that we use masculine nouns for male people or animals and feminine nouns for female people or animals. Ask students to open textbook page 47. Read the statement (iv) of 'Grammar Section' aloud. Read the given masculine and feminine nouns aloud and ask students to repeat after you.

Activity 1:

Ask students to open textbook page 46. Read the statement (v) of 'Grammar Section' aloud. Now, encourage students to write the masculine or feminine of the given words in the given space. Encourage them to use correct spellings. Ask them to share their answers aloud with fellow students as well. Write the correct answers on board as well. Appreciate all students for their correct answers by clapping for them.

Sum Up: (3 min)

Summarise the key concepts of gender nouns with your students.

Assessment: (5 min)

Ask students to think and share some more gender nouns with fellow students.

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	2		40 min

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

Unit Name: Time to Change **Topic: Masculine/Feminine** **Date**: _____

Objective(s):

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

Classify gender of naming words from immediate environment (masculine /feminine).

Resource Material:

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'.

Ask students to sit in a circle. say a random masculine noun and ask student at random to guess the feminine. Appreciate students for the correct answers. Repeat the process using different gender nouns with students at random. Make sure to involve all the students in the activity. Praise them all by clapping for them.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about gender nouns. Recall the concept of gender noun to students. Tell them that we use masculine nouns for male people or animals and feminine nouns for female people or animals. Ask students to open textbook page 47. Read the statement (v) of 'Grammar Section' aloud. Read the given masculine and feminine nouns aloud and ask students to repeat after you. Encourage students to sort the given gender nouns in the tables accordingly. Encourage students to write the gender nouns in both columns using the word bank with correct spellings and neat hand writing. Encourage them to share their answers aloud with fellow students as well. appreciate them all by clapping for them.

Sum Up: (3 min)

Summarise the key concept of gender noun with your students.

Assessment: (5 min)

Make pair of students. ask them to revise and discuss the gender nouns given in their textbook page 47 with each other.

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	2		40 min

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

Unit Name: Time to Change **Topic: Guided Writing** **Date**: _____

Objective(s):

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

- Write a few sentences to describe a picture and a series of pictures.
- Write actions or describing words using a series of action pictures.

Resource Material:

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'.

Ask students to sit in a circle. Ask student at random to tell have they read any interesting story? Ask them to share some details about their favourite story with fellow students. Ask other students to share their thoughts about the story. Encourage other students to share their favourite stories as well. Appreciate them by clapping to boost their confidence.

Main Activities/Concept Building: (25 min)

Tell students that today we are going to write few sentences. Ask students to open their textbooks at page 48. Read statement from the 'Writing' section. Ask students to look at the given pictures very carefully. Ask them to write an action and describing word each for the given pictures. Encourage them to share their action and describing words aloud with fellow students as well. Appreciate them for their correct answers. Ask them to use these action and describing words in sentences of their own. 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 sentences aloud to share with fellow students.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to read aloud their sentences aloud to share with fellow student.

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	SUN (SNC -KPK & FEDERAL)	English	2		40 min

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

Unit Name: Time to Change **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 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 are doing. Encourage them to say, 'Alhamdulillah'.

Have students sit in a circle. Throw the cushion to a student and ask him/her to tell two to three sentences about helping others. Ask them if they ever helped any one in need. Note their responses. Ask this student to throw the cushion to another student and ask the same question. Try to do it with all students.

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 48. Read statement from the 'Creative Writing' section. Ask students to look at the given pictures carefully. Ask them to write few sentences in their notebooks with the help of these pictures. Ask them to write how the girl in the picture I helping her mother in house chores. 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 house chores they can do to help their mothers at home.

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	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: Good Manners **Topic:** Reading **Date**: _____

Objective(s):

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

- Use pre reading strategies to predict story by looking at picture(s) in the text.
- Read the text.
- Interact with text and use reading strategies (while reading) to locate specific factual information to answer simple short questions in a word or two.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 49-50, pictures

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 the picture given below to the students. Elicit responses from the students about the picture. Ask them to answer what is wrong in this picture. What are good manners? Encourage to share their responses with the class. Appreciate their answers.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the text and locate specific factual information. Ask students what do they know about good manners? How they should behave when they are sitting amongst other individuals. What are different ways to display good manners? Did they ever behave in such a way that cannot be counted as good manner? Ask them to share experiences if they have ever come across any behaviour and manner by other people which is not good.

Activity 1: Encourage students to read the text in pair and note down the information related to good manners and displaying good manners at home and public places in their note book. Once they are done with reading ask pairs to come at random and give a small presentation related to good manners. Encourage them to participate and share their answers with the class.

Activity 2: While students are reading the unit, 'Good Manners' ask different questions from them to check their understanding. What were the students making? How do students practice good manners in their routine life? Etc. Appreciate the students for their answers.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to make a list of the good manners that they usually practise.

Homework: (2 mins)

Take your parents' suggestions about good manners and in what ways they want you to behave.

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	2		40 min

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

Unit Name: Good Manners **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 51

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".

Divide the students in groups and ask students to make a list of the good manners that should be displayed in classroom. Motivate them to share their answers and appreciate their efforts.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the text. Make students recall the points which they read previously. Ask students different questions such as how they differentiate between good manners and bad manners. What can be counted as good manners and what can be counted as bad manners? Make sure that every student shares his/her response with the class. Ask students to open textbook on page 51 and read the good manners that how they should behave when they are at school, at home or at the dining table. Ask students to share their responses and personal experiences that how they practice good manners in their routine life.

Activity 1:

Ask students to share their experiences that how they practice good manners when they visit some relatives. How they behave when they are at public places such as mall, fun land, parks and restaurants. Appreciate their sense of practicing good manners. Encourage them to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Make them share the main points they have read today.

Homework: (2 mins)

Tell your siblings about good manners and bad manners.

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	2		40 min

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

Unit Name: **Good Manners** **Topic:** Same Beginning and Ending Sounds **Date**: _____

Objective(s):

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

- Recognize words that begin with the same sound
- Recognize words that end with the same sound, e.g. /ng/

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 52-53, 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".

Write some words on the flashcards and ask students to pronounce these words. Ask students different questions like do these words have same pronunciation?(Lion, lot, lamp, mat, bat, cat) Encourage them to participate and pronounce it and to identify the similarities or differences in sounds and pronunciations of these words. Use their answers as an examples to bring them towards the concept of words that begin with same sound and words that end with same sounds.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the words that begin with same sound and that end with the same sound. Ask students to share the words that begin with the same sound. They can choose any letter as a beginning sound. They can choose the letter themselves to share the words that end with same sounds. Encourage them to come up with more relevant examples. Check their understanding related to this concept. Ask students to open textbook on page 52 and read the statement (i). Make them read the given words with the same beginning sounds. Once read the words for their assistance and then monitor the work of the students while they are reading it.

Activity 1: Ask students to open textbook on page 52 and read the statement (ii). Make them read the given words with the same ending sounds. Read the words aloud to make students comprehend the words that end at same sounds. Address their queries, if they have any confusions.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to come up with two words that begin with same sounds and the words that end with same sounds.

Homework: (2 mins)

Relearn 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	2		40 min

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

Unit Name: Good manners **Topic:** Same Beginning and Sounds **Date**:_____

Objective(s):

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

- Identify words that begin with the same sound
- Identify words that end with the same sound, e.g. /ng/

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 52-53

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".

Play word games with students. Ask them to assign a letter to other student where he/she has to create a word that either begins with that assigned letter or end with the assigned letters. Ask students to give more examples using the assigned letter. Encourage students by clapping for them.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to identify and create the words that begin with the same sounds and the words that end with the same sound. Divide the class into 5-6 groups. Distribute chart papers amongst them. Write the sound /ng/ on the whiteboard. Challenge them to create words that end with /ng/ sound. Group that creates maximum word using /ng/ sound will be the winner. Appreciate all the students for their efforts.

Activity 1:

Ask students to open textbook on page 52-53 and read the statement. Make them sort out the given words in the correct columns. Monitor students while they do their work. Check their understanding by giving feedback to them. Rectify their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to give examples using different letters to create words that begin with the same sound and words that end with the same sound.

Homework: (2 mins)

Write five words that begin with the same sound and words that end with the same sound.

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	2		40 min

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

Unit Name: **Good Manners** **Topic:** Consonant Clusters **Date**: _____

Objective(s):

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

- Identify and pronounce with reasonable accuracy common consonant clusters in initial positions e.g. str and thr, etc.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 53

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".

Initiate the session by asking students to create words by using different letters. Make them create different words. Write it down on the board. Ask students to notice the initial sounds of these words and how are they different from each other. Make them pronounce the words by focussing on the initial sounds. Also note it down on the board. Use their answers as an example to teach them the concept of consonant clusters in initial positions.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to identify and pronounce the common clusters in initial positions with accuracy. Ask them questions such as what do they know about consonant sounds. What are vowel sounds? Encourage them to share answers. Tell them that some words begin with groups of consonants with no vowels between them.

Activity 1:

Ask students to open textbook on page 53 and read the statement. Make them read and notice the given consonant clusters. Take rounds while they do their work. Address their queries.

Activity 2:

Ask students to open textbook on page 53 and read the statement. Make them read the words aloud and circle the words that begin with consonant clusters. Check their work and correct their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to come with more examples using consonant clusters in initial positions.

Homework: (2 mins)

Write five words using consonant clusters in initial positions.

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	2		40 min

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

Unit Name: **Good Manners** **Topic:** Dialogue **Date**: _____

Objective(s):

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

Articulate, recognize and use some formulaic expressions to express limited needs and feelings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 53

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 situations on small piece of papers such as managing things in minimum resources: completing tasks in limited time, showing their feelings appropriately. Encourage them to participate. Make them share their responses that in what ways they will deal with these situations. Use their answers as an examples to teach them using formulaic expressions. Ask students to make a list related to the things which are required in an Arts Competition. Encourage students to participate. Appreciate their responses. Use their responses as an example to teach them using formulaic expressions to express limited needs and feelings.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to articulate, recognize and use some formulaic expressions to express limited needs and feelings. Use the previous list made by the students about the things required for an art competition. Eliminate one or two things from the list and ask students different questions such as is it still possible to participate in the competition without these things. Motivate them to answer. Tell them that when we need anything we ask from those people who are known to us. When they fulfil our needs and requirements we thank them. We use words that show our feelings of gratitude to those people because they help us when we need something.

Activity 1:

Ask students to open textbook on page 53 and read the dialogue from Listening and Speaking Practice Section (B). Read the dialogue aloud. Ask students to model pronunciation. Divide the students in 5 to 6 groups and ask them to practice it. Appreciate their efforts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to show gratitude by using formulaic expressions if someone helps them out. Give them a situation such as asking your class fellow to lend them crayons. Appreciate them.

Homework: (2 mins)

Revise 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	2		40 min

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

Unit Name: Good Manners **Topic:** Reading and Comprehension Time **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.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 54

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".

Initiate the session by asking different questions from the students related to their likes/dislikes. What do they like and what do they don't like? What are the reasons behind liking anything and disliking anything? In this way, bring them towards expressing likes and dislikes.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to express their likes and dislikes about the story and comprehend the story in their own words. Make them recall the story. Ask them to share the points which they like about the story and the points which they do not like about it and the reasons for their likes and dislikes. Clap for them for sharing ideas.

Activity 1:

Make them recall the unit, good manners. Ask them to give small presentations on what have they learnt out of the unit. Motivate them to participate. Appreciate their efforts. In this way bring them towards reading material and comprehending it.

Ask students to open textbook on page 54 and read the statement (A) from Comprehension Time Section. Make them answer the given questions. Take rounds while they are doing 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 share the main points of the story.

Homework: (2 mins)

Recall and write five main points of the unit.

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	2		40 min

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

Unit Name: Good Manners **Topic:** Clock **Date**: _____

Objective(s):

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

Locate specific simple information in a clock (by the hour) by looking at the position of the hands of the clock.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 54, clock

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".

Initiate the session by asking questions to the students such as what do they know about time? Do they wear wrist watches? What is the purpose of wearing wrist watches? Encourage them to share their answers. Use their answers as an example to bring them towards reading information from the clocks.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to locate specific simple information in a clock. Bring a clock to the classroom and ask students that do they know what time it is? Motivate them to share their answers. Clap for the students who give correct answers. Correct the mistakes of the students by telling them that the small hand on the clock shows hours. The big hand on the clock tells us about minutes. Make them recall the information about clocks by asking questions.

Activity 1:

Ask students to open textbook on page 54 and read the statement (ii). Make them look at the given clock and read the information. Take rounds while they are reading out the information.

Activity 2:

Ask students to open textbook on page 54 and read the statement (iii). Make them look at the clocks and read the time on each. Take rounds while they are reading it out and address their queries.

Activity 3:

Ask students to open textbook on page 54 and read the statement (iv). Make them read the time on each clock and write it on the given lines. Check their work and correct their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Draw clock on the board and ask students at random to tell what time it is.

Homework: (2 mins)

Look at the clock in your home and note down the time.

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	2		40 min

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

Unit Name: Good Manners **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 55

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".

Initiate the session by asking students question related to their daily life and routine chores such as what routine do they follow? What chores do they perform in their daily life? Encourage them to share their responses. Note down their responses on the board. Make them think critically.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to read and think critically. Make them recall the good manners and ask random students to share two good manners with you.

Activity 1:

Ask students to open textbook on page 55 and read the statement. Make them read the unit again and ask them to make a list on the board about the manners that they read in this unit. What do they think which of the manners should be followed strictly and why? Appreciate their answers. Ask them to list down the manners they adopt in their daily life in their notebooks. Appreciate their answers and efforts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the importance of the good manners in their routine life.

Homework: (0 mins)

Relearn 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	2		40 min

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

Unit Name: **Good Manners** **Topic:** Vocabulary **Date**: _____

Objective(s):

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

- Memorize the vocabulary words with their meanings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 55

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".

Initiate the session by asking students to open the book and mark the words which they find difficult. Note down all the words on the board. Then ask students at random to predict the meaning of these words. Note down all the answers on the board. Use their answers as reference to teach them new vocabulary with their meanings.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to memorize the vocabulary words with their meanings. Ask students to make a list of all the new words that they have come across in this unit. Make them guess and predict the meanings of these words. Encourage them to share their responses. Correct them if they are wrong. Ask students to open textbook on page 55 and read statement (i) from Vocabulary section A. Make them read the given words with their meanings. Take rounds while they are reading vocabulary. Address their queries.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write the newly learnt vocabulary on the board and ask students to tell its meaning.

Homework: (2 mins)

Use the newly learnt vocabulary in sentences of your own.

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	2		40 min

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

Unit Name: **Good Manners** **Topic:** Formulaic expressions **Date**:

Objective(s):

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

- Articulate, recognize and use some formulaic expressions to offer and respond to basic routine greetings/ courtesies.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 55

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".

Initiate the session by giving students different situations to role play. Ask them to role play the situations such as When grandparents visit them, receiving a surprise birthday gift. For instance they will make use of the words and expressions that will suggest greetings and courtesies. Use their responses as an example to teach them formulaic expressions.

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

Tell students that today they are going to learn to use formulaic expressions to offer and respond to basic routine greetings/ courtesies. Ask students what type of language and expression do you use when you meet your cousins or best friends? How do you greet them? How do you greet your relatives and other people when you visit them on special occasions? How do you thank others if you receive anything from them? Encourage them to share their responses. Tell them that we use some specific words when we greet others or we have to thanks people. Ask students to open textbook on page 55 and read statement (ii). Make them read the greetings and expressions. Take rounds while students are reading it.

Activity 1:

Give students different situations such as meeting your maternal aunt after a long time, receiving gift on passing examination, your best friend's surprise visit. Make them apply all these expression and greetings in their role plays. Appreciate their efforts.

Sum Up: **(3 mins)**

Make them recall all the expressions and greeting that they have learnt today.

Assessment: **(5 mins)**

Call a pair of students in front of the class and ask them to role play the learnt dialogue.

Homework: **(2 mins)**

Thank your parents when they fulfil your any need (give you food, take you to school) and buy you something.

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	2		40 min

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

Unit Name: **Good Manners** **Topic:** Article **Date:**

Objective(s):

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

- Identify and recognize the rules for the use of a, an and the.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 56, 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".

Initiate the session by showing pictures to the students and ask them to explain what they see in the pictures. Note down their responses on the board. Notice their use of language. Notice whether they have used articles or not. Ask them to notice the beginning letters and sounds of these words. Appreciate their answers. Use their responses to teach them the use of articles.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the rules for using a, an, and the. Check students' understanding and knowledge about consonants and vowels by asking different questions such as what consonants are and what are vowels? What are consonant sounds and what are vowel sounds? Ask students to make words that begin with consonant sounds and the words that begin with vowel sounds. Bring them towards the rules for using articles by telling the students that article 'a' is used with singular nouns that begin with a consonant sound. The article 'an' is used before singular nouns that begin with a vowel sound. The article 'the' is used when we are referring to a particular noun. It is also used before the names of rivers, seas, etc.

Activity 1:

Ask students to open textbook on page 56 and read the statement (i) from Grammar Section. Make them read the given sentences and notice the use of articles. Take rounds while they are reading the information.

Activity 2:

Ask students to open textbook on page 56 and read the statement (ii). Make them circle the correct articles in the given sentences and rewrite the sentences. Check their work and correct the mistakes.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Sum Up: **(3 mins)**

Summarise the key concepts with your students.

Assessment: **(5 mins)**

Write words that begin with consonant sounds and vowel sounds. Ask students to add articles with the written words. Appreciate their responses and correct their mistakes.

Homework: **(2 mins)**

Write five words and use articles before them.

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	2		40 min

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

Unit Name: Good Manners **Topic:** Pronoun Date: _____

Objective(s):

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

- Distinguish between and use the substitution words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 57 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".

Initiate the session by showing pictures to students and ask them to explain the pictures. Distribute some paper chits amongst them. Ask students to note down the words that describe the pictures. Then have them say whatever they have written. Use their responses as an examples to teach them the concept of substitution words/ pronouns.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to distinguish between and use the substitution words. Ask students if they have to describe nouns (person, place, thing), what words do they use it to describe them? Do they frequently use the name of the noun (person, place, thing) frequently or do they use other words to describe the nouns. Check their background knowledge about asking questions related to noun and pronouns. Tell students that words used in place of nouns are called pronouns. 'I', 'we', 'you', 'he', 'she', 'it', and 'they' are pronouns.

Activity 1:

Ask students to open textbook on page 57 and read statement (iii) from Section, Pronouns. Make the students read the following sentences. Take rounds while students are reading.

Activity 2:

Ask students to open textbook on page 57 and read statement (iv). Make them read the given sentences and write the correct pronouns for the underlined nouns. Check their work and correct their mistakes.

Activity 3:

Ask students to open textbook on page 57 and read the statement (v). Make them write five sentences using pronouns. Check their work and correct the mistakes.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Sum Up: **(3 mins)**

Summarise the key concepts with your students.

Assessment: **(5 mins)**

Recite some sentences aloud in front of the students and ask them to replace the nouns with pronouns.

Homework: **(0 mins)**

Write some nouns and use appropriate pronouns as substitutions.

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	2		40 min

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

Unit Name: Good Manners **Topic:** Guided Writing **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/picture.

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".

Ask students to look around in the classroom and make a list of the nouns that they can see. Call students at random to share the listed nouns with their class fellows. Appreciate their efforts.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to list items of a similar category from a given text/picture. Give students some context/ situations and ask them to tell the vocabulary related to the situation. Hospital, schools, play grounds, visiting a restaurants, etc. Appreciate them for their responses.

Activity 1:

Ask students to open textbook on page 57 and read the statement (i) from Guided Writing Section. Make them look at the given picture and create a list of things that you can see in it. Take rounds while they are doing their work and provide feedback.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write ten nouns that belong to two categories. Ask students to sort out them in their categories.

Homework: (2 mins)

Visit your kitchen and list down the items you see there.

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	2		40 min

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

Unit Name: **Good Manners** **Topic:** Guided Writing **Date**: _____

Objective(s):

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

- Replace rebus with words to complete a given story.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 58, picture

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".

Divide the students in 5-6 groups. Distribute chart papers amongst students. Show this picture to the students and ask them describe this picture by making a list of all the objects they see in this picture. The group that will write maximum names of the objects will be the winner. Appreciate all the students.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to replace rebus with words to complete a given story. Make some drawings on the board and ask students to guess the word. Motivate students to share their answers and appreciate them.

Activity 1:

Ask students to open textbook on page 58 and read the statement (ii). Make them complete the story by looking at the pictures. Check their work and correct their mistakes.

Activity 2:

Now provide students the given worksheet to complete. Instruct them to look at the given objects. Have them circle the names in the puzzle and write in the blanks. Help them if need.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Draw a few pictures on the board and ask students to guess the words.

Homework: (0 mins)

Share the learnt information with your siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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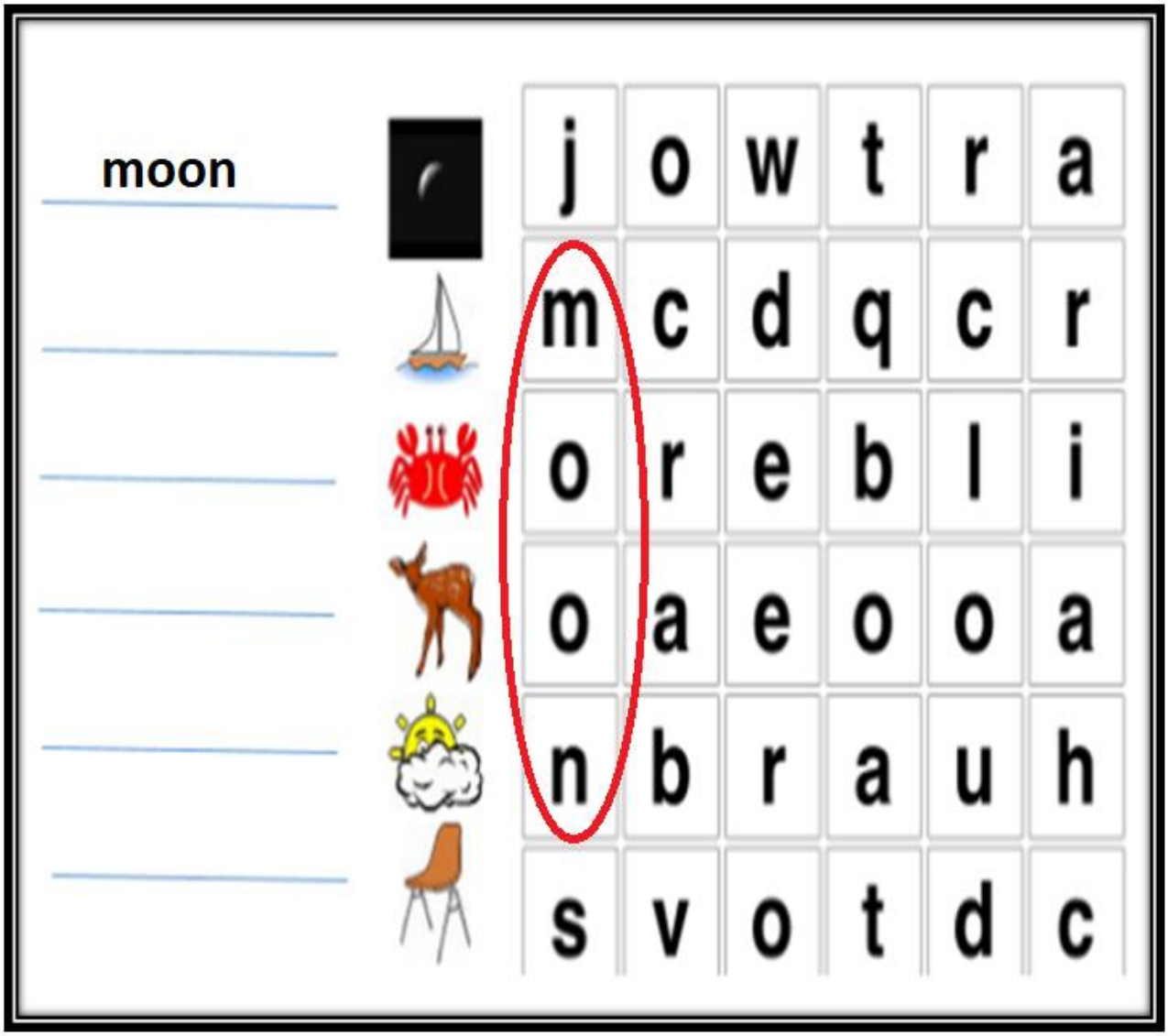
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date:_____**

Look at the pictures and circle the names in the puzzle and write in the blanks. One has done for you.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: **Good Manners** **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 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".

Ask students to list down good manners that they like and the manners which they consider bad. Motivate students to share their responses. Appreciate them.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn creative writing. Show this picture to students and ask them to identify manners. Ask them why they consider these particular actions as good manners or bad manners. Motivate them to share their answers and clap for them.

Activity 1:

Ask students to open textbook on page 58 and read statement from Creative Writing Section. Make them look at the given pictures and write which good manners are shown in them. Then write a sentence about how they follow these manners every day. Take rounds while they are doing their work. Check their work and correct the mistakes.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Sum Up: **(3 mins)**

Summarise the key concepts with your students.

Assessment: **(5 mins)**

Ask students at random to share their sentences that they just written.

Homework: **(2 mins)**

Discuss with your parents your views about following good manners in daily life.

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	2		40 min

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

Unit Name: Places around my Home **Topic:** Reading-Prediction **Date**: _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59, picture card, 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".

Initiate the session by showing picture to the students and ask them to respond what they see in this picture? Describe the picture in their own words Motivate them to share their answers. Appreciate their answers.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to predict story by looking at picture in the text. Ask students different questions related to the picture shown before. Ask them: name the objects you see in the picture. What is your favourite place around your home? Give every student chance to share his/her answers. Ask students to look at other pictures as well given in the unit and guess what the unit can be about. Clap for them for their correct responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to solve the 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	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date:_____**

Look at the picture given below carefully and write the name of the place and list all the items that you see in this picture.

Name of the place:
1.
2.
3.
4.
5.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: Places around my Home **Topic:** Reading Text **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 follow instructions in short school, public notices or signs with visuals

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 60-61

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".

Write title of this unit, 'Places around my Home' and ask students to predict the content like what do they think the story would be about? Who are the characters involved in this story. Motivate them to answer. Appreciate their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the text and learn using while reading strategies. Ask students different questions to activate their thinking process. Whenever they move from one place to another do they see any instructions on sign boards and hoardings? What kind of information do these hoardings display? What are the different places that are located around their homes? Appreciate their answers. Ask students to open textbook on page 60 and read the text aloud with appropriate pronunciation and intonation. Ask different questions while they are reading the text to check their comprehension level. While reading questions have also been given in the text. Ask these questions to assess their understanding. Ask them about the theme and main idea of the story that they have understood. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the main points of the text that they have read and share them with you.

Homework: (2 mins)

Write down the information you see on the hoardings on the way to your 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	2		40 min

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

Unit Name: Places around my Home **Topic:** Reading Text **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 60-61

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".

Begin the session by making students recall the lesson. Have them give small presentations on the previously read story. Clap for them for their efforts.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the text and comprehend it. Ask students different questions related to the test to check their understanding such as the most favourite place that is around their home and why do they like it? What are the different places that they have found around their homes? Describe these places. Now get back towards the text and continue its reading. Ask students to at random to read it, finish the story and share their understanding about the text with class fellows. Have them to share their knowledge related to a market and shops. Encourage them to answer. Appreciate them for their correct answers.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recapitulate the main points by giving small presentations.

Homework: (2 mins)

Share knowledge related to different types of shops that you have read in this story with your 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	2		40 min

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

Unit Name: **Places around my Home** **Topic:** Syllables **Date**: _____

Objective(s):

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

Identify one and two syllable words that rhyme.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 62, 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".

Begin the session by showing flashcard to the students. Write words on the flashcards that rhyme with each other such as sun/ bun, bread/spread, belt/felt. Keep some flashcards with you and give some flashcards to students. Show one card to the students and ask students to find the card which has the letter that sounds like a word written on the card shown by the teacher. Use this activity as a starter to bring them towards the concept of one and two syllable words that rhyme.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to identify one and two syllable words that rhyme. Make them recall the concept of syllables. Tell them that a syllable is a part of a word that has a single sound. Words can be divided into one, two or more syllables. Have them open the textbook on page 62 and read the statement (i) from Phonic Practice Section. Make them read the given words that rhyme. Observe them while they are doing their work.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to come up with more relevant examples of one syllable word and two syllable word.

Homework: (2 mins)

Revise 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	2		40 min

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

Unit Name: **Places around my Home** **Topic:** Syllables **Date**: _____

Objective(s):

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

Classify one and two syllable words that rhyme.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 62

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 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 any words of your choice on the board and ask students to create words that sound like these words. Write the words on the boards which have been created by the students. Ask students to divide the word in parts according to sounds. You may say word by stressing the syllable sounds. Appreciate them for dividing the words in parts. Notice how students have divided the word in parts. In this way bring them towards the classification of one and two syllable words.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to classify one and two syllable words that rhyme.

Activity 1:

Make them open their books on page 62 and read the statement (ii). Have them identify one- and two- syllable words that rhyme. Write them in the correct columns. Monitor their work while they are doing it. Correct their mistakes.

Activity 2:

Now provide students the given worksheet to complete. Instruct them to tick the words in each column that rhyme. Have them make a list of each one-syllable words and two-syllables. Help them if need.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write some words on the whiteboard and ask students to identify as one syllable word or two syllables word.

Homework: (2 mins)

Relearn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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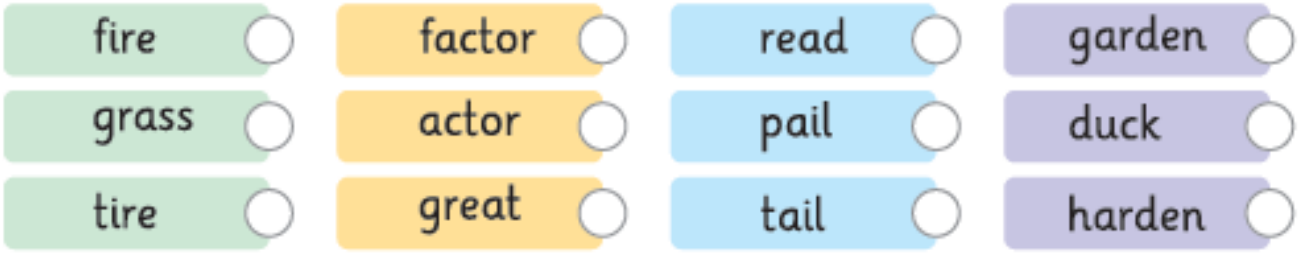
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date:_____**

Tick the words in each column that rhyme.



Make lists of one-syllable words and two-syllables words.

One- Syllables Words	Two- Syllables Words
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: Places around my Home **Topic:** Dialogue **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:

- Introduce themselves and others
- Participate in conversation

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".

Divide the students in pairs and give them situations, such as introducing their friends to family, introducing themselves to others for instance giving information about your residence, academics and hobbies. Use these role plays to teach them how to participate in conversation and introducing themselves and others.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to introduce themselves and others and participate in conversation. Have them open their books on page number 62. Read and model the dialogue in a louder voice. Divide the students in pairs and ask them to practice the dialogue. Check their pronunciation and intonation. Encourage students by appreciating them.

Activity 1:

Give different situations to students where they have to interact with each other and role play different situations such as: 'Your friend asks for study tips to prepare for final examination/ you ask your friend about likes and dislikes'. Appreciate them for their participation and efforts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to share information about their favourite sports.

Homework: (2 mins)

Take interview from your parents where they have to give their introduction.

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	2		40 min

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

Unit Name: Places around my Home **Topic:** Reading and Critical Thinking **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.
- Comprehend simple story read aloud in class.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 63, 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".

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 express their likes and dislikes about the story, respond to the text and comprehend the story. Ask students to open textbook on page 63 and read the statement (i) from the section, Reading and Critical Thinking. Answer the given questions. Observe students while they are doing their work. Rectify their mistakes and appreciate them for correct responses.

Activity 1:

Now provide students the given worksheet to complete. Instruct them to look at the given picture. Ask them to write down two sentences explaining what they like and dislike about 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	2		40 min

Worksheet

Name: _____ Date:_____

Look at the picture carefully and write down two sentences explaining what you like and dislike about this picture.

_____

_____

_____

_____

_____

_____

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: Places around my Home **Topic:** Calendar and Reading and Critical Thinking **Date**: _____

Objective(s):

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

- Locate month and day in a calendar by reading across and down.
- Reading and critical thinking

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 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".

Initiate the session by asking different questions related to months such as what is the name of the month that is going on? How many days are there in this month? Which is their favourite month and why? What is their birthday month? Encourage them to share answers. Boost their confidence. In this way bring them towards reading calendars and locating months.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to locate and read information from the calendars and will develop reading and critical thinking skills. Ask students different questions such as did they see a calendar before? Why do we use calendars? How many days and weeks are there in the month? Have them share their answers and appreciate them for their correct answers. Tell them that are twelve months in a year. Every month has four weeks and every week has seven days. Ask them to open textbook on page 63 and read the statement (ii). Make them look at the given calendars and answer the questions. Check their work and provide feedback.

Activity 1:

Ask students to open textbook on page 63 and read the statement (B) from section Time to Think. Make them read about historical buildings in their city on the internet. Note down important details. Share the details with their classmates.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to give small presentations about their favourite month.

Homework: (2 mins)

Revise class work.

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	2		40 min

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

Unit Name: **Places around my Home** **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 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".

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 memorize 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 64 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	2		40 min

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

Unit Name: **Places around my Home** **Topic:** Colours **Date:** _____

Objective(s):

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

Recognize into different categories, some simple naming words from pictures and immediate surrounding e.g. colors

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 64, placard, picture card,

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". Begin the session by asking different questions from the students such as what is their favourite colour? Which different colours do they find in their classroom? Motivate them to share their responses. Ask students what colours they see in this picture. Ask them to spell the name of the colours. Clap for their correct answers.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recognize different categories, some simple naming words from pictures and immediate surrounding e.g. colours. Ask students at random to give small presentations on their favourite colour and why do they like it. Have students open their textbook on page 64 and read the statement (ii). Make them read the names of the colours. Observe their work while they are reading it. Ask different questions to check their understanding.

Activity 1:

Write the names of the colours on placards and distribute it amongst students. Show students pictures of the objects and they have to name the colour of the object. Appreciate them.

Sum Up: (3 mins)

Recall the names of the colours learnt in classrooms.

Assessment: (5 mins)

Point to an object and ask any student to tell its colour. (Repeat it with several students)

Homework: (2 mins)

Relearn 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	2		40 min

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

Unit Name: **Places around my Home** **Topic:** Shapes **Date:** _____

Objective(s):

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

Recognize into different categories, some simple naming words from pictures and immediate surrounding e.g. shapes

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 64, flashcard

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".

Initiate the session by making students look at the surroundings and identify the objects/things that do not appear similar and are different. In what manners these things are different? Ask them to explain it. Appreciate their responses.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to recognize into different categories, some simple naming words from pictures and immediate surrounding e.g. shapes. Ask students to open textbook on page 64 and read the statement (iii). Make them look at the shapes and read their names. Observe them while they are doing their work.

Activity 1:

Give these flashcards to students and ask them to show these to their class fellows and ask their class fellows at random to tell its name.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Solve the given worksheet.

Homework: (2 mins)

Note down different shapes of the objects that you have found out at your home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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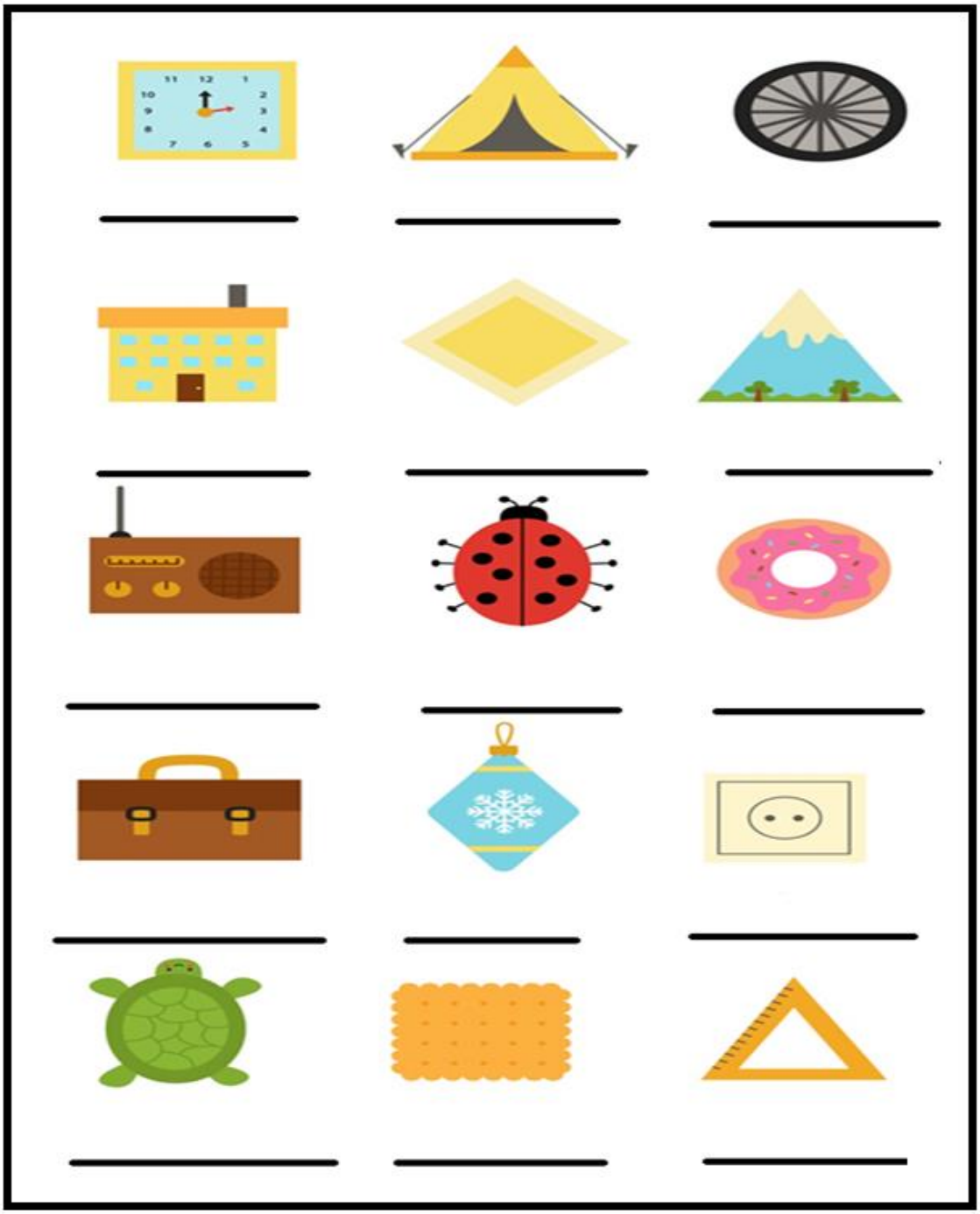
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date:_____**

Look at the objects carefully and write the names of the familiar shapes against each object.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: Places around my Home **Topic:** Colours and Shapes **Date**: _____

Objective(s):

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

Classify into different categories, some simple naming words from pictures and immediate surrounding e.g , colors and shapes

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 at random to draw the shapes on the board and their class fellows have to tell the names of the shapes. Appreciate their correct answers.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to classify into different categories, some simple naming words from pictures and immediate surrounding e.g, colors and shapes. Have students give small presentations on their favorite colour and shape of the object. Motivate them to participate in the activity. Encourage their work.

Ask students to open textbook on page 65 and read the statement (iv). Make them colour the shapes given in the picture by using the given colour key. Monitor them while they are doing their work. Once they are done with work, provide feedback.

Activity 1:

Give all students the given worksheet. Make them write the names of only those shapes that they have studied. Ask them to write the name of the colour of the shape as well. Check their work and correct their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Recall the name of the shapes.

Homework: (0 mins)

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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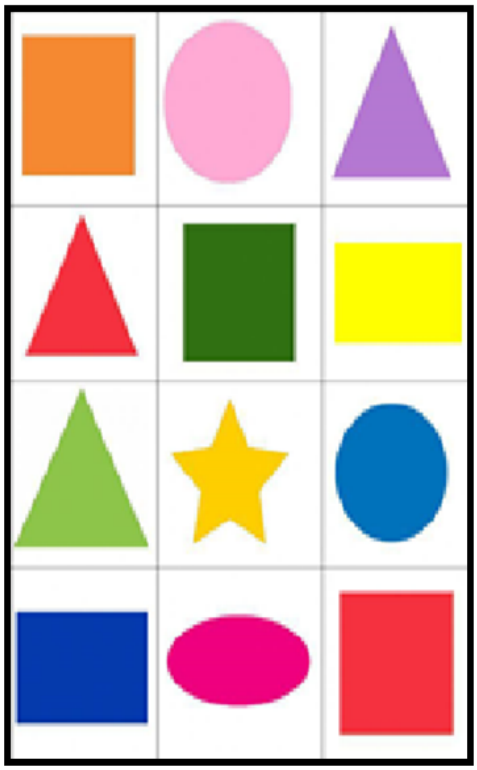
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date:_____**

Look at the objects carefully and write the names of of only those shapes that you have studied. Write the name of the colour of the shape as well.



_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

What is your favourite colour?

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: Places around my Home **Topic:** Pointing Words **Date**: _____

Objective(s):

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

Illustrate use of words that point to something.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 65-66

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".

Use some objects from the classroom setting such as pencil box, book, and eraser. Keep some of these things near to students and some distant to students. Ask students to describe the objects and their location. Use their answers as reference to teach them the concept of pointing words.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the use of words that point to something. Ask students different questions such as what type of expression do we use if something is lying near and something is lying distant. Encourage them to answer. Clap for them for their responses. Tell them 'this' and 'these' are used for nouns that are near us. 'That' and 'those' are used for nouns that are far from us.

Activity 1:

Have them open their books on page number 65 and read the statement (i) from section Grammar. Make them read the given sentences. Take rounds and observe them.

Activity 2:

Have them open their books on page number 65-66 and read the statement (ii) from Grammar section. Make them fill in the blanks with the correct pointing words. Check their work and correct their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to use the pointing words for the objects located in classroom and outside classroom.

Homework: (2 mins)

Relearn 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	2		40 min

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

Unit Name: Places around my Home **Topic:** Capitalization **Date**: _____

Objective(s):

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

Recognize and apply capitalisation to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.

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".

Write some names and sentences on the board with small letters such as lahore, burhan, iman, this is a cat…etc. Ask students if the given examples on the board are correct and appropriate. If they say yes, wait for some time and ask another student to share his/her response. If they say that the examples are not correct then ask them to locate the error and fix it if they can. Appreciate them for their correct answers. In this way bring them towards the concept of capitalization.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the use of capitalization. Tell students that we capitalize the first word of a sentence. We also capitalize the first letters of the names of people, pets and places.

Activity 1:

Ask students to open textbook on page 66 and read the statement (iii). Make them read the sentences and notice the use of capital letters. Monitor their work and address their queries.

Activity 2:

Ask students to open textbook on page 66 and read the statement (iv). Make them rearrange the words given below to make a complete sentence. Provide them with feedback after checking their work.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write some sentences on the board and ask students to rectify it.

Homework: (2 mins)

Recall the rules of using capitalization**.**

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	2		40 min

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

Unit Name: Places around my Home **Topic:** Guided Writing **Date**: _____

Objective(s):

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

- Write numbers from 1 to 50 in words.
- Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.

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".

Show this picture to students and ask them to describe it in simple words. Appreciate them for their correct responses. Use their responses to teach them writing meaningful sentences on a given topic.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to write numbers in the form of words and writing simple meaningful sentences. Ask different questions from the students such as what is their age? What is their house number? In which class do they study? How many brothers and sisters they are? Then ask any student at random to write the answer of these questions on board. Correct their mistakes where necessary.

Ask students to open textbook on page 66 and read the statement (i) from Guided Writing section. Make them write numbers in words from 1 to 50 in your notebook. Check their work and rectify their mistakes.

Activity 1:

Write some cues on the flashcards such as my favourite toy, my favourite hobby, my favourite food and ask them to create sentences in relation to the given topics. Motivate them to share their responses. Clap for them for showing efforts.

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Ask students to open textbook on page 66 and read the statement (ii). Make them write six sentences on their favourite place to visit. Check their work.

Sum Up: **(3 mins)**

Summarise the key concepts with your students.

Assessment: **(5 mins)**

Write numbers in numeric form on the board and ask students at random to write it in word form.

Homework: **(0 mins)**

Write five sentences on how you spent your day today.

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	2		40 min

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

Unit Name: Places around my Home **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 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".

Initiate the session by writing any topic on the board such as my best friend and ask students to share their sentences and complete the information related to this topic. Motivate all the students to participate and appreciate their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do creative writing. Show this picture to students and ask them to describe what's happening in this picture. Appreciate their responses.

Activity 1:

Ask students to open textbook on page 66 and read the statement (B) from the Creative Writing section. Make them write a short paragraph about their favourite sports. Check their work and rectify their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Give students some topics and ask them to create two sentences verbally about it.

Homework: (2 mins)

Share with your parents what you have learnt today.

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	2		40 min

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

Unit Name: Places around my Home **Topic:** Review **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 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 students different questions such as what are vowels and consonants? Name consonants. What are consonant clusters? Give examples. Encourage them to participate. Clap for them for their correct answers.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to identify consonant clusters, ask for permission, and rearrange the words to make sentences.

Activity 1:

Have them open the textbook on page 67 and read the statement (i) from Oral Communication Section. Make them circle the consonant clusters in the given words. Check their work and correct their mistakes.

Activity 2:

Get them open the textbook on page 67 and read the statement (ii). Make them ask permission to go to their friend's house. Observe them while they are doing their work.

Activity 3:

Make them open textbook on page 67 and read the statement (i) from Reading and Critical Thinking section. Ask them to rearrange the given words to make sentences. Provide them with feedback after checking their work.

Activity 4:

Have them open their textbook on page 67 and read the statement (ii) from Reading and Critical Thinking Section. Make them write the time on the clocks. Correct their mistakes where necessary.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to give examples of consonant clusters.

Homework: (2 mins)

Revise 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	2		40 min

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

Unit Name: Places around my Home **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 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".

Initiate the session by asking questions such as what is a noun? What is masculine and feminine noun? Give examples. Motivate them to give answers.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to name the colours and parts of body and feminine nouns and to identify the position words and writing sentences on given topics.

Activity 1:

Have them open their textbook on page 67 and read the statement (i) from Aspects of Language section. Make them write the names of two colours and two parts of the body. Check their work and rectify their mistakes.

Activity 2:

Get them open their textbook on page 67 and read the statement (ii) from Aspects of Language section. Make them write the feminine of the given nouns. Correct their mistakes where required.

Activity 3:

Make them open their textbook on page 67 and read the statement (iii). Make them tick the position words in the sentences. Provide them with feedback after checking their work.

Activity 4:

Ask them to open textbook on page 67 and read the statement from Writing Section. Make them write five sentences on how they keep themselves clean. Check their work and correct the mistakes where required.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Take classroom objects and ask students to spell the name of their colours.

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	2		40 min

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

Unit Name: Places around my Home **Topic:** Revision **Date**: _____

Objective(s):

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

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 56-57

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".

Begin the session by asking questions about pronouns such as what is a pronoun? Why do we use pronouns? Ask them to give relevant examples. Encourage them to answer. Clap for them for their correct answers.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise articles and pronouns. Brush up their knowledge related to articles by asking questions about articles. What is the function of using articles in a sentence? Recall articles. Use them in a sentence.

Ask students to recall information related to pronouns. Ask them to give examples using pronouns. Appreciate them for their correct responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write some sentences on the board and ask students to substitute noun with appropriate pronouns.

Homework: (2 mins)

Relearn the information related to articles and pronouns.

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	2		40 min

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

Unit Name: I Can be a Pal **Topic: Reading** **Date:** _____

Objective(s):

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

- Use pre-reading strategies to predict poem by looking at picture(s) in the text.
- Read and recite short poems or rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 68-69

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 sit in a circle. Through tennis ball to a random student and ask him/her to tell the name of their best friend. 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 good/best friends. Now repeat the process and ask them if they help and share their things with their friends if they are need. 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 Can be a Pal'. Tell them that 'I Can be a Pal' is a very interesting poem by 'Kristen Smith'. Ask students to open their textbooks at page 68. Encourage them to get involved in the story by describing the pictures. Ask them to look at the given pictures and tell what they can observe while looking at the picture.

Ask students to open their textbooks at page 68. 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 students that having a good friend is a blessing by Allah SWT. Tell them we should help and respect our class fellows and friends all the time. By helping each other, we can create strong bonds. Allah SWT also command us to help our Muslims brother/sister whenever need. By helping and sharing with our friends, we can contribute in making a healthy and strong community.

Sum Up: (3 min)

Summarise the key concept of helping and sharing with our friends.

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	2		40 min

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: I Can be a Pal **Topic: two/three syllable words** **Date:** _____

Objective(s):

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

- Identify and pronounce familiar two and three syllable words.
- Recognize words with one or more syllables.
- Pronounce simple one, two syllable words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 70

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'.

Arrange the ice-cream sticks with one-syllable, two-syllable words. Ask students to sit in a circle. Tell them that we are going to play an interesting game today. Bring a basket and put ice cream stick in them. Ask a random student to pick a stick and say the word aloud. Now encourage the students to guess the syllable in the selected words. Appreciate student for guessing the correct syllable of the selected word by clapping for him/her. Repeat the activity many times involving all the students. Appreciate them all for their correct guesses by clapping for them.

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

Tell students that today they are going do an activity about syllables. Tell students that a syllable is unit of a word that cannot be split into parts. There can be one or more syllables in a word. Ask students to open their textbooks at page 70. Read the statement (i) from 'Oral Communication' Section aloud. Ask students to read the given words and syllables aloud three to four times. Encourage students to notice the syllable division in each example. Help students to pronounce the words accurately with correct pronunciation and intonation to identify the correct syllable division.

Read the statement (ii) from 'Oral Communication' Section aloud. Now encourage students to read the given examples carefully. Ask them to write the syllable division and correct number of syllables in the given space. Help them if need be. Appreciate them for their correct answers.

Sum Up: **(3 min)**

Summarise the key concepts with your students.

Assessment: **(5 min)**

Ask students to share some two or three syllable words aloud 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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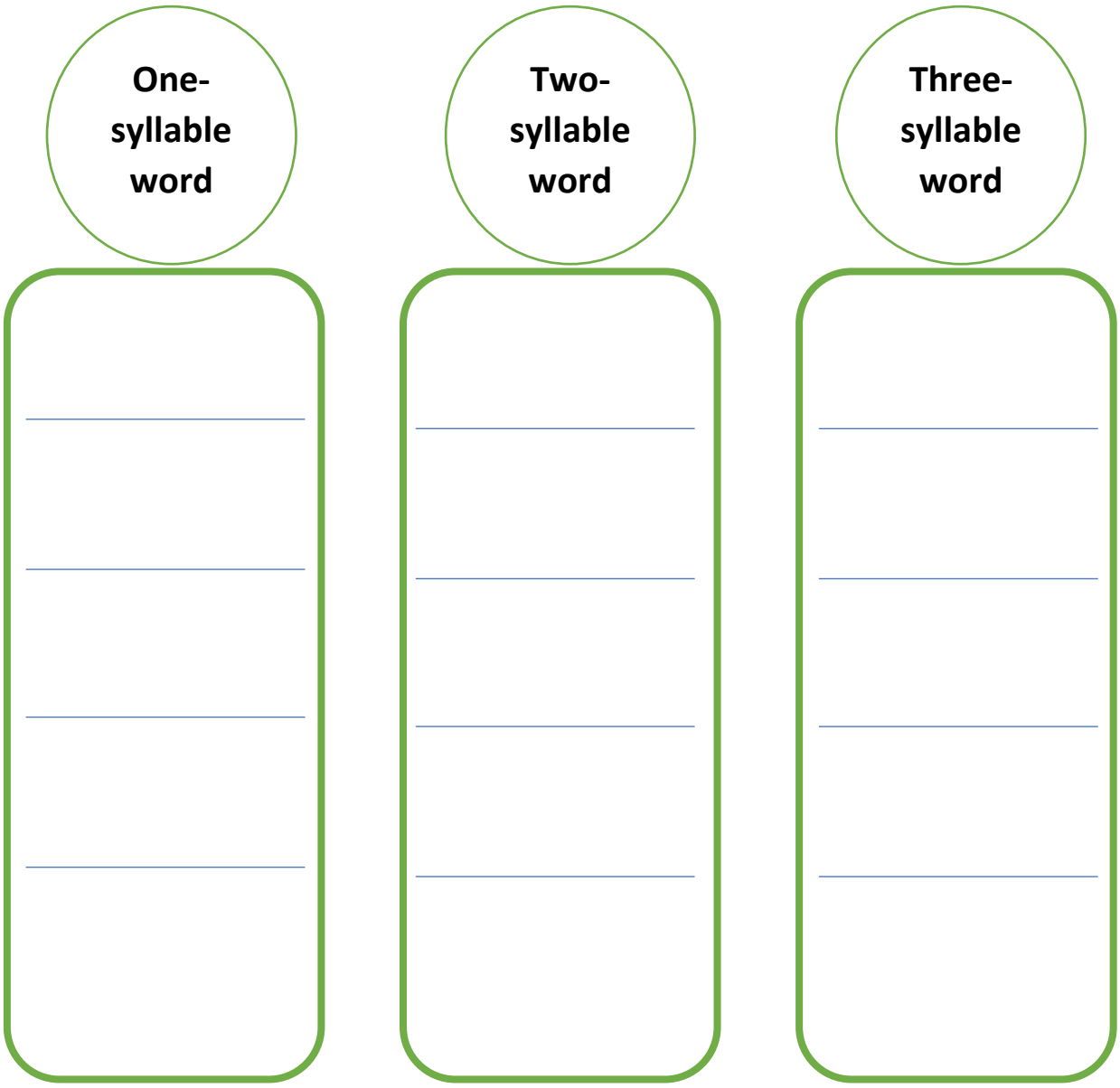
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Write 'one', 'two' and 'three' syllable words in each column.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: I Can be a Pal **Topic: take turns/seek attention** **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:

- Take turns.
- Use polite expressions to seek attention.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 70

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 an activity today. ask some random questions to all students at once; such as

- Have you done your homework?
- Do you play football?
- Did you know how to make a sandwich?
- Do you have a pet?

Make sure that students don't interrupt each other and answer the questions by taking turns. Appreciate the student by clapping who follow the rules and speak only after taking permission on his/her turn. Encourage them to respond to each other properly. Make sure to involve all students in the activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read a dialogue about basic rules of oral interactions between different groups. Ask students to open their textbooks at page 70. Read statement from the 'Listening and Speaking practice' section. Read the dialogue aloud and ask students to read after you.

Ask them to practise the given dialogue to understand some basic rules about oral communication and interactions between groups. Tell them that we should not interrupt each other while talking. Tell them that in order to gain attention of others, we should not start taking at once, instead we can raise our hand for permission to speak. Or, we can politely seek permission by saying 'excuse me'. Tell them that by following these conversation rules, students can learn to how to be a good communicator. Make pairs of students and ask them to practise the given dialogue.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (4 min)

Make groups of students and ask them to practice the dialogue by taking turns.

Homework: (2 min)

Ask students to practice the given dialogue at home with their family members.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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	2		40 min

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

Unit Name: I Can be a Pal **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 poem through pantomime and simple role play.
- Comprehend simple poems read aloud in class.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71

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 today we are going to perform an interesting role play. Make pair of students. ask one pair to come in front of the class. Ask one students to pretend to fall down on ground. Encourage other student to help his fellow in need. Help them if need be in order to perform the give task by demonstrating them. Make different scenarios for each pair in order to practice a role play activity. Appreciate them all by clapping for them for their active involvement and helping their friends in need.

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 71. 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 students.

Assessment: (5 min)

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

Homework: (2 min)

Ask students to earn the answers to the questions 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	2		40 min

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

Unit Name: I Can be a Pal **Topic: alphabetical order** **Date:** _____

Objective(s):

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

Use first and second letter to arrange words in alphabetical order.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

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 ball in classroom. Ask students to sit on floor in a circle. through the ball to a random student and ask him/her to sing the alphabet song in front of fellow students loudly. Appreciate the student for their correct response. Now repeat the process of singing alphabet sound loudly along with students.

Main Activities/Concept Building: (27 min)

Tell students that today we're going to solve a fun activity. Ask students to open their textbooks at page 71. Read each question (ii) from the 'Comprehension' section aloud. Tell students that we use alphabetical order to arrange and look for words on a list. Read the given examples aloud. Ask students to underline the first letter of each given example. Write the letter of alphabet on board. Read the alphabet song once again and ask students to notice that how the first letters of the words are in accordance with the alphabetical order by underlining the required letter on board. Make sure to involve all students in reading alphabet song with you. Now red the examples for second-letter alphabetical order aloud. Tell students that that if first letter of alphabet is same in the examples, then we should arrange the words according to the second letters given in the words. Write some words on board and underline the second letter of each example for better understanding of students.

Read each question (iii) from the 'Comprehension' section aloud. Read the given words in examples aloud. Ask students to write the given words in correct alphabetical order according to the first letter. Help them if need be. Ask them to write in neat hand writing. Encourage them to share their answers aloud with fellow students.

Read each question (iv) from the 'Comprehension' section aloud. Read the given words in examples aloud. Ask students to write the given examples according to the alphabetical order. Ask them to arrange the words according to the second letters as the first letter in given examples is similar. Encourage them to do their work on their own. Help them if need be.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write some random words on board and ask students to arrange them in alphabetical order. Appreciate them for their correct answers.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: I Can be a Pal **Topic: brain storming** **Date:** _____

Objective(s):

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

- Brainstorm to gather ideas for various activities/tasks
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72

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 are going to play a fun activity today. Make 5 to 6 groups of students. Ask students to think of some ideas about the topic 'my mother'. Encourage each group member to think of something to say about his/her mother. Now, call each group one by one and ask each group member to come in front of the class and say a line about his/her mother. The group with best lines about the topic will win this game. Encourage student to think of their own sentences and idea and not to repeat what other students have already said about their mothers. Make sure to involve all the students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that that they are going to learn an interesting concept today. Ask students to open their textbooks at page 72. Read each question (v) from the 'Comprehension' section aloud. Read the given ides about the topic of 'My School' and ask student to repeat after you. Appreciate students to think of their own different ideas about school as well, if they can.

Now, encourage students to use the given ideas in sentences of their own. Appreciate them all by clapping for their correct sentence making about the topic 'my school'.

Read each question (vi) from the 'Comprehension' section aloud. Read the given topic aloud. Encourage students to raise their hands and share some ideas according to the given topic. Appreciate them all by clapping for them for their correct answers. Write these ideas on board. Encourages students to write these ideas with correct spellings on their notebooks in the given space. Appreciate them all for their good participation in class.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to read their ideas aloud in class about the topic 'My Friend' on their textbooks to share with fellow students.

Homework: (2 min)

Search and read poem 'Friends' by Abbie farewell Brown using internet at home. Write down rhyming words from the poem in your notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: I Can be a Pal **Topic: vocabulary/rhyming words** **Date:** _____

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Articulate and use simple rhyming words in writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72-73

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 some difficult words from previously learnt units on the board. Ask students to read the given words and try to guess their meanings. Encourage some students at random to share some rhyming words with you. 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 today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 71. 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.

Ask students to sit in a circle. Throw a ball to students at random. Ask them to say the meaning of any difficult word you ask. Make sure to involve all student in activity. Appreciate the class by clapping.

Ask students to open their textbooks at page 72. Read statement (ii) from the 'Vocabulary' section. Tell students that rhyming words have the same ending sounds. Read the given examples of rhyming words and ask students to read after you. Share some more examples of rhyming words with students. Ask students to open their notebooks. Read statement (iii) from the 'Vocabulary' section. Encourage them to write three pairs of rhyming words in their notebooks. Ask them to write the rhyming words in neat hand writing with correct spellings.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask each pair to share their rhyming words with each other.

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 ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: I Can Be a Pal **Topic: directions** **Date:** _____

Objective(s):

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

Recognize and classify into different categories, some simple action and naming words from pictures and immediate surrounding e.g, directions (left/right), (up/down)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73

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'.

Make students sit in a circle. tell them that we are going to play a fun activity. Say "look up" aloud and ask students to follow your instruction. Ask a student at random to look up at ceiling and say "up" aloud. Now say "look down" aloud and ask them to look down at floor and say "down' aloud. Repeat this three to four times. Ask students to raise their right hand in the air and say "right' aloud. Demonstrate raising right hand as well for their better understanding. Now use different instructions such as look up, raise right hand, look down etc. repeatedly for their better understanding. Appreciate them all by clapping for their involvement in the activity.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn directions today. Ask them to open their textbooks at page 73. Read statement (iv) from the 'Vocabulary' section. Draw the direction signs on the board and label hem accordingly. Read three to four times aloud for better understanding of students. Read the given examples one by one.

Ask students to look at the given direction sign and right the name of direction accordingly.

Encourage students to fill in the blanks in neat hand hand writing. Ask them to complete their work using correct spellings. Appreciate them all for their work. Give students worksheets. Ask them to complete the worksheets correctly.

Sum Up: (3 min)

Summarise the key concept of directions with students.

Assessment: (5 min)

Ask students at random to follow your instruction about different directions by moving their heads in accordingly.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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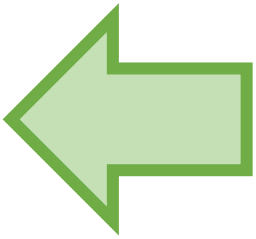
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Look at the direction signs and write accordingly.



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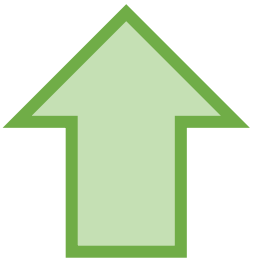

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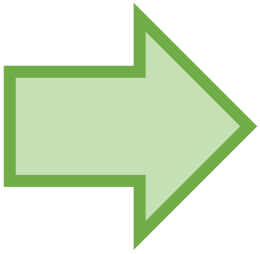

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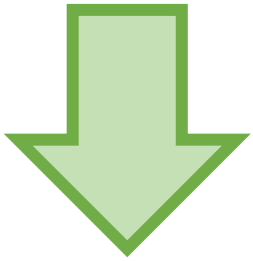

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: I Can be a Pal **Topic: proper noun** **Date:** _____

Objective(s):

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

Recognize more particular names of people, pets, and places.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73

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 nouns on sticky notes and paste them on the board. Draw three columns on the board and label them as 'person', 'place', and 'thing. Call students one by one and ask them to pick one sticky notes. Encourage them to read the word written on sticky note and guess what category of noun it is. Make sure to involve all students in the activity. Appreciate them for correctly guessing the noun.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read about proper nouns. Tell them that a proper noun is a word that names a particular person, place or thing. It starts with a capital letter.

Ask students to open their textbooks at page 73. Read the statement (i) from "Grammar Focus" section. Now read the examples aloud. Encourage students to read the highlighted words aloud. Draw two columns on the board. Write the highlighted words in one column and then write common nouns for each example for better understanding of students. Tell students that how these highlighted words are related to some particular name of a person, place, or thing.

Read the statement (ii) from "Grammar Focus" section. Read the given examples. Ask students to write "P" for proper nouns in the given examples. Appreciate them for their correct answers. Ask students to complete the worksheet. Encourage them to do their work independently.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make three groups of students. Ask one group to write the names of particular people. Ask other group to write the names of particular places, and third group to write the names of particular pet animals. Encourage them to read their answers aloud to share with fellow students. Appreciate them all by clapping for them.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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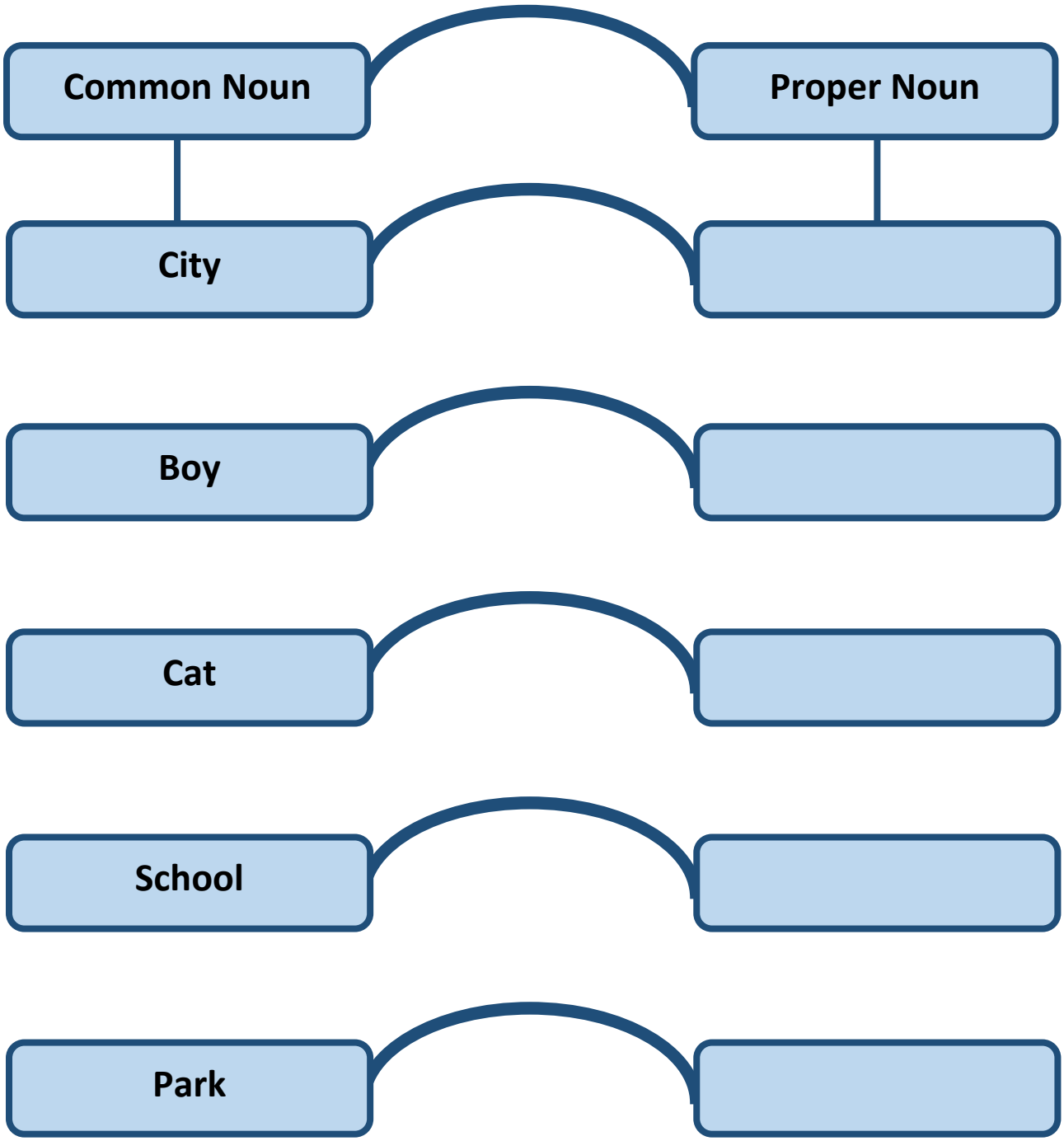
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Change given common nouns into proper nouns.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: I Can be a Pal **Topic: use of has/have** **Date:** _____

Objective(s):

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

Use has, have to show possession.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 74

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 a chart paper into the class and place it on the board. Ask students to read the both words aloud. Tell students that we are going to play a fun activity. Write 'I Have _____' and 'He/She Have _____' on the board. Now, say a random sentence such as; 'I have pencils. She has eraser.' Encourage students at random to use different examples using 'has', 'have'. Repeat the process with ransom students. Make sure that students use 'has, have' correctly. Appreciate them all for their correct usage of 'has' and 'have.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read about a new concept of "use of 'has' and 'have". Tell them that 'has' and 'have are used to show possession. 'has' is used with singular nouns and pronouns. 'have' is used with plural nouns and pronouns. 'have' is also used with 'you' and 'I'.

Ask students to open their textbooks at page 74. Read the statement (iii) from "Grammar Focus" section aloud. Tell student that we use 'have' with 'I, we, they and you' pronouns. Tell students that we use 'has' with pronouns 'he, she and it'. Ask students to read the examples and notice the use of highlighted words in each given example. Explain the use of 'has' and 'have' again for better understanding of students. Write some random examples on board with wrong placement of 'has' and 'have 'and ask students to identify the pronouns in them. Encourage them to guess the correct option according to the pronouns. Re-write the sentences with correct sentences structures after identifying the nouns/pronouns. Appreciate them all for their efforts by clapping for them.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (4 min)

Make pairs of students. Ask them to share some sentences using 'has' and 'have' with each other.

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	2		40 min

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

Unit Name: Respecting Others **Topic: use of has/have** **Date:** _____

Objective(s):

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

Use has, have to show possession.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 74

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'.

Ask students at random to come in front of the class and share a sentences using 'has' or 'have' with fellow students. Ask students to identify noun/pronoun in their given examples. Appreciate them for their correct examples. Now, write some pronouns on board. Encourage random students to make sentences using 'has', ''have' along with suitable pronouns. Appreciate them all by clapping for them.

Main Activities/Concept Building: (27 min)

Tell students that today we are going to revise the concept of 'has', and 'have.' Tell them that 'has' and 'have are used to show possession. 'has' is used with singular nouns and pronouns. 'have' is used with plural nouns and pronouns. 'have' is also used with 'you' and 'I'.

Ask students to open their textbooks at page 74. Read the statement (iv) from "Grammar Focus" section aloud. Tell student that we use 'have' with 'I', 'we', 'they' and 'you' pronouns. Tell students that we use 'has' with pronouns 'he', 'she' and 'it'. Read the given examples aloud and ask students to read after you. Now encourage students to underline the correct option for each given example. Help them if need be. Ask students at random to share their answers with fellow students. write the correct answers on board as well.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share some more sentences using 'has' and 'have'.

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	2		40 min

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

Unit Name: Can I be a Pal **Topic: numbers/rhyming words** **Date: _____**

Objective(s):

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

- Write numbers in 10's in words.
- Recognize and write rhyming words from a poem. Write more rhyming words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 75

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 coloured pompoms or beads in the class and place them in the basket. Ask students to sit in a circle. Put the basket in the centre. Call a student at random and ask him/her to count 'ten' pompoms. Ask student to count by saying the numbers aloud. Appreciate him/her for counting correctly. Now ask another student at random to count twenty beads/pompoms. Repeat the process 2 to 3 times. Read the counting aloud 2 to 3 times in the class. Encourage students to read along with you as well. Appreciate them for their involvement by clapping for them.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to write numbers in 10s in their notebooks. Write numbers in 10s on board and write the numbers in words as well. Read the numbers along with spellings aloud for three to four times. Ask students to read the numbers aloud. Ask student at random to read the number of your choice from board. Appreciate them for correct answer. Ask students to open their textbooks at page 75. Read the statement (i) from "Writing Focus" section aloud. Tell student that they are going to write the numbers with correct spellings in their notebooks. Ask students to write the numbers with correct spellings. Ask students to write the numbers in neat hand writing.

student at random to read the number of your choice from board. Appreciate them for correct answer. Ask students to open their textbooks at page 75. Read the statement (ii) from "Writing Focus" section aloud. Ask students to read the poem on textbook page 69 aloud with correct pronunciation and intonation. Now, encourage students to find rhyming words in the poem and say them aloud. Write the rhyming words on board. Ask students to write the rhyming words in their textbooks with correct spellings.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share some more rhyming words with fellow students.

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	2		40 min

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

Unit Name: I Can be a Pal **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 75

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'.

Have students sit in a circle. Throw the cushion to a student and ask him/her to tell the name of his/her best friend and why he/she like this friend in two to three sentences. Ask this student to throw the cushion to another student and ask the same question. Repeat this activity with all students.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do some creative writing. Write the topic 'Best Friend' 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 75. Read statement from the 'Creative Writing' section. Ask students to think of different sentences and share their idea with fellow students as well. Encourage them to say their sentences aloud by taking turns. Write these sentences on the board. For example; My friend is _____. He/she is very hardworking. He/she is very noble and humble. He/she always help others in need. I love to play with him/her. We always share our food with each other. We love to play different games together etc.

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)

Assess your students by asking random questions about their friends and their hobbies.

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	2		40 min

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

Unit Name: Helping Hands **Topic: reading** **Date:** _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76

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 sit in a circle. Throw a cushion to a student at random and ask him her to tell any incident when he/she helped any one in need. Ask them to share the incident with fellow students. appreciate the student for his/her good gesture of helping. Now through the cushion to other students at random and ask the same question. Note their responses. Share an incident from your life where you have also helped someone in need. Tell students that helping others is a good quality and we all should adopt this quality. Appreciate them all for their involvement in discussion.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read the unit "Helping Hands". Tell them that this informative unit is about the importance of helping others in need. Ask students to open their textbooks at page 76. Ask students to look at the given picture carefully and tell what they learn from this. Note their responses. Ask students at random to tell what children are doing in this picture. Appreciate them for their correct answers. Ask students that if they helped their mother/family members in house chores? Note their responses. Tell them that we should help our Mom in her daily house chores.

Ask students at random to tell in what ways, they help others around them? Note their responses. Tell them that there are various types of helps that we can offer to others. We can help an elderly person to cross the road. we can help children to open/close door. We can help children in any work they find difficult to perform. We can help our dad by offering him fresh water when he comes home from work. We should put our plates in sink after finishing our meal. We can help our mother in various task which she daily performs. Tell students that Allah (SWT) also loves those, who help others in need.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share some ideas that how can they help their class fellows.

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	2		40 min

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

Unit Name: Helping Hands **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 locate specific factual information to answer in a word or two simple short questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77

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 sit in a circle. Throw the toy to a student and ask, 'What does helping others means?' Ask them to answer in a complete sentence. Ask this 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, i.e. 'Do you help others?' Note their responses. Tell them by helping others in need, we obey Allah (SWT) commands and whoever obeys Allah (SWT) commands, will be rewarded a lot. Tell them that our prophet Hazrat Muhammad PBUH always had helped people who were in need and appreciated this act of helping others a lot. Appreciate them by clapping for their active participation in discussion.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read unit "Helping Hands". Tell them that this unit is about how we should help other if they are need. Ask students to open their textbooks at page 77. 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 injured in the accident? Note their responses. Ask students at random to tell who helped the injured man? Ask students at random to tell if they have ever experienced any injury? Who helped them when they got injured and were in need of help? Note their responses. Ask students at random to share if they have ever experienced or witnessed any accident? Tell students that being helpful is the greatest quality of human being. Being emphatic and kind to others in need is necessary. Our religion Islam also teaches us to be kind and helpful for others. Note their responses. Appreciate them all for their active participation in classroom discussion.

Sum Up: (3 min)

Summarise the key concept of helping others for better understanding.

Assessment: (5 min)

Ask students why we should help others? Note their responses.

Homework: (2 min)

Practice reading the unit at home.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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	2		40 min

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

Unit Name: Helping Hands **Topic: sight words/ likes, dislikes/ needs, feelings** **Date**:

Objective(s):

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

- Identify and pronounce common irregular sight words.
- Demonstrate use of common conventions and dynamics of group oral interactions:
  - Express likes and dislikes.
  - Express needs and feelings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78

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 sit in a circle. through cushion to a student at random and ask him/her to tell if they like eating cakes? Repeat the same with other students as well. Note their response. Ask other random questions with students such as;

- Do you like ice-cream?
- Do you like to go to the park?
- Do you like to visit historical places?
- Do you want to visit hill stations? etc.

Note their answers, their likes and dislikes. Make sure to involve all students in the activity. Appreciate them all by clapping for them.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read about sight words today. Tell them that sight words are the words that we learn and memorise by sight. Ask students to open their textbooks at page 78. Read statement (i) from the 'Phonics Practice' section aloud. Read the given words with correct pronunciation and intonation aloud and encourage students to read after you.

Read statement (ii) from the 'Phonics Practice' section aloud. Encourage students to use any five sight words in sentences of their own. Encourage them to share their sentences with their class fellows well. Ask them to open their notebook and write these sentences of their choice in their notebook. Ask them to write sentences with neat hand writing. Ask them to use correct spellings as well. Appreciate them all for their work.

Read statement from the 'Listening and Speaking Practice' section aloud. Read the given dialogue with correct pronunciation and intonation aloud. Ask students at random to read the given dialogue as well. Tell students that we should express our likes and dislike in polite manners. Tell them that if we need something or if we want to express our feelings, we should use appropriate gestures and expressions to express our emotions. Ask students at random to read the given dialogue with correct pronunciation.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

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Ask a student at random 'I like your pencil? Can I borrow it for a moment? Note the response of student. Appreciate him/her for correct response. Make pair of students. Ask them to express their needs and feelings to each other in appropriate manners using common conventions.

Homework: **(2 min)**

Practice the dialogue 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	2		40 min

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

Unit Name: Helping Hands **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.
- Comprehend simple story read aloud in class.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78

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'.

Make pairs of students. Ask each pair to share with each their how and when they have helped someone in need. Ask students to share with each other any incident when they were in need of help themselves. How they tackle the situation. Who helped them when they were in need. 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 'Helping Hands'. 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	2		40 min

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

Unit Name: Helping Hands **Topic: tables/ charts** **Date:** _____

Objective(s):

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

Read tables and charts in the classroom.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79

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 a student at random to come in front of the class and share his/her thoughts on importance of helping others. Ask him/her to share two to three lines that why we should help others in need. Note their responses. Appreciate them all for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students that they are now going to do an interesting activity. Give them worksheets. Ask them to tell what they can see on worksheet. Note their responses. Tell them that we should help elderly people whenever they need our help. Ask them to colour the worksheet neatly. Tell students that chart is a piece of paper designed to be attached to a wall. Normal charts include both factual and graphic information.

Ask students to open their textbooks at page 79. Read the statement (ii) from the 'Comprehension Time' section aloud. Ask students to look at the chart carefully. Ask them to look at each picture carefully and tell what is happening. Read the whole chart aloud and ask students to rea dafter you.

Tell students that helping others is a very kind and noble gesture. We can create a healthy and productive community by helping others in need. Ask students at random to tell if they have ever helped others in the same way? Note their responses. Ask them to share the incidents when they helped their family members with different house chores. Appreciate them all for their active participation in class discussion.

Sum Up: (3 min)

Summarise the key concepts of consonant clusters with your students.

Assessment: (5 min)

Ask students to think of some more ideas about how they can help their class fellow.

Homework: (2 min)

Read the chart given in textbook 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	2		40 min

Worksheet

Name: _____ **Date: _____**

Can you tell what is happening in the picture? Colour the picture.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: Helping Hands **Topic: critical thinking/ vocabulary** **Date:**

Objective(s):

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

- Reading and critical thinking.
- Memorise the vocabulary words with their meanings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80

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 at random 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 today they are going do an activity today. Ask students to open their textbooks at page 20. Read 'Time to Think' statement. Ask students at random to tell if they remember the story of Ant and Dove. Note their responses. Summarise the story of Ant and Dove to students in class. Now, encourage students to repeat the story in their own words with fellow students.

Tell students that today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 80. 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:

Ask students to sit in a circle. Write the vocabulary words on board. Bring a ball and through it towards random students. Ask the student to catch the ball. Then ask them to tell the meaning of any vocabulary word written on board. Appreciate the class by clapping.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to tell meanings of difficult words of your choice. Appreciate them for correct answers.

Homework: (2 min)

Read the story of 'Ant and Dove' on internet again and write about your likes or dislikes about the story 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	2		40 min

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: Helping Hands **Topic: cardinal numbers** **Date:** _____

Objective(s):

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

- Recognize and classify into different categories, some simple action and naming words from pictures and immediate surrounding, e.g. cardinal numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80, ice cream sticks.

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'.

Make pair of students. Ask each pair to read counting one till ten. Bring a basket full of ice cream sticks. Pick any number of sticks of your choice and ask students to count them and say the number aloud. Ask students at random to pick the ice cream sticks according to the number of your choice. Make sure to involve all students in the activity. Encourage all students by clapping for them to boost their confidence.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about some cardinal numbers. Tell students that one, two, three are called cardinal numbers. Tell students that these numbers help us to answer questions such as: How many? Ask students to open their textbooks at page 80. Read statement (ii) from the 'Vocabulary' section. Read the given cardinal numbers one by one. Ask students to read after you 3-4 times. Ask students to learn the spelling of numbers as well.

Read statement (iii) from the 'Vocabulary' section. Ask students to count the given shapes one by one and write the correct number of shapes in given space. Ask them to count the shapes properly. Ask them to write the numbers with correct spellings in neat hand writing. Appreciate them all by clapping for them.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to share the cardinal numbers with spellings with their fellow students.

Homework: (2 min)

Learn the cardinal numbers with spellings 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	2		40 min

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

Unit Name: Helping Hands **Topic: pronouns** **Date:** _____

Objective(s):

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

Recall the use of pronouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 81, chart paper

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'.

Recall the concept of pronouns. Ask students at random to tell what are pronouns. Note their answers. Bring large chart papers with one pronoun written on each piece (I, he, she, we, they, it). Ask students to stand in a row and show them first chart "I". Shout "I" and point towards yourself. Ask students to say aloud 'I' and point towards themselves. Hold the next chart paper "he" card and point to some boy and say "he" and ask students to follow you. For "she" point towards a girl. Make sure that every student understands the differences. For "we", bring couple of students together in a group with you and shout "we". Finally, for "they", point at other students in groups while shouting "they" and get everyone to do the same. Repeat the activity again if needed.

Main Activities/Concept Building: (26 min)

Tell students that today they are going to complete a fun activity of pronouns. Ask students at random to tell what are pronouns. Appreciate them for their correct answers. Ask students to open their textbooks at page 81. Read statement (i) from the 'Grammar' section.

Ask students to look at each picture carefully. Ask them to circle the correct pronoun for each given picture. Encourage them to complete their work on their own. Take rounds of class and help students if need be.

Tell students that they are going to fill a worksheet. Give students worksheets and ask them to fill it neatly. Encourage students to complete the worksheet on their own.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share names of some objects they can find in the classroom.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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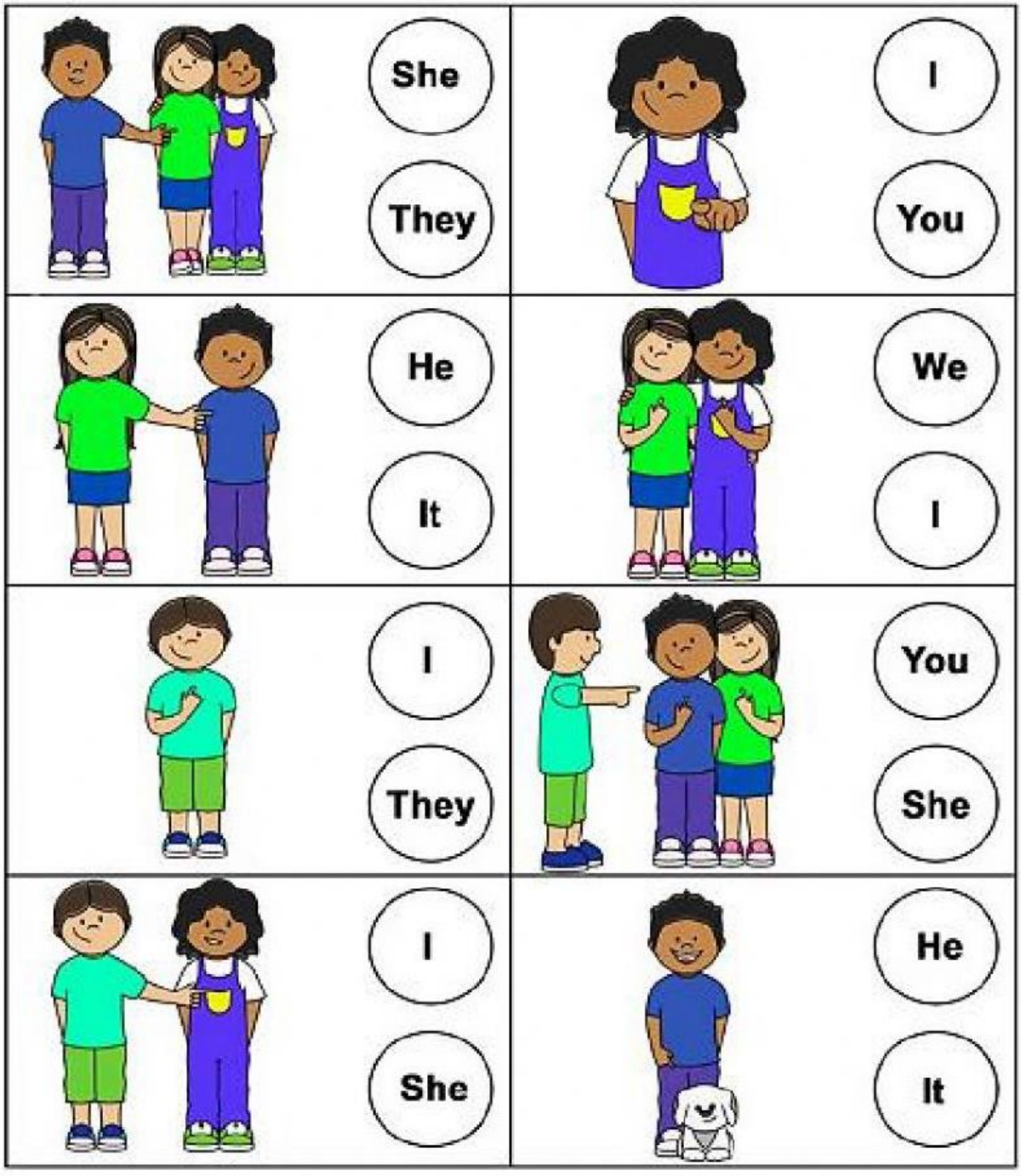
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Look at the given pictures carefully and colour the circle with correct pronoun.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: Helping Hands **Topic: pronouns** **Date: _____**

Objective(s):

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

Recall the use of pronouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82

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 at random to share a pronoun with you. Write the pronoun on board. Now ask another student at random to use that pronoun in a sentence. Appreciate both students for their correct answers. Repeat the process with other students as well. Make sure to involve all students in the activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to complete activity of pronouns. Ask students at random to tell what are pronouns. Appreciate them for their correct answers. Ask students to open their textbooks at page 82. Read statement (ii) from the 'Grammar' section. Read the given sentences aloud.

Ask students to look at each underlined word carefully. Read the pronoun from the word bank. Tell students that these underlined words can be changed by using pronouns. Encourage them to tell suitable pronouns for each underlined word in examples. Writ each correct pronouns on board as well. Ask students to rewrite sentences using pronouns. Encourage them to complete their work on their own. Ask them to complete their work in neat hand writing. Take rounds of class and help students if need be.

Sum Up: (3 min)

Summarise the key concept of pronouns with students.

Assessment: (5 min)

Ask students at random to share some sentences using different pronouns.

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	2		40 min

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

Unit Name: Helping Hands **Topic: punctuation** **Date: _____**

Objective(s):

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

Recognize that a sentence ends with some form of punctuation, i.e. full stop, or question mark, or exclamation mark.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82- 83, ice cream sticks, basket

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 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: (25 min)

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 82. Read statement (iii) from the 'Grammar' section. Read the given examples aloud. Ask students to observe carefully the highlighted punctuation marks at the end of each sentence.

Ask students to open their textbooks at page 83. Read statement (iv) from the 'Grammar' section. Read each given sentence aloud. Ask students to put correct punctuation mark at the end of each sentence. 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	2		40 min

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

Unit Name: Helping Hands **Topic: ordinal number** **Date: _____**

Objective(s):

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

- Write ordinal numbers "first to tenth" in words.
- Identify position of objects using ordinal numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 83

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'.

Make pair of students. Ask each pair to read counting one till ten. Bring a basket full of ice cream sticks. Pick any number of sticks of your choice and ask students to count them and say the number aloud. Ask students at random to pick the ice cream sticks according to the number of your choice. Make sure to involve all students in the activity. Encourage all students by clapping for them to boost their confidence. Now, call three students out and asked them to stand in front of the class. Ask students to stand in a row. Tell other students that these students are standing in 1^{st}, 2^{nd}, and 3^{rd} position. Say 1^{st}, 2^{nd}, and 3^{rd} three to four times and students to repeat after you.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about some ordinal numbers. Tell students that first, second, third are called ordinal numbers. Tell students that ordinal numbers tell us position of something in a list. Ask students to open their textbooks at page 83. Read statement (i) from the 'Writing' section. Read the given ordinal numbers one by one. Ask students to read after you 3-4 times. Write the ordinal numbers in spellings from first to tenth on board. Ask students to learn the spelling of ordinal numbers as well.

Read statement (ii) from the 'Writing' section. Ask students to circle the 2nd and 4th apple. Encourage students to count properly and circle the correct apple. Now, ask them to write the position of each apple using ordinal numbers. Ask them to write the numbers with correct spellings in neat hand writing. Appreciate them all by clapping for them.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (4 min)

Ask students at random to tell the spellings of any ordinal number you ask.

Homework: (2 min)

Learn the ordinal numbers 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	2		40 min

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

Unit Name: Helping Hands **Topic: date/ captions** **Date: _____**

Objective(s):

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

Write date and captions on page top.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 84

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 at random to tell if they know what is date today. Note the date on board. Now ask students at random to tell if they know what is the day today. note their responses. Write the day on board as well. Tell students that we should always write the date and day on our work. Ask them to say the date and day again three to four times.

Main Activities/Concept Building: (27 min)

Tell students today we are going to learn how to write date and day on our work. Tell them that we should also write the caption on our work. Tell them we should prepare our homework and class work by writing date, day and caption first. By following this, our work will be neat, clean and more comprehensible for us. Ask students to open their textbooks at page 84.

Read statement (iii) from the 'Writing' section. Ask students to write the date and day on the given blanks in their notebook. Appreciate them for their correct work. Draw a picture of a page on board. Ask students at random to write date, day and caption 'Classwork' on the board with in the drawing od page on correct space. Appreciate them for their correct writings.

Sum Up: (3 min)

Summarise the key concept with students.

Assessment: (5 min)

Ask students at random to write date and day on the board.

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	2		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**

Unit Name: Helping Hands **Topic: critical 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 84

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 'Traffic Rules' in capital letters on top of the chart paper. Ask students at random to share some basic traffic rules they remember. Write down the rules on chart paper to make a list. Some basic traffic rules could be; always use zebra crossing to cross the road, do not run on the road, always walk on sidewalk/pavements, never stick your hand or head out of a moving vehicle, always wear seat belt in car, always use helmet on bicycle/motorbike ride, always follow traffic lights, never play on roads, etc. encourage students to say these rules aloud for two to three times. Make sure to involve all students.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to do some creative writing. Write the topic 'Traffic Rules' 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. Recall the concept of 'traffic signs' and 'danger sign' they have read before. Ask students to open their textbooks at page 84. Read statement from the 'Creative Writing' section. Ask students to say some traffic rules aloud by taking turns. Ask them to write five sentences about traffic rules neatly in their textbooks. Ask them to write with 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: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share some traffic rules with fellow students.

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	2		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: The Ants and the Grasshopper **Topic: Reading** **Date: _____**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 85, story books

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 sit in a circle. Tell students that today they are going to have fun because we are going to recall and enjoy some stories. Ask students at random to tell if they remember the story of 'Hare and the Tortoise'. Ask them to share the story with fellow students if they remember. Read the story of 'Hare and the Tortoise' and 'Lion and the Mouse' aloud in the class. Make sure that every student listens to the story carefully.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read the unit 'The Ants and the Grasshoppers'. Tell them that this informative unit is about the importance of hard work. Ask students to open their textbooks at page 85. Ask students to look at the given pictures carefully and tell the names of these stories. Note their responses. Appreciate them for their correct answers.

Make pair of students. Ask students to share the story of 'Hare and the Tortoise' and 'Lion and Mouse' with each other. Ask students at random to share the moral lessons of these stories. Write these moral lessons on the board. Ask students to read the morals aloud. Tell students that these stories and their morals are very helpful for us to learn moral values.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to tell which story they like the most, 'Hare and the Tortoise' or 'Lion and Mouse'

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	2		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**

Unit Name: The Ants and the Grasshopper **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 Material:

Chalk/Marker, White/Blackboard, Textbook page 86-87

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'.

Make two groups of students. Ask both groups to recall the stories they have learned earlies in class. Now ask students at random if they learned their homework on time. Tells students that we should complete our work on time, if we do not focus on our work, we will never be successful in achieving our target. If students do not prepare for their exams on daily basis, they will not succeed in exams at all. So, we should be prepared for all situations. If we ignore things, we must face the consequence.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read unit 'Ants and the Grasshoppers'. Tell them that this unit is about importance of time and hard work. Ask students to open their textbooks at page 86. Model reading the unit with correct pronunciation and intonation. Encourage students to recite the unit themselves. Ask students at random to read the text.

Ask students at random to tell what were the ants doing in the winter season? Note their responses. Tell students that that ants were enjoying in winters because they were prepared and ready for winter season. They worked really hard in summers to collect food. Ask students to tell what happed to the grasshopper who did not work at all to save some food for winters. Note their answers. Appreciate them for their answers by clapping for them.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share the story of 'Ants and the Grasshoppers' with their fellow students.

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	2		40 min

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

Unit Name: The Ants and the Grasshopper **Topic: plurals endings** **Date:** _____

Objective(s):

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

Differentiate between words ending with /s/ and /z/ and /iz/ sounds in the plural from of a word.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88

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 a few words on board. Ask students at random to guess the plurals of the given words. Ask students at random to tell the difference in singular and plurals as well. Ask students to share some singular and plural nouns of their own with fellow students as well.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn the plurals with 's', 'z' and 'iz' sounds. Tell students that some words have plurals that ends in 's', 'z' or 'iz' sound. Ask students to open their textbooks at page 88. Red the statement number (i) from 'Phonics Section' aloud. Read the examples of plurals with 's', 'z' and 'iz' sounds aloud. Make sure to read the examples with correct pronunciation focusing on the ending sounds. Encourage students to read the examples with you. Ask students to learn the spellings of the plurals well.

Red the statement number (ii) from 'Phonics Section' aloud. Ask students to read the given words in word bank aloud with correct pronunciation. Help them in pronouncing the words. Now, encourage students to write the words in correct tables according to the sounds. Help them if need be. Ask students to write the plural in neat hand writing with correct spellings.

Sum Up: (3 min)

Summarise the key concept with students.

Assessment: (5 min)

Give students worksheets and ask them to write plurals with /s/, /z/, and /iz/ ending wounds.

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	2		40 min

Worksheet

Name: _____ **Date: _____**

Write plurals in the given columns.

Plurals ending in /s/ sound	Plurals ending in /z/ sound	Plurals ending in /iz/ sound
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

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

Unit Name: The Ants and the Grasshopper **Topic: expressing joy** **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:Express joy while playing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88

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 at random to share what is their favourite game. Ask them to share the reason of their likeness as well. Make pairs of students. Ask them to share their thoughts and ideas about their favourite game to each other. Make sure to involve all students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read a dialogue about how to express joy while playing. Ask students to open their textbooks at page 88. Read statement from the 'Listening and Speaking practice' section. Ask them to practise the given dialogue to understand some basic formulaic expression. Tell them we can express our feelings of joy using correct expressions. If we like or dislike some game or play, we should communicate about or likes or dislikes properly. Make pairs of students and ask them to practise the given dialogue with each other.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share some more formulaic expressions to express joy.

Homework: (2 min)

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	2		40 min

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

Unit Name: The Ants and the Grasshopper **Topic: comprehension/ title** **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 and simple role play.
- Comprehend simple story read aloud in class**.**
- Identify title and table of contents of a book.
- Use textual aids such as table of contents to locate a particular text/lesson

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89

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'.

Make two groups of students. Ask both groups to recall the stories they have learned earlies in class. Now ask students at random if they learned their homework on time. Tell students that we should complete our work on time, if we do not focus on our work, we will never be successful in achieving our target. If students do not prepare for their exams on daily basis, they will not succeed in exams at all. So, we should be prepared for all situations by working hard and preparing ourselves on time. If we ignore things, we must face the consequence. Appreciate all students for their keen listening.

Main Activities/Concept Building: (28 min)

Tell students that today they are going to learn different questions related to the unit 'Ants and the Grasshopper'. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 89. Read each question from the 'Comprehension Time' section aloud. Now encourage students 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.

Read statement (ii) from the 'Comprehension' section aloud. Tell students that the name of the book is called its title. Tell students that a table of content is a list of chapter and their page numbers. Ask students to find the title of their English book. Show them the title and table of content of their English textbooks. Ask students to find the table of content in their English books and read it carefully. Help them if need be. Read the questions one by one and ask students to find the answers on their own. Ask them to write the title, name of unit number 3, and the name of unit on page 25 neatly on the given blanks. Help them if need be.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask them to share with each other how to read the table of content.

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	2		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: The Ants and the Grasshopper **Topic: picture dictionary/critical thinking** **Date: _____**

Objective(s):

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

- Use textbook pictures/picture dictionary to aid comprehension and development of vocabulary.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89, picture dictionary

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 dictionary in the class room. Ask students to sit in a circle. Ask students that if they know what a picture dictionary is. Note their responses. Gather all students around book and show different pictures of animals and things in picture dictionary. Make sure to involve all students with you in observing pictures from picture dictionary.

Main Activities/Concept Building: (25 min)

Tell students that today they are going do an activity about picture dictionary. Ask students to open their textbooks at page 89. Read the statement (iii) from 'Reading and Critical Thinking' section. Ask students to look at the given pictures of insects carefully. Ask them to tell what are the names of these insects. Appreciate them for their correct answers. Tell them that they are going to write their names in the given space. Write the names of the insects on board and read them aloud three to four times.
Now, encourage students to write the names in neat hand writing under each insect correctly. Help them if need be. Ask students at random to tell if they have seen these insects in real life. Ask them to tell when and how they saw thee insects. Appreciate them for getting involve in conversation.

Ask students to open their notebooks. Ask students at random to tell what is their favourite story name, what is the moral of your favourite story. Ask them to share the reason of their likeness as well. Ask them to write the title and moral of their favourite story in their notebooks.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to read the names of insects aloud.

Homework: (2 min)

Create your own picture dictionary using newspaper/magazines cuttings.

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	2		40 min

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

Unit Name: The Ants and the Grasshopper **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 90

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 some difficult words from the unit on the board. Ask students at random 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 today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 90. 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:

Ask students to sit in a circle. Write the vocabulary words on board. Bring a ball and through it towards random students. Ask the student to catch the ball. Then ask them to tell the meaning of any vocabulary word written on board. Appreciate the class by clapping.

Sum Up: (3 min)

Summarise the key concepts with your students.

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 ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	2		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: The Ants and the Grasshopper **Topic: ordinal number** **Date: _____**

Objective(s):

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

Recognize into different categories, some simple action and naming words from pictures and immediate surrounding, e.g. Ordinal numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 90, chart paper, gum, scissors

Teaching & Learning Activities:

Opening Activities/Warm-up: (4 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 activity. Divide students into two groups. Provide each group with calendar cuttings of every month for pasting on a chart paper. Ask each group to cut the numbers from 1 to 12 using the calendar pages. Now, ask students to place the cuttings of month of years in correct sequence on the chart paper. Now ask students 'Which month is the first month of the year?' Continue up to 12th month. Ask students to paste number cuttings according to the position of each month like first 1st January, second 2nd February, third 3rd March etc. Appreciate students by clapping for them for their good work.

Main Activities/Concept Building: (26 min)

Tell students that today they are going to learn about ordinal numbers today. tell them that number 'first', 'second', and 'third', etc. are called ordinal numbers. Ask them to open their textbooks at page 90. Read statement (ii) from the 'Vocabulary' section. Read the names of the given ordinal numbers one by one three to four times. Ask students to read after you 3-4 times.

Tell students that we are going to perform an activity now. Bring some cards with ordinal numbers written on them. Call random students to come and stand in front of the class. Give cards with ordinal numbers to students in random order. Now ask students to read their cards and ordinal numbers written on them. Now encourage students to stand in a row according to the correct order of ordinal numbers written on their cards such as; first, second, third, fourth, fifth, sixth etc. Appreciate them all for their participation in the activity.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to say the ordinal numbers aloud. Repeat the process with other students three to four time.

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	2		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: The Ants and the Grasshopper **Topic: ordinal number** **Date: _____**

Objective(s):

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

Classify into different categories, some simple action and naming words from pictures and immediate surrounding, e.g. Ordinal numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 91

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'.

Make three to four groups of students. Ask students of each group one by one to stand in a row. Now ask first student to say his/her position using ordinal numbers. Move positions of students and ask them to say their positions now using ordinal numbers. Appreciate them all for their correct answers. Repeat the process with other groups of students as well. Appreciate them all by clapping for them to boost their confidence.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to complete an activity of ordinal numbers. Ask them to open their textbooks at page 91. Read statement (iii) from the 'Vocabulary' section. Now ask students to carefully look at the pictures and notice each animal on the boxes with numbers written on them. Ask students to read the first statement to fill in the blank.

Ask students at random to tell in which box the duck is on. Note the response. Tell students that the duck is on the 'fifth' box. Read next statement and tell students that the tortoise is on the 'third' box. Repeat the process and encourage students to fill in all the blanks. Ask students to write the answers neatly with correct spellings. Take rounds of classroom and help them if need be. Appreciate them all for completing their work correctly by clapping for them.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to say the ordinal numbers from 'first' till 'tenth'.

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	2		40 min

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

Unit Name: The Ants and the Grasshoppers **Topic: Reading** **Date:** _____

Objective(s):

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

Use questioning words: what, who, where, when, why.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 91-92, worksheet

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'.

Prepare a chart of Question words and bring it in the class. Paste it on the board. Read the given question words on chart paper aloud. Read each given question word aloud and demonstrate its use for better understanding of students.

Now ask a student at random to use a question word of your choice to ask a question to his/her fellow student. Appreciate him/her for the correct use of question word. Repeat the process with other students. make sure to involve all students in the activity. Appreciate them all by clapping for them to boost their confidence.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn and read bout question words. Tell students that we use question words to ask questions, what, when, where, who and why are question words. We use a question mark (?) at the end of a question. Ask students to open their textbooks at page 91. Read statement (i) from the 'Grammar' section. Read the given question loudly. Ask students to notice the highlighted words and their uses in forming questions. Give worksheet to students and encourage them to solve it properly.

Ask students to open textbook at page 92. Read statement (ii) aloud. Ask students at random to come in front of the class and ask them to share some examples using question words. Appreciate them for correct responses. Now encourage students to open their notebooks and write sentences in using the given question words. Encourage them to write sentences using correct spellings. Ask student to write (?) at the end of each question. Ask them to write sentences in neat hand writing. Appreciate them all for their good work by clapping for them.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to share a question using question word.

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	2		40 min

Worksheet

Name: _____ **Date: _____**

Read the sentences. Tick the correct question word for each sentence.

_____ are you sad? ○ when ○ why

_____ is calling me? ○ who ○ why

_____ are you going to Lahore? ○ what ○ why

_____ is in your bag? ○ when ○ what

_____ is my pen? ○ where ○ why

_____ is at the door? ○ who ○ why

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

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

Unit Name: The Ants and the Grasshoppers **Topic: Comma** **Date:** _____

Objective(s):

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

Recognize and add comma for series of items in a sentence and after Yes and No in short formal dialogues, e.g. *yes, thank you, etc.*

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 92, worksheet

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 the previously learnt punctuation marks on board and ask students to recognise the punctuation marks. Appreciate them for their correct answers. Write a sentence on board using comma. Draw a big sized 'comma' on board as well. Ask students to read the written sentence on board two to three times. Appreciate them all for their active participation in activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about 'comma'. Tell students that we use comma to separate words in a sentence. Tell them that we use a comma after 'yes' and 'no' when it is the first word in a sentence.

Ask students to open their textbooks at page 92. Read statement (iii) from the 'Grammar' section.

Ask students to read the given examples carefully. Ask them to notice the highlighted commas. Explain that how comma is used after 'yes', 'no' and how a comma is used to separate words in a sentence. Tell students that they are going to fill a worksheet. Give students worksheets and ask them to fill it neatly. Encourage students to complete the worksheet on their own.

Read statement (iv) from the 'Grammar' section. Read each given sentence aloud. Ask students to rewrite the given sentences in their notebooks using the correct punctuation. Encourage them to use comma's correctly. Help them if need be. Encourage them to complete their work in neat hand writing. Appreciate them all for their correct answer.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to write a sentence on board using comma. Appreciate him/her for correct use of comma in a sentence.

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	2		40 min

Worksheet

Name: _____ **Date: _____**

Put comma (,) in the given sentences.

- He ate chicken mashed potatoes and biryani in dinner
- There are parrots sparrows and pigeons in cage
- Forks knives and spoons are in cabinet.
- Yellow blue green and purple are my favourite colours.
- January march November and December are my favourite months.
- I cannot find my book eraser sharpener pen and scale.
- I would like to buy apples peaches mangoes banana grapes and melons.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

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

Unit Name: The Ants and the Grasshoppers **Topic: question words** **Date:** _____

Objective(s):

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

Recognize the function of selected question words e.g. what, when, to write answers to simple questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 92, worksheet

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 question words 'what' and 'when' on board. Share some examples using what and when with students for better understanding of students. make pairs of students. call a random pair in front of the class. Ask one student to use a question word of his/her choice to ask a question to his/her fellow student. Encourage other student to answer the question asked by fellow student. Appreciate student for correct use of question word in question. Repeat the process with other students as well. Make sure to involve all students in the activity. Appreciate them all by clapping.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read about question words. Recall the concept of question words. Ask students at random to tell what are question words. Tell students that we use 'what' to ask for specific information. Tell students that 'when' is used to ask about time, an occasion or a moment.

Ask students to open their textbooks at page 92. Read statement (i) from the 'Writing' section.

Ask students to read the given examples carefully. Ask students to notice the use of highlighted words s well.

Bring worksheets and ask students to fill the worksheets carefully. Encourage them to fill the worksheet in neat hand writing. Appreciate them all for their correct answers.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (4 min)

Make groups of students and ask them to use question words in examples of their own with fellow students.

Homework: (2 min)

Ask students to make three sentences using each question word 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	2		40 min

Worksheet

Name: _____ **Date: _____**

Write two questions of your own using the given question words.

What

_____

_____

_____

_____

When

_____

_____

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

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

Unit Name: The Ants and the Grasshoppers **Topic: story completion** **Date:** _____

Objective(s):

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

Fill in words to change /complete a given story.

Resource Material:

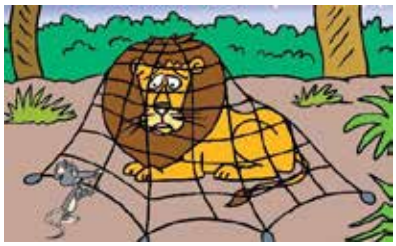
Chalk/Marker, White/Blackboard, Textbook page 93, chart, story book

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 sit in a circle. bring a poster for story 'Lion and the Mouse' and place it on the board. Ask students that have they read the story of lion and the mouse. Note their responses. Bring the story book and read the story of lion and the mouse for students. initiate conversation with students by asking about like/dislike about the story. Appreciate them all for their active participation in the class.



Main Activities/Concept Building: (25 min)

Tell students that today they are going to fill in the blanks to complete a story. Ask students to open their textbooks at page 93. Read statement (ii) from the 'Writing' section aloud. Red the given word bank and student to read after you. Read the given story aloud. Encourage students to fill in the blanks using the given word bank. Encourage them to choose the correct word from the word bank to fill in the blanks. Ask students to fill the blanks in neat hand writing. Appreciate them all for their correct answers by clapping for them to boost their confidence.

Sum Up: (3 min)

Summarise the key concepts with students.

Assessment: (5 min)

Assess your students by asking them to share the story of 'Lion and the Mouse' aloud with fellow students.

Homework: (2 min)

Ask students to read and learn the story 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	2		40 min

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

Unit Name: The Ants and the Grasshoppers **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 93

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 'Importance of Hard Work' in capital letters on top of the chart paper. Ask students at random to read the chart aloud. Ask student at random to share their ideas about the given topic. Tell students that it is very important for us to work hard to gain and achieve our goals. Tell students that without working hard, it is impossible to achieve our aims and targets. Tell students that even our prophet Hazrat Muhammad PBUH use to work hard even though He is regarded the best among all human beings by Allah SWT. Although our prophet could have had people serving His needs but He chose to lead. He set an example by working hard so that their followers learn the value of work and effort. Make sure to involve all students. Appreciate them for them active involvement in activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to do some creative writing. Write the topic 'Importance of Hard Work' 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 93. Read statement from the 'Creative Writing' section. Read the given word bank aloud. Explain the meanings of given words as well.

Ask students to share their thought about importance of working hard aloud by taking turns. Ask them to write five sentences about importance of working hard neatly in their textbooks. Ask them to write with 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: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share some benefits of working hard aloud with fellow students.

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	2		40 min

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

Unit Name: Red Hen and Her Friends **Topic: reading** **Date:** _____

Objective(s):

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

- Use pre-reading strategies to predict story by looking at picture(s) in the text.
- Read the text.
- Interact with text and use reading strategies (while reading) to guess what follows in a story.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94-95

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 sit in a circle. Tell students that today they are going to have fun because we are going to recall and enjoy some stories. Ask students at random to tell what is their favourite animal. Ask them to share the reason of their likeness. Ask students to share some details of their favourite animals. Ask them if they have pet animals at home. Ask them to share if they have a chance to have a new pet, what animal it would be. Ask them to reason of their likeness as well.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read the unit 'Red Hen and Her Friends'. Ask students to open their textbooks at page 94. Ask students to look at the given pictures carefully and tell the names of the animals that they can see in the picture. Ask them if they have seen these animals in real. Note their responses. Note their responses. Appreciate them for their correct answers.

Ask students at random to share what animal they would like to have a pet, a chicken, a peacock or a duck. Note their responses. Ask students to open their textbooks at page 95. Tell students that this is a rebus story. A rebus story uses pictures in place of words to help reader to read and make story. Now read the story aloud with correct pronunciation and intonation. Ask students to read after you as well. Ask students at random to guess what will happen next in the story. Make sure that students respond correctly. Note their responses. Read the rest of the story aloud as well. Appreciate all students to read the story correctly with you.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to tell if they like the story. Ask them to share the reason of their likeness.

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	2		40 min

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

Unit Name: Red Hen and Her Friends **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 96

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 a cushion to a student at random and ask him her to tell any incident when he/she helped any one in need. Ask them to share the incident with fellow students. Appreciate the student for his/her good gesture of helping. Now through the cushion to other students at random and ask the same question. Note their responses. Share an incident from your life where you have also helped someone in need. Tell students that helping others is a good quality and we all should adopt this quality. Appreciate them all for their involvement in discussion.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to complete the story 'Red Hen and Her Friends'. Tell students that this is a rebus story. A rebus story uses pictures in place of words to help reader to read and make story. Now read the story with correct pronunciation and intonation.

Ask students to open their textbooks at page 96. Ask students at random to read the story. Appreciate him/her for reading the story correctly. Ask students if they like the story. Tell students that we should always help our friends and family members. Helping others is a good habit. Ask them to share some incident when they helped their family members. Note their responses.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share their likes/dislikes about story 'Red Hen and Her Friends'. Note their responses.

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	2		40 min

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

Unit Name: Red Hen and Her Friends **Topic: weak forms** **Date:** _____

Objective(s):

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

Pronounce the weak forms of 'a' and 'the' in simple phrases and of 'be' in contractions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 97

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 chart of 'a' and 'the' in the class and place it on the board. Ask students to read the given words aloud. Now write few examples on board and ask students to read the given example after you. Read the examples with correct pronunciation. Make sure to pronounce the words 'a' and 'the' using week forms. Ask student to read the given examples without stress. Read the given words again and again with correct pronunciation. Appreciate students for correct pronunciation and active participation in class activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about the week forms today. Tell students that some words are often not stressed in spoken English, for example 'a' and 'the' are not stressed in their weak form.

Ask students to open their textbooks at page 97. Read the given examples aloud with correct pronunciation. Ask student to notice the highlighted words. Read the example again and again without stressing 'a' and 'the'. Ask students a well to read the examples without stress. Write few examples on board using 'a' and 'the' and ask students to read them correctly. Demonstrate the correct pronunciation again and again for better understanding of students. Appreciate them all for their correct pronunciations.

Sum Up: (3 min)

Summarise the key concept with students.

Assessment: (5 min)

Ask students at random to share a sentence with fellow students using weak forms of 'a' and 'the'. Appreciate students for their correct examples and pronunciations.

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	2		40 min

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

Unit Name: Red Hen and Her Friends **Topic: describing things/objects** **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: Describe things and objects in surroundings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 70

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 sit in a circle. Throw a cushion to a student at random and ask him/her to share the name of an object from surroundings. Repeat the process with all students. Encourage students to share names of as many objects that they can see in the classroom. Appreciate them all for their correct responses. Make sure to involve all students in the activity. Appreciate them all by clapping for them.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read a dialogue about describing things and objects in the surroundings. Ask students to open their textbooks at page 97. Read statement from the 'Listening and Speaking practice' section. Ask them to practise the given dialogue to understand some basic formulaic expression. Tell them we can describe the things in our surroundings.

Tell students that they are going to play a fun activity. Make two group of students. Ask students to pretend they are in a park. Ask each group to write names of objects that they can see around a park. The group with more objects will will the game. Appreciate them all for their correct answers. Make pairs of students and ask them to practise the given dialogue with each other.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share some objects that they can see in their surroundings when they visit a zoo. Note their responses.

Homework: (2 min)

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	2		40 min

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

Unit Name: Red Hen and Her Friends **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.
- Comprehend simple story read aloud.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 98

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'.

Recall the unit 'Red Hen and Her Friends' 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 'Red Hen and Her Friends' with their fellow students by taking turns. Ask students at random to share what Islam has taught us about helping others. 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 98. 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 students.

Assessment: (5 min)

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

Homework: (2 min)

Ask students to earn the answers to the questions 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	2		40 min

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

Unit Name: Red Hen and Her Friends **Topic: story character** **Date:**

Objective(s):

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

- 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 and in writing, in a sentence, their likes or dislikes about the story/ characters.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 98

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 today we are going to perform an interesting activity today. recall the unit 'Red Hen and Her Friends'. Make groups of students. Ask each group to perform the story. Ask them to act as a characters of the story by making sounds of animals as well. Ask students to actively perform the story while playing their characters (chicken, duck, peacock). Appreciate students for their role playing correctly.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about story and the characters. Tell students that the characters are the people or animals in a story. tell students that each story has some character/s whom the story revolves around.

Ask students to open their textbook at page 98. Read the statement (ii) from 'Comprehension Time' section aloud. Ask students to share the names of the characters of the story. Ask them to write the names of characters in the given space neatly.

Activity 1:

Read the statement (iii) from 'Comprehension Time' section aloud. Ask students at random to tell which character of the story they like the most. Ask them to share the reason of their likeness as well. Ask student to write the name of their favourite character on the given space. Ask them to write the reason of their likeness as well in neat hand writing. Encourage them to do their work independently. Appreciate them all for their good work by clapping for them.

Sum Up: (3 min)

Summarise the key concepts with students.

Assessment: (5 min)

Assess your students by asking random to share their thoughts about the story with fellow students.

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	2		40 min

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

Unit Name: Red Hen and Her Friends **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 98, toy mouse, toy lion

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 sit in a circle. Ask student at random to tell what is a rebus? Note the response. Recall the concept of a rebus story. Bring a toy mouse and a toy lion in the class and tell the story of lion and mouse using the toys as puppets. Make sure that all students listen to you carefully. Make pairs of students. ask each pair to demonstrate the story of lion and the mouse using the toys as puppets. Appreciate them all for their active participation in the class.

Main Activities/Concept Building: (25 min)

Tell students that today they are going do an activity of filling in the blanks with the help of a picture. Ask students to open their textbooks at page 98. Read 'Time to Think' statement. Ask students to look at the given pictures carefully. Ask them to tell the names of the given pictures. Note their responses.

Activity 1:

Encourage students to share their thoughts about the story. Write the correct answers on the board. Ask students to fill in the blanks using the correct words according to pictures to complete the story. ask them to complete their work independently. Ask them to fill in the blanks in neat hand writing. Help them if need be.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking random questions about the given pictures.

Homework: (2 min)

Learn and share the given rebus story 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	SUN (SNC-KPK & FEDERAL)	English	2		40 min

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

Unit Name: Red Hen and Her Friends **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 99

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 some difficult words from the unit on the board. Ask students at random 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 today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 99. 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:

Ask students to sit in a circle. Write the vocabulary words on board. Bring a ball and through it towards random students. Ask the student to catch the ball. Then ask them to tell the meaning of any vocabulary word written on board. Appreciate the class by clapping.

Sum Up: (3 min)

Summarise the key concepts with your students**.**

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 ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

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

Unit Name: Red Hen and Her Friends **Topic: directions** **Date:** _____

Objective(s):

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

Follow multiple-step directions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 99, chart, toy car/cycle, paints, worksheet

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 student to sit in a circle. Bring a printed chart paper of any 'find the way' activity and place it in centre. Tell students that our three good friends need our help. They want to reach the play groud but they need our help and directions to reach the other side, otherwise they can get lost. Bring a toy car or a toy cycle. Follow the path with toy cycle/car and give directions to students to show them how to reach the play graound. Now call students one by one and ask them to follow your directions and find the way from starting point to reach the playground. Encourage students to follow the directions you gave. Appreciate them all for following your directions carefully by clapping for them.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about multi-step directions. Tell students that in order to complete a task/activity, we must follow the given directions carefully in order to complete the task. Ask students to open their textbooks at page 99. Read statement (ii) from the 'Vocabulary' section. Read the given directions one by one. Give students the worksheets. Bring some paints in the class and place them on the table. Now encourage student to draw tree with long branches on their worksheets. Ask them to use different colour paints to fingerprint on the edges of the branches. Help them if need be. Ask them to follow your directions in order to avoid any difficulty.

Encourage them to complete their work independently. Help students to form a shape of tree leaves using their finger prints. Help them if need be. Appreciate them all for their active participation in classroom activity.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask each pair to show their collage work to each other.

Homework: (2 min)

Make a collage in the given space by following the directions given on their textbook page 99.

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	2		40 min

Worksheet

Name: _____ **Date: _____**

Draw long branches of tree. Use finger prints to create leaves on tree.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

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

Unit Name: Red Hen and Her Friends **Topic: request/commands** **Date:** _____

Objective(s):

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

Use and respond to simple sentences showing requests and command, both physically and in their speech.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 99-100

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 stand in a circle. Tell students that they are going to play a game called 'Simon Says". Ask students to follow your commands. Now say "Simon says; touch your toes". Encourage students to bend down to touch their toes. Ask students to follow your every command. Tell students that if they will not follow your commands quickly, they will be out of the game. You can use the following sentences to carry on with the game;

Simon says: touch your legs, Simon says: touch your arms, Simon says: touch your ears, Simon says: Touch your nose! Simon says: Shake your head. Etc. Make sure to involve all the students in the activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about commands and requests. Tell them that a command is a sentence that tells or asks someone to do something. Tell students that a request is an act of asking for something politely. Ask students to open their textbooks at page 99. Read statement (i) from the 'Grammar' section. Read the given sentences one by one and students to repeat after you. Call students at random to come in front of the class and perform the command of your choice. Use different commands to demonstrate the concept for their better understanding.

Ask students to open their textbooks at page 100. Read statement (ii) from the 'Grammar' section. Now, ask students at random to share some sentences that show commands. Ask students to write three sentences in the given space on their textbooks that show command. Encourage students to complete their work independently. Ask them to complete their work in neat hand writing. Take rounds of the class while they complete their work. Help them if need be. Appreciate them all for their good work by clapping for them.

Sum Up: (3 min)

Summarise the key concept with your students.

Assessment: (5 min)

Ask students at random to perform any command of your choice.

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	2		40 min

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

Unit Name: Red Hen and Her Friends **Topic: Request/commands** **Date:** _____

Objective(s):

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

Use and respond to simple sentences showing requests and command, both physically and in their speech.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 100, worksheet

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 sentences showing 'commands' on board. Make pair of students. Ask each pair to give commands to each other one by one. Encourage them to perform each other's commands as well. Make sure to involve all the students in the activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn more about commands and requests. Recall the concept of command and requests. Tell them that a command is a sentence that tells or asks someone to do something. Tell students that a request is an act of asking for something politely. Ask students to open their textbooks at page 99. Read statement (iii) from the 'Grammar' section. Read the given sentences one by one and students to repeat after you. Call students at random to come in front of the class and perform the requests of your choice. Use different requests to demonstrate the concept for their better understanding.

Ask students to open their textbooks at page 100. Read statement (iv) from the 'Grammar' section. Now, ask students at random to share some sentences that show requests. Ask students to write three sentences in the given space on their textbooks that show requests. Encourage students to complete their work independently. Ask them to complete their work in neat hand writing. Take rounds of the class while they complete their work. Help them if need be. Appreciate them all for their good work by clapping for them. Give worksheets to students and ask students to complete the given worksheet. Appreciate them all for their good work.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share some commands and requests with fellow students.

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	2		40 min

Worksheet

Name: _____ **Date: _____**

Read the given sentences and identify them as command or requests. Write 'C' for commands and 'R' for requests.

Get aside. ☐

Write your name. ☐

Can you close the door? ☐

Give me your pen. ☐

Please finish your work. ☐

Kindly go back to your seat. ☐

Open the window. ☐

Please call the police. ☐

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

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

Unit Name: Red Hen and Her Friends **Topic: greeting card** **Date:**

Objective(s):

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

Make/write simple greeting cards: Draw illustrations to make greeting cards using cursive writing.

- Write names of addressee and sender.
- Write appropriate words and formulaic expressions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 100, colourful papers, pencil colour, beads/pompom, paint, glue, scissors, pencil colours

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 today, we are Bring colourful papers, pencil colour, beads/pompom, paint, glue, scissors pencil colours and other different materials to be used for making a card. Make two groups of students. Ask each group to make a card using different materials for mother's day. Encourage each group to use different design and use different materials to make their cards. The group with neatest and pretty card will win the game.

Main Activities/Concept Building: (28 min)

Tell students that today they are going to learn that how to make a greeting card. Tel students that we use greeting cards on different occasions to greet and express our feelings for others. Ask students to open their textbooks at page 100. Read statement (i) from the 'Writing' section. Ask students to carefully look at given picture. Tell them that we write our name, addressee name, our feelings and expressions on the greeting card as well. Bring the cards that both group of students have prepared. Write a name on the top left corner. Write expression "Happy Mother's day" on the card. Write name of the sender on the down right corner. Demonstrate each and every step clearly so that students can grasp the concept easily.

Read statement (ii) from the 'Writing' section. Encourage students to make a greeting card according to their own choice. Encourage students to use their creativity and draw anything they like. Ask them to draw neatly in the designated space. Now encourage them to write the the name of addressee, their expressions (feelings/greetings) and their own name on the designated space. Encourage them to complete their work independently. Appreciate them all for their good work by clapping to boost their confidence.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to show their greeting cards to fellow students one by one.

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	2		40 min

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

Unit Name: Red Hen and Her Friends **Topic: name/number/address** **Date:** _____

Objective(s):

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

Write name, phone number, and address.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 101

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 today. Write your name, house address and phone number on board and read it aloud. Now, ask each student to come in front of the class and share their name, house address and their parents phone numbers by taking turns. Appreciate them for responding correctly. Make sure to involve all student's pone by one.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about how to write our name, our house address and phone number on a post card. Tell students that while posting a post card to anyone, we should carefully write our name address and phone number on the post card before posting it.

Ask students to open their textbooks at page 101. Read statement (iii) from the 'Writing' section. Ask students to carefully look at the given picture of a post card. Ask them to read the given post card carefully. Read statement (iv) from the 'Writing' section. Tell students that they are going to write their own name, address and phone number on the given post card on their notebooks. Ask students to write in neat hand writing in the designated space. Encourage them to complete their work independently. Appreciate them all by clapping for them to boost their confidently.

Sum Up: (3 min)

Summarise the key concepts with students.

Assessment: (5 min)

Ask students at random to write their names and address on the board by taking turns.

Homework: (2 min)

Learn your house address and (house/parent) phone numbers correctly.

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	2		40 min

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

Unit Name: Red Hen and Her Friends **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 75, chart

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 the given picture chart in the class and place it on the board. Ask students to sit in a circle. Throw the cushion to a student and ask him/her to tell what they can see in the given picture. Appreciate him/her for the correct answer. Ask students at random if they have ever helped any one in need. Note their responses. Encourage student to share the whole incident about their helping others in need. Ask this student to throw the cushion to another student and ask the same question. Try to involve all students in the activity encouraging them to share their experiences.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do some creative writing. Write the topic 'Helping Others' 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 101. Read statement from the 'Creative Writing' section. Ask students to think of different sentences about given topic and share their idea with fellow students as well. Encourage them to say their sentences aloud by taking turns. Write these sentences on the board.

Ask students to write few sentences neatly with correct spelling in their notebooks. 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)

Assess your students by asking them to read the sentences they have written in their notebooks.

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	2		40 min

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

Unit Name: How Old Am I? **Topic: Reading** **Date: _____**

Objective(s):

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

- Use pre-reading strategies to predict poem by looking at picture(s) in the text.
- Read and recite short poems or rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 102-103, ball,

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 sit in a circle. Through tennis ball to a random student and ask him/her to tell the name of their best friend. 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 good/best friends. Now repeat the process and ask them if they know how old is his/her friends. If they do not know, encourage them to guess the age of their friend. 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 'How Old Am I?'. Tell them that 'How Old Am I?' is a very interesting poem by 'Susan Noyes Andersan'. Ask students to open their textbooks at page 102. Encourage them to get involved in the poem by describing the pictures. Ask them to look at the given pictures and tell what they can observe while looking at the picture. Ask them to share what the boy thinking about? Note their responses. Ask them that can they guess what is the geo of the boy in the picture. Now ask students at random to share their age with fellow students aloud. Appreciate them for sharing their ages. Ask students to share their daily routines and tasks with fellow students as well. Ask them to share what they used to do when they reach home from school. Ask students to tell if they helped their mothers in house chores. Ask them to tell what is their favourite house chore which they would like to do. Note their responses. Appreciate them all for their active involvement in the class.

Ask students to open their textbooks at page 103. 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 students that having good qualities is very beneficial. We should be responsible, punctual, polite and patient. Tell student that by being patient and polite, we can avoid many disputes and difficulties. Tell students that we should be responsible. We should not turn our face from our responsibility and should fulfil every task and complete our work which is assigned to us. Encourage them all by clapping for them.

Sum Up: (3 min)

Summarise the key concept of helping and sharing with our friends.

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	2		40 min

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

Unit Name: How Old Am I? **Topic: rhythm/stress/intonation** **Date: _____**

Objective(s):

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

Familiarize themselves with rhythm, stress, and intonation of English language.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 104

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 following sentences on board. Read the given sentences with correct pronunciation and ask student to read after you.

- I *can't* do this work.
- I can't do this *work.*

Now read the sentences according to the stress pattern. Ask students that if they can notice the difference in stress pattern. Note their responses. Repeat both sentences using the correct stress patterns three to four times and encourage students to correctly follow you. Ask students at random to guess the difference in the meanings of both sentences. Explain them the difference in the meanings of both sentences. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about proper stress, intonation and rhythm. Tell them that meanings of the words can change according to the stress patterns that is why we should follow the correct stress patterns and pronunciations. Tell students that intonation pattern is the variation in the pitch of the speaker's voice. This pitch is also used to give information or change the meaning of the sentence. Tells students that rhythm is the arrangement and setting of sounds of different words in a proper way.

Ask students to open their textbooks at page 104. Model reading the poem with correct pronunciation, proper stress, intonation and rhythm. Encourage students 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. Say the name of the poet and ask students to repeat after you.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to read the poem with proper stress, intonation and rhythm.

Homework: (2 min)

Practice reading 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	2		40 min

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

Unit Name: How Old Am I? **Topic: body gestures** **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 104-105

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 a picture card in the classroom and show it to students. Ask students at random to look at the picture card carefully and tell what these children are doing. Note their responses. Ask children to tell what does it mean to when we put a finger on our lips. Appreciate them for their correct answers. Now move your head (nod) up down movement to show 'yes' gesture. Ask students to guess the meaning of your gesture. Appreciate them for correct answers by clapping for them.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about some expressions and body gestures. Tell students that sometimes we use different body parts such as face, hands, etc. to express our feelings and emotions. Tell student that different body gestures convey different meanings. Make happy, sad, and scared face for better understanding of students.

Ask students to open their textbooks at page 104. Read the statement from "Listening and Speaking Practice' section. Ask students to look at each picture very carefully. Ask them to observe the gestures and emotions that are portrayed by the given pictures.

Encourage them to share their guess. Appreciate them for correct answers. Write the correct expressions shown in the given pictures on the board. Ask students to write the correct expressions in designated space. Ask them to complete their work independently in neat hand writing. Take round of class. Help them if need be.

Sum Up: (3 min)

Summarise the key concept to students.

Assessment: (5 min)

Ask students at random to show the expression of being ashamed for some wrong work. Encourage them for correctly portraying the gesture.

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	2		40 min

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

Unit Name: How Old Am I? **Topic: comprehension/food labels** **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 and simple role play.
- Comprehend simple poems read aloud in class.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 105, worksheet

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 today we are going to share our daily routines with our fellow students today. stand in front of the students and share your daily routine first. Now, call each student one by one in front of the class. Ask students to share their daily routine. Make sure to involve all students in the activity. Appreciate them for their correct answers. Clap for them to boost their confidence.

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 105. 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. Bring the worksheet and distribute among students. Ask students to carefully look at the given advertisement poster carefully. Ask students to share some details that they can observe on the advertisement. Encourage them to answers the given question one by one. Appreciate them for correctly filling the worksheet. Ask students to open their textbooks at page 105. Read statement (ii) from 'Comprehension' section aloud. Now ask them to keenly observe the advertisement and answer the questions one by one. Appreciate them for their correct answers. Help them if need be in finding the correct answers.

Sum Up: (3 min)

Summarise the key concepts with students.

Assessment: (5 min)

Bring some coins and currency notes and show them to students. ask them to read the currency correctly.

Homework: (2 min)

Write the correct answers in your notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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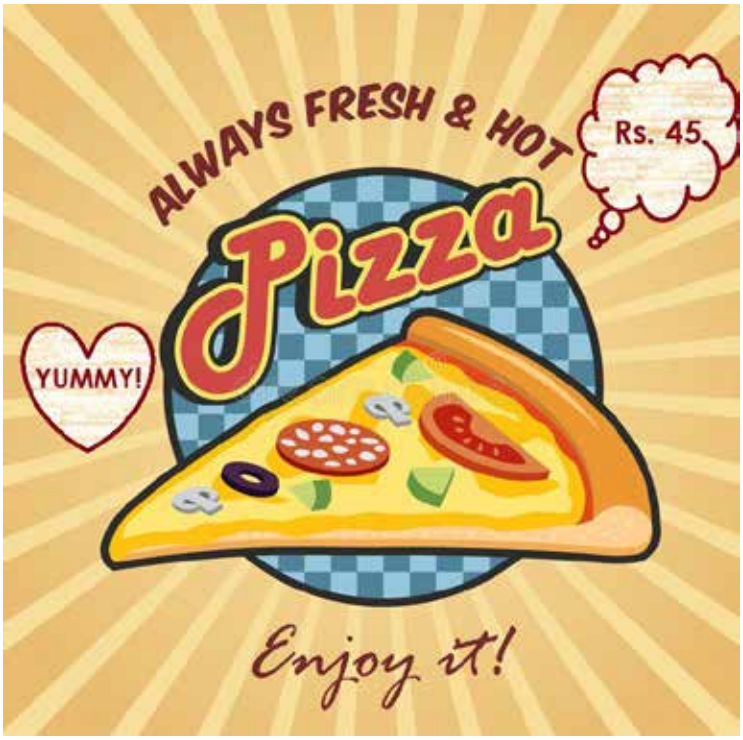
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Look at the given advertisement poster carefully and answer the following questions.



What food item you can see on the given advertisement?

_____

How much does a pizza slice cost according to the advertisement?

_____

According to advertisement, how does this pizza taste like?

_____

Do you like to eat pizza?

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

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

Unit Name: How Old Am I? **Topic: punctuation** **Date:** _____

Objective(s):

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

- Identify punctuation marks in sentence (e.g, Capitalization, comma, full stop, question mark, etc.)
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 106, ice cream sticks, food labels

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 some ice cream sticks with punctuation mark on them. Put them in a basket and place them on the table. Write different statements on board. Read a statement and ask students to guess whether it is a question or not. Appreciate students for correct answers. Ask student at random to come and pick an ice cream stick with correct punctuation mark for each sentence written on the board. Appreciate students if he/he picks stick with correct punctuation mark according to the sentence.

Main Activities/Concept Building: (25 min)

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. Tell students that when we start a sentence, first word should begin with capital letter.

Ask students to open their textbooks at page 106. Read statement (iii) from the 'Comprehension' section. Read the given examples aloud. Ask students to observe punctuation marks carefully at the end of each sentence. Ask students to circle capital letters and punctuation marks in each sentence. Help them if need be. Appreciate them all for their correct answer. Tell student that today we are going to learn about food labels. Tell students that when we purchase food from market, boxes and tins have labels on them. These labels give us information about the product inside the box/pack/tin. Show them some food labels and explain to them what information has been given on the label. Show them the names, expiry date, nutritional value, company name of each product on the label. Ask students to open their textbooks at page 106. Read statement from the 'Time to Think' section. Ask students to find any six naming words using the labels. Help them if need be. Now, ask them to write any six naming words from the labels on their notebooks. Ask them to write the noun in neat hand writing.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to tell the answer of your question form comprehension section. Appreciate him/her for correct answers.

Homework: (2 min)

Collect any five food labels and pate them in notebook. Note any six naming words from the labels and write them in notebooks as well.

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	2		40 min

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

Unit Name: How Old Am I? **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 106

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 some difficult words from the unit on the board. Ask students at random 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 today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 106. 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:

Ask students to sit in a circle. Write the vocabulary words on board. Bring a ball and through it towards random students. Ask the student to catch the ball. Then ask them to tell the meaning of any vocabulary word written on board. Appreciate the class by clapping.

Sum Up: (3 min)

Summarise the key concepts with your students.

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 ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: How Old Am I? **Topic: seek permission** **Date:** _____

Objective(s):

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

Articulate, recognize and use some formulaic expressions to seek permission to do something.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 106

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 an activity today. call random students in front of the class and encourage to ask you some questions such as;

- May I drink water?
- May I go to washroom?
- Can I use your pen?
- Could you do me a favour?

Answer the students accordingly one by one. Make sure to involve students in activity by taking turns. Appreciate the student by clapping for them to boost their confidence.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about some expressions to seek permission. Tell student that there is a difference in command sentences and permission sentences. Tell students that we often use modal verbs such as: may, can, could, etc. to make sentences for asking permission. Ask students to open their textbooks at page 106. Read statement (ii) from the 'Vocabulary' section. Read each given sentence to seek permission with correct pronunciation. Ask students at random to read the given sentences as well. Make pair of students. Ask each pair to practice the given sentences one by one.

Now role play an activity with students. Ask student to say a sentences for getting permission to do something such as; 'Teacher, May I drink water?'. Reply them as 'Yes! You may drink water." repeat the process three to four times. Appreciate them all for their good work by clapping for them.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (4 min)

Make groups of students and ask them to practice the sentences to ask permission.

Homework: (2 min)

Practice the given sentences at home with family members and 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	2		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: How Old Am I? **Topic: rhyming words** **Date: _____**

Objective(s):

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

Articulate and use simple rhyming words in writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 107, 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 a chart paper with poem written on it. Place the chart paper on the board. Read the poem with correct pronunciation and ask students to read after you. Now, ask students a random to share a pair of words that rhyme together from the poem with you. Appreciate students for sharing the rhyming words. Make sure to involve all students.

Main Activities/Concept Building: (25 min)

Tell students that that they are going to learn about rhyming words today. recall the concept of rhyming words with students. Tell students that rhyming words have the same ending sounds. Ask students to open their textbooks at page 107. Read statement (iii) from the 'Vocabulary' section.
Read the given examples of rhyming words and ask students to read after you. Share some more examples of rhyming words with students. Read statement (iv) from the 'Vocabulary' section. Encourage them to write rhyming words accordingly in the given blanks. Ask them to write the rhyming words in neat hand writing with correct spellings. Ask them to complete their work independently. Encourage students to write the rhyming words in neat hand writing. Call students at random to come in front of the class and read the rhyming words he/she have written. Appreciate them all by clapping of them.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask each pair to share their rhyming words with each other.

Homework: (2 min)

Write rhyming words from poem 'How Old I Am?' 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	2		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Unit Name: How Old Am I? **Topic: wh-questions** **Date: _____**

Objective(s):

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

Comprehend and respond to simple *wh*-questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 107, dice

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 are doing. Encourage them to say, 'Alhamdulillah'.

Tell students that today we are going to play a fun game. Bring a dice in the class. Write wh- question words 'when, why, where, who, which' on board. Tell students that they are going to roll the dice one by one. Then, they will make a question using the question word according to the number on dice. Tell students that If dice rolls on number One, then student will use 'what' to make a question. If it is number Two, then student will use 'where' to make a question. For number Three, use 'who' to make a question, for number Four, use 'which', for number Five, use 'when'. If it rolls on number Six, student got bonus. Now, he/she can choose question word of their own choice. Make sure to involve all students in this activity. Note their responses. Appreciate them all for correct responses by clapping.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about question words. Recall the concept of question words with students. Tell students that 'what', 'where', 'which', 'when' and 'who' are question words. They are used to ask questions. Ask students to open their textbooks at page 107. Read statement (i) from the 'Grammar' section. Read the given example aloud. Ask students to notice the highlighted question words and their use. Make pair of students. Ask each pair to write sentences using each wh-question words in their notebooks. Ask them to write in neat hand writing. Call each pair one by one and ask them to read the sentences. Appreciate them all for correctly using the question words.

Sum Up: (2 min)

Summarise the key concepts with your students.

Assessment: (3 min)

Ask students at random to ask a question using wh-question word.

Homework: (2 min)

Write questions using each question word 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	2		40 min

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

Unit Name: How Old Am I? **Topic: Reading** **Date: _____**

Objective(s):

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

Use punctuation rules learnt earlier.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 107, newspaper, worksheet

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 at random to tell what they know about punctuation marks. Note their responses. Call students at random to draw punctuation marks on board. Encourage them to draw the punctuation marks correctly. Bring old newspaper/magazine in the class. Make two/four groups of students. ask each group to circle punctuation marks in the newspaper. Ask them to find as many punctuation marks as they can. Appreciate them all for their active participation in the class.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to revise the punctuation rules they have learnt earlier. Ask students at random to tell the use of full stop, question mark, capital letter, exclamation mark, comma etc. appreciate them all for their correct answers.

Ask students to open their textbooks at page 107. Read statement (ii) from the 'Grammar' section. Read the given example aloud. Ask students to rewrite the sentences in the given space. Ask students to make sure the use of capital letters and correct punctuation while rewriting. Give worksheet to students. Encourage them to solve the worksheet independently.

Read statement (iii) from the 'Grammar' section. Recall the concept of question words. Ask students to write questions in their notebooks using the question words. Ask students to do their work in neat hand writing. Ask them to write question with correct spellings. Ask them to use question mark at the end of each question. Appreciate them all for their good work.

Sum Up: (3 min)

Summarise the key concept with students.

Assessment: (5 min)

Ask students at random to ask you question using question words. Answer their questions as well.

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	2		40 min

Worksheet

Name: _____ **Date: _____**

Read the given sentences and tick the correct punctuation mark for each.

	.	!	?
1. What is your favorite animal	☐	☐	☐
2. Wow	☐	☐	☐
3. The penguin is very cute	☐	☐	☐
4. The giraffe is the tallest animal of all	☐	☐	☐
5. Can you see the lion	☐	☐	☐
6. We are at the zoo	☐	☐	☐
7. I can't wait to see the elephant	☐	☐	☐
8. Hurry up	☐	☐	☐

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

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

Unit Name: How Old Am I? **Topic: Reading** **Date: _____**

Objective(s):

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

Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 108, worksheet

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 at random to share what is their favourite food. Ask them to share the reason of their likeness as well. Make pairs of students. Ask them to tell each other what they have bought for lunch today. Ask them to discus with each other their favourite fruits and vegetables as well. Make sure to involve all students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read a dialogue. Draw some speech bubbles on the board. Tell students that we can write the dialogue in speech bubbles. We can also use speech bubbles to show our thoughts. Ask students to open their textbooks at page 108. Read statement (i) from the 'Writing' section. Tell students that in the given dialogue, conversation is written in the speech bubbles. Ask students to practise the given dialogue to understand some basic formulaic expression. Make pairs of students and ask them to practise the given dialogue with each other.

Draw some speech bubble on the board. Call a pair of students to come in front of the class. Ask them to ask each other some basic questions. Note their conversation in speech bubbles on board for better understanding of students. Give worksheets to students and ask them to solve it with the help of pictures. Help them if need be. Appreciate them for their active participation in class.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to draw a speech bubble on the board and write a sentence in it.

Homework: (2 min)

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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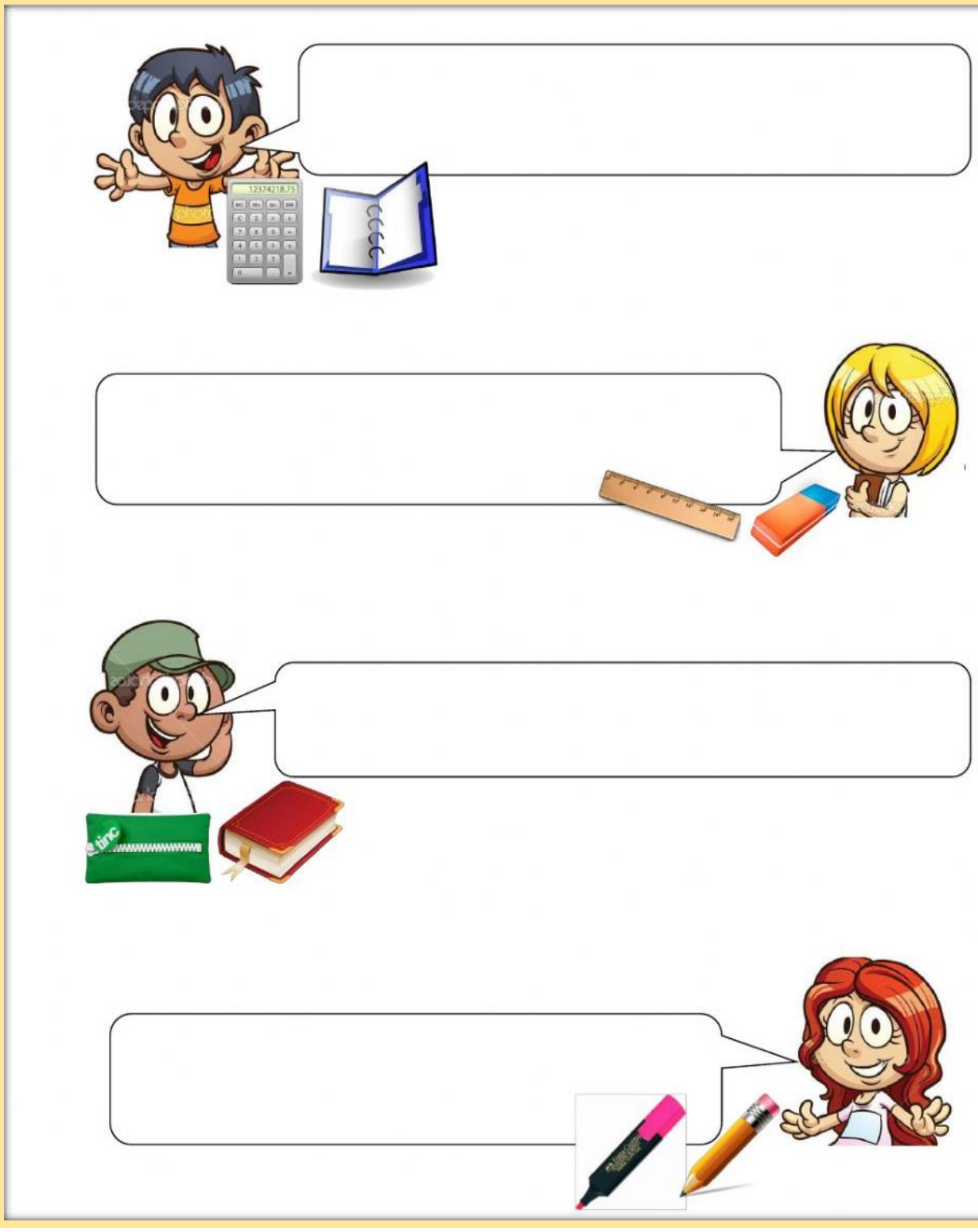
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

Worksheet

Name: _____ **Date: _____**

Write a short dialogue between friends about uses of different stationary in given speech bubbles.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	2		40 min

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

Unit Name: How Old Am I? **Topic: Reading** **Date: _____**

Objective(s):

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

- Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.
- Revise and edit written work for spelling and punctuation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 108

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 some speech bubbles on the board. Call a student at random to write a question in the speech bubble within the designated space. Ask another student at random to write the answer of the question in another speech bubble. Repeat the activity four to five time with random students. Appreciate them all for their active participation in the activity. Praise them by clapping to boost their confidence.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to write a dialogue. Draw some speech bubbles on the board. Tell students that we can write the dialogue in speech bubbles. We can also use speech bubbles to show our thoughts. Ask students to open their textbooks at page 108. Read statement (ii) from the 'Writing' section. Ask students at random to share the memories of their school trip with fellow students. initiate the conversation by telling them some details of your own school trip. Make sure to involve all students in conversation. Make pairs of students and ask them to discuss their school trip with each other.

Draw some speech bubble on the board. Call a pair of students to come in front of the class. Ask them to ask each other some basic questions/answers about school trip. Note their conversation in speech bubbles on board for better understanding. Now ask students to write the conversation in a short dialogue form between two friends about a school trip on their textbook. Ask them to complete their work in neat hand writing. Ask them to rite in the designated space. Appreciate them all for their good work by clapping.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to read the dialogue they have written in their textbooks.

Homework: (2 min)

Practice the written 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	2		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: How Old Am I? **Topic: Reading** **Date: _____**

Objective(s):

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

Recognise and write rhyming words from a poem. Write more rhyming words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 109, storybooks

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 it in a circle. Bring some story books. Make two groups of students. ask each group to find as many rhyming words in the story book as they can. The group with more rhyming words will win the game. Appreciate them all for active participation in the activity. Ask them to share more rhyming words as well and list them down on board.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn and recall the concept of rhyming words. Ask students at random to tell what are rhyming words. Note their responses. Ask students to open their textbooks at page 109. Read statement (iii) from the 'Writing' section. Tell students that rhyming words have the same ending sounds. Read the given poem 'Is the Moon Tired?' with correct pronunciation and intonation. Ask students to read the poem carefully and circle rhyming word in the poem. Ask students to write a pair of rhyming words in the given space on textbook. Ask them to add another word of their own that rhymes with written rhyming words. Appreciate them all for their neat handwriting. Praise them by clapping for good work.

Sum Up: (3 min)

Summarise the key concepts with students.

Assessment: (5 min)

Ask students at random to write some rhyming words on board.

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	2		40 min

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

Unit Name: How Old Am I? **Topic: Reading** **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 109, cushion

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'.

Have students sit in a circle. Initiate the conversation by telling the students that when you were a small child, you wanted to become a teacher. It was your childhood dream to become a teacher because you like this profession. Throw the cushion to a student at random and ask him/her to tell what do they want to become when they will grow up. Note their responses. Ask this student to throw the cushion to another student and ask the same question. Repeat this activity with all students.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do some creative writing. Write the topic 'when I'll grow up, I will be a/an _____' 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 them to share with fellow students what they think about the given topic.

Ask students to open their textbooks at page 109. Read statement from the 'Creative Writing' section. Ask students to think of different sentences bout the topic and write in the given space. 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)

Assess your students by asking random questions about their goals for future. Ask them to share their favourite profession as well.

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	2		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: N/A **Topic: Review** **Date:** _____

Objective(s):

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

Review 3

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 101

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'. 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 reason of their likeness as well. Repeat the process with other students as well. Encourage them to draw the picture of their favourite fruits in their sketch books and colour it. Appreciate them all by clapping for them.

Main Activities/Concept Building: (27 min)

Recall the concept of 'final' sounds. Ask students at random to tell what 'final' sounds are. Appreciate them for their correct answers. Ask students to open their textbooks at page 101. Read the statement (i) from 'Oral Communication' section. Say the given ending sounds aloud. Ask students to write few examples of plurals with 's', 'z', and 'iz' ending sounds.

Make pair of students. write few words in random order on board. Call a pair of student in front of class and ask them to re-write the words in correct alphabetical order on board. Appreciate them for their correct work. Ask students to open their textbooks at page 101. Read the statement (i) from 'Reading and Critical Thinking' section. Read the given words aloud. Ask students to arrange the given example in alphabetical order according to the second letter. Appreciate them for correct answers.

Read the statement (ii) from 'Reading and Critical Thinking' section. Read the given sentences aloud. Encourage students to circle the punctuation mark and underline the capital letters in the given sentences. Appreciate them by clapping for good work.

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 say the name of their favourite fruit 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	2		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: N/A **Topic: Review** **Date:** _____

Objective(s):

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

Review 3

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72-73

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 at random to tell if they what are proper nouns. Note their responses. Ask students at random to share some proper nouns with you. List the proper nouns on board. Write some common nouns such as; school, boy, mosque, hospital on board. Call students at random to come in front and write some proper nouns according to the written common nouns such as 'mosque-Faisal Mosque' etc. appreciate them all for their good work by clapping.

Main Activities/Concept Building: (27 min)

Recall the concept of direction. Ask students at random to tell what can happen if we don't follow the direction properly. Note their responses. Ask students to open their textbooks at page 110. Read the statement (i) from 'Aspects of Language' section aloud. Encourage students to write few directions in the given space. Appreciate them for their good work.

Read the statement (ii) from 'Aspects of Language' section aloud. Ask students to write one proper nouns with correct spellings in given space. Read the statement (iii) from 'Aspects of Language' section aloud. Encourage students to write a command and a request in the given space. Appreciate them all for their good work.

Ask students to open their textbooks at page 110. Read the statement from 'Writing' section aloud. Encourage students to open their notebooks and write few sentences about their favourite teacher. Ask them to complete their work in neat hand writing. Encourage them to write sentences with correct spellings. Praise them all by clapping to boost their confidence.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. Ask each pair to share a request and command with each other.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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